

## Skills of Islamic Religious Education Teachers in Class Management

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**ABSTRACT:** *This research aims to determine how classroom management at SMK Negeri 1 Tanah Grogot uses the qualitative interview technique with PAI teacher resource persons. Research result shows that in classroom management, efforts are needed from teachers in the direction of component classes that are carried out, such as responsiveness the teacher in terms of looking at students carefully, during the teacher's learning process, always looking to the students as a whole to create a classroom atmosphere conducive. Besides that, various problems arise that can disturb the class's order. Teachers have a significant role in dealing with these problems so that the classroom atmosphere remains conducive and supports learning objectives, especially in PAI subjects.*

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pengelolaan kelas di SMK Negeri 1 Tanah Grogot dengan menggunakan metode kualitatif, teknik pengumpulan data wawancara dengan narasumber guru PAI serta observasi. Hasil penelitian menunjukkan bahwa dalam pengelolaan kelas diperlukan adanya upaya-upaya dari guru dalam pengelolaan kelas komponen yang dilaksanakan seperti ketanggapan guru dalam hal melihat siswa dengan seksama, selama proses pembelajaran guru selalu melihat pada siswa secara keseluruhan untuk menciptakan suasana kelas yang kondusif. Di samping itu, tentunya ada berbagai permasalahan yang muncul sehingga dapat mengganggu ketertiban kelas. Guru memiliki peran utama dalam menangani berbagai permasalahan tersebut agar suasana kelas tetap kondusif sehingga menunjang tercapainya tujuan pembelajaran, khususnya pada mata pelajaran PAI.

**Keywords:** *Teacher Skills, Islamic Religious Education Teacher, Class Management.*

*Received: February 23, 2022; Revised: May 13, 2022; Accepted: June 23, 2022*

### I. INTRODUCTION

In carrying out their duties reliably, educators need solid knowledge, teaching and learning activities should be able to recognize and have an even reflection on how the teaching and learning process is going and what steps need to be taken so that the teacher's assignments can be tried well and get relevant results with expectations (Nurlaila, 2017).

One of the insights that educators must have is matters relating to classroom management (Faruqi, 2018). Classroom control is not limited to classroom arrangements such as seats, cupboards, novels, and teaching tools. But the main thing is classroom conditioning, meaning how teachers plan, organize and carry out classroom activities so that the classroom's teaching and learning process can be successful and run effectively and efficiently (Sa'diyah, 2017).

Good classroom management will make students more motivated to participate in learning (Zainuddin, 2016), especially in the subjects of Islamic Religious Learning, which are generally less attractive to students in schools (Ikhwan, 2014). In this regard, educators must be able to manage their students regarding cooperative attitudes in the learning process (Widiasworo, 2018) to create a conducive learning environment so that the learning process students can provide a positive response. A pleasant learning atmosphere will raise enthusiasm and foster student activity and creativity (Mahmudah, 2018).

Classroom management by the teacher will affect the success of learning as physical management (infrastructure, non-physical and (Rofiq, 2009). This demands educators to be more professional, although in general, many teachers pay less attention to mastery and control over students where problems arise, such as dirty classroom conditions, students who are indifferent to educators, and lack of student discipline (Aulia & Sontani, 2018).

Educators play a significant role in schools. The position of educators is closely related to all educational activities in schools, especially in shaping the nature of the nation, improving students' abilities (Aulia & Sontani, 2018), and determining direction and goals (Adiyono & Maulida, 2021), education which will have a significant influence on improving the quality of education. Every problem must be solved, which also applies to improving the quality of education because this is the main goal to be achieved in classroom management (Adiyono, 2021).

To manage this, good teacher management is needed because classroom management is an effort to create and maintain optimal conditions for an effective learning process (Hilmi, 2019). The source of the success of the teaching and learning process is how a teacher can manage the class well. As professionals, teachers must create and maintain learning conditions related to preserving student discipline in regulating student behaviour (Darman, 2018).

Classroom management is systematic thinking to increase success in education (Zahroh, 2015). For this reason, it is necessary to identify things that become obstacles and seek efforts from educators to optimize classroom management to improve educational activities (Syamroni, 2019). Educators must be active in managing the class, especially in this case, according to the results of data from Mr Edi Sutiawan, Deputy Head of the Al-Kautsar Senior High School Bandar Lampung Curriculum, as follows: "In managing this class, the teacher Before starting education In the learning process in class, it would be nice if you had to prepare some administrative tasks because it is essential to be used as a guide by teachers in carrying out education and teachers must also be able to manage classes so that students can study safely." (Sutiawan, 2022).

## II. METHOD

In this study, the authors used qualitative research methods. Data and sources were obtained from structured interviews and observations, and supporting data were obtained from literature studies. Because through the interview technique, the author can get more detailed information and direct observation to explain a particular thing, situation, and condition, which is then developed with a literature study. Thus, it is hoped that the data obtained will be more detailed and in-depth (Adiyono, Irvan, & Rusanti, 2022).

The interview technique is a communication or interaction process to collect information through questions and answers between researchers, resource persons, or research subjects. Observation means seeing and following the activities at the research location to get the actual information data. At the same time, the literature study utilizes reading materials specifically related to the object of research under study. A literature study is a collection of reference theories that form the basis of a survey that answers theoretically the problem of the leading research idea (Ikhwan, 2021); (Fikri, 2022).

Qualitative research focuses on scientific activities by analyzing and understanding social phenomena. Understanding is not only from the researcher's point of view but also understanding the observed symptoms and facts from the point of view of the subject under study (Ahyar, 2020). Data analysis used the Miles Huberman model, data collection, reduction, presentation and conclusion by researchers.

## III. RESULT AND DISCUSSION

### Class Management Objectives

Category management is an activity undertaken by the teacher to create a supportive category atmosphere to allow the maximum training process to take place. Category management also aims to produce categories that support and maximize. There are two types of category management goals, namely common goals and unique goals.

The usual goal is to provide and use the facilities for various teaching and learning activities (Azizah, 2017). With the existence of learning facilities, it can facilitate the implementation of teaching and learning activities (Anggryawan, 2019). The use of teaching and learning facilities must be adequately managed to be effective and efficient (Azhari, 2016). learning objectives that are expected to be achieved (Adiyono & Pratiwi, 2021);(Halimah & Adiyono, 2022).

While the specific objectives are as follows (Azizah, 2017), *first*, help develop students' potential using learning tools. The supply of learning tools owned by the school and the students themselves will affect student achievement results. Completeness of learning equipment will support the learning process better so that student achievement will increase. On the other hand, the lack of learning equipment causes students not to be able to study optimally, reducing learning achievement (Bangun, 2008). *Second*, creating a conducive atmosphere allows students to work and learn thoroughly. A conducive classroom atmosphere is closely related to the results of student achievement. Conducive classes can make students more active and creative and foster student interest, motivation, and endurance in the learning process (Nugrahanti, 2014).

*Third*, helping students to get the expected results. Of course, with good classroom management, it will be easier for students to achieve learning goals. *Fourth*, educators play a role in guiding students' experience of good behaviour and personality. Education is not only centred on the intellectual progress of students but is also expected to form good behaviour and nature as a form of realizing character education. Of course, educators must have a strategy as an effort from their role in guiding the behaviour and personality of students. Among these strategies are right plans (teachers are role models), habituation strategies (teachers train and familiarize students with good morals), *ibrah* and proverb strategies (teachers give lessons from parables or Islamic stories), advice-giving strategies (teachers remind students about the goodness and truth that must be done), as well as *targhib* and *tarhib* methods (the teacher explains the rewards for good human deeds and threats for evil human deeds) (Munif, 2017).

According to Sudirman, the purpose of classroom management should refer to the main goals of education, namely developing the potential of students to become human beings who believe and are pious. Class management aims to provide facilities for various learning activities in the classroom's social, emotional and intellectual environment (Nurlaila, 2017). According to Suharsimi Arikunto, class management aims to make students able to work and think in an orderly manner, interact, and express opinions in class so that learning objectives can be achieved effectively and efficiently (Yanti, 2015). Below are two indicators of an orderly class, namely as follows. *First*, every student must work continuously. This means that no students are stopped because they do not know there is a task to be done or cannot carry out the assigned task. *Second*, each student must not waste time completing the job, meaning that each student must complete the assigned task promptly. Suppose some students are not enthusiastic about doing assignments, so they cannot collect their jobs according to the allotted time. In that case, the class will be categorized as an undisciplined class (Nurmalasari, 2019).

From these various descriptions, it can be concluded that class management aims to build conducive situations and conditions and optimize learning facilities for students in the classroom so that learning can be of higher quality (Widiasworo, 2018).

### **Teacher Efforts in Classroom Management**

*First*, as a professional educator, before starting learning, you must prepare learning tools, including the following.

- a. I am learning the Implementation Plan (RPP). RPP is an elaboration of a more operational syllabus in the learning process. The lesson plans contain all learning activities teachers, and students will carry out during the learning process (Munawaroh, 2020).
- b. Learning media. Learning media are tools, methods, and techniques used to make communication and interaction between teachers and students more effective during the learning process in the classroom.
- c. Learning materials that contain knowledge (cognitive), skills (psychomotor), and attitudes (affective) must be achieved by students to meet learning objectives.
- d. Teachers can categorize or identify the abilities and conditions of students.
- e. Prepare questions to stimulate students to be active in learning.

- f. Learning methods, namely the steps or methods chosen and implemented in learning activities in the classroom to achieve learning objectives.
- g. A professional teacher must be able to manage emotions and place himself where he is. For example, problems at home should not be brought to school.
- h. A teacher must maintain physical and spiritual health and maintain maximum stamina in carrying out his duties as an educator.
- i. A teacher must understand or know students' character to make it easier to determine learning methods so that it is easier to provide material. Therefore, teachers are required to know learning psychology (Irham, 2022).

*Second*, there is a clear learning contract to keep the class in order. A learning contract is a set of rules made in a style that comes from inputs between teachers and students. This is one way to make students aware that it is effective in maintaining class order and can help launch the learning process. Learning contracts or class agreements can be made in writing or non-written (by word of mouth between educators and students), and usually, learning contracts are carried out at the beginning of the learning year.

*Third*, various PAI Learning Methods. PAI learning, of course, cannot be separated from the lecture method because PAI learning cannot be separated from the advice educators give. According to research by education experts, the practical time limit for the lecture method is only 15-20 minutes. Therefore, PAI learning methods need to be varied so that students are not bored participating in learning. Among the variations of PAI learning methods commonly applied in SMK Negeri 1 Tanah Grogot, namely as follows.

- a. The plus lecture method is a lecture that includes questions and answers, discussions, and responses.
- b. Problem-solving method or problem-solving.
- c. Demonstration method from the teacher or through audio-visual media according to material needs.
- d. Give assignments to students.
- e. Storytelling is related to stories in Islam (Irham, 2022).

## **Class Management Problems and Handling**

### ***1. Problems that generally occur in the PAI learning process***

- a. Many students have not been able to read and write the Qur'an.

Given that Islamic learning is closely related to the Qur'an and hadith, understanding reading and writing the Qur'an in Arabic writing is fundamental to learning. Many students do not understand the numbering of verses. In addition, there is very minimal time in carrying out the PAI learning process, where you are only given 3 hours of lessons in one meeting per week.

The solution related to this is that teachers must have a strategy to support students' ability to read and write the Koran, such as providing certain times outside formal learning, such as the Al-Qur'an tahsin program. Then the students were also categorized based on their ability to read the Qur'an (already fluent, not fluent, and unable to do it at all). Students who are already fluent are expected to be able to help their friends who are not fluent with the peer tutoring

method. In addition, educators must advise students to be more active in studying the Koran teacher at home or study elsewhere to support the ability to read the Qur'an. On the other hand, educators must also realize that the role of parents is also essential in the learning process, so communication between educators and parents of students must still be carried out so that parents can know the development of their children and can assist teachers in monitoring students at home so that the expected results are achieved. of the learning process in schools can be performed optimally

- b. The lack of hadith material in the PAI learning curriculum. The curriculum is the heart of education, so the learning process must refer to the curriculum set in an academic unit.
- c. Lack of understanding of faith and morality as the foundation of religious awareness. Therefore, as an educator, he should provide experience to students about the basics of Islamic spiritual knowledge, especially regarding faith and moral education (Zukhrufin, Anwar, & Sidiq, 2021).
- d. Many students have difficulty in the memorization process. Several factors, including lazy students, cause this because they are not interested in PAI subjects. Too many issues are studied, so students' focus is divided (Irham, 2022).

## **2. Students are not disciplined to do assignments**

What needs to be explored first by an educator when finding such a problem is what causes the student to be undisciplined in doing assignments which can then be used as a reason for finding solutions to these problems. Of course, every student's behaviour has a background that is why he does it. In this case, there are two factors, namely as follows.

### **a. Internal factors**

Internal factors exist in students during the learning process (Hapnita, 2018). For example, they are lazy, bored with the tasks given, cannot manage study time well, and are not serious about participating in learning (Laia, 2022).

### **b. External factors**

External factors are factors that come from outside the students themselves, for example, in the form of:

- 1) Educators who do not motivate their students,
- 2) Peers who have a negative effect,
- 3) The environment affects student discipline (Sugiarto, 2019).

Ways to overcome various causes of lazy students in doing assignments, among others, are by:

- a) The approach from educators to students is persuasive so that students feel cared for and there is a sense of trust given by the teacher to him. For example, when the teacher provides an assignment with a specific time limit, then if there is trust from both parties, the task will be completed on time.

- b) Educators provide good role models for students (Irham, 2022) so that students can imitate the exemplified behaviour (Adiyono et al., 2022). In the world of education, it is known as "*Ing Ngarso Sung Tulodho*", which means that the teacher is at the front of being a role model for his students (Zulaicho, 2021). Educators must be punctual, disciplined, firm and consistent with their words, for example, an initial agreement on the value of assignments according to the order in which they were collected (on time or not). In addition, educators can also make agreements related to task discipline when contracting to learn.

### ***3. Students are not disciplined to enter class/late***

At SMK Negeri 1 Tanah Grogot, most students are not late for class during PAI lessons. Still, a few students are intentionally late when memorizing for fear that they student has not learned it. SMK Negeri 1 Tanah Grogot has strict rules regarding this. Students who are late for class will be subject to violation points according to school regulations. However, the teacher has the right to ask why the delay is. In this case, the teacher cannot see only one side but must involve feelings and understand the student's character and background so that they are wiser in making decisions. as specified.

### ***4. Students do not understand the learning material***

- a. A teacher must be able to identify his students. This is in line with the new curriculum, which contains the paradigm that there is no coercion in learning, so teachers must adapt to their students but not exceed the limits set. This means that the teacher provides material based on students' abilities and does not directly provide rigid material. For example, when giving rote assignments, the teacher can instruct students to memorize juz 30. However, students may choose to learn according to their favourite surah, so they can still remember without any coercion.
- b. Provide exciting learning so that students are motivated to learn and understand the material, for example, by making the material short so that it is easy to understand.
- c. They were using learning media such as audio-visual. Each student has different tendencies regarding their preferred way of learning; some like to hear and see, so using this learning media can support the learning process (Irham, 2022). With this learning media, it is hoped that the material presented will be more explicit and more exciting and help educators to create a more lively and not dull learning atmosphere (Wahid, 2018)

### ***5. Students are passive or not interested in learning material***

It should be noted that students are not active in PAI learning due to several factors, including not understanding the learning material presented, being shy, confused in expressing opinions or questions, not liking PAI subjects, or even not liking the teacher.

The solution that can be done by educators so that their students become active is to provide learning motivation (Irham, 2022). The learning process will be maximized when students have a basis. Motivation will increase students' learning efforts (Suprihatin, 2015). In addition, they are also taught to be confident. This can be

supported by learning methods designed to require active students. For example, each student must express their opinion about an image or video displayed by the teacher so that participants are trained to be engaged students and dare to say their views. Therefore, teachers play the most crucial role in determining learning methods, and teachers must have diverse ideas to adapt to their students' circumstances and needs constantly.

#### **6. *Students are indifferent or talk alone***

The solution for students who are indifferent and talk to themselves when the teacher delivers the material is as follows.

a. A teacher must have authority.

Authority is the strength inherent in a teacher that can bring about an attitude of obedience by students so that they feel reluctant, accompanied by respect (Rohmad, 2020). The authority possessed by the teacher affects the focus of students. When the teacher has reasonable control, the centre of students' attention will be on the teacher so that students do not have the opportunity to ignore what the teacher conveys (Irham, 2022). The authority possessed by the teacher positively influences the soul of students to gain success in realizing learning goals (Sidah, 2011).

b. Exemplary and noble character in educators

A teacher's example is a teacher's habit both in attitude and behaviour in everyday life. The teacher's example can be shown through positive actions so students can use it as a role model (Prasetyo, 2019). On the other hand, if an educator behaves poorly, it will make students less respectful. For example, educators teach not to hurt themselves while they smoke (Irham, 2022).

c. Educators must have a loud voice (loud)

If the teacher's voice is low, the students will be indifferent to the teacher's explanation, but if the teacher's voice is loud, the students will always be focused and focused on the teacher.

d. Educators must be assertive.

The teacher's assertiveness here means consistency and commitment to enforcing discipline in the learning process. Firmly what is intended is not a form of anger or threats but the provision of positive and educational sanctions (Irham, 2022). For example, the teacher gives strict sanctions against students who are not disciplined in collecting assignments. So, in this case, the sanctions provided by the teacher are a tool to educate or foster students to feel a deterrent for the actions they have violated (Ardi, 2015).

#### **7. *Students and teachers are tired and sleepy***

This problem is common in schools, especially during class hours, so it interferes with a learning focus. The solution to this problem is as follows.

a. As a teacher, you need to motivate yourself, for example, "I am committed to educating the nation's children". So, the teacher must be enthusiastic (energetic) and not let the teacher demand that his students are passionate about learning while the teacher is not excited about teaching (Irham, 2022). The working spirit of teachers in education is a form of responsibility in improving student



academic achievement. Teachers with high enthusiasm for teaching will show positive behaviours, such as discipline. Conversely, teachers with low teaching enthusiasm will look lazy and show negative behaviour, such as leaving the class or school for a long time (Werang, 2019).

- b. Learning must be engaging. During the day, the teacher can combine learning methods, such as the lecture method, and then alternate with the demonstration method (Irham, 2022). For example, showing slides, videos, or film clips can clarify information about the material being discussed so that students do not feel bored and teachers do not run out of energy (Nurrita, 2018). The discussion of the material can also be related to things that students enjoy, for example, matters relating to feelings (discussions about feelings). For example, about a life partner, how to get a pious husband and a pious wife (Irham, 2022).

#### **8. Problems when learning PAI practice**

At SMK Negeri 1 Tanah Grogot, when praying, many still have not memorized the readings, and many of their movements are not by the guidance of the authentic hadith of the Prophet Muhammad Shallallahu Alaihi Wa Sallam. In addition, the memorization of the surah is still a bit so that it makes students lazy to pray, and the reading of the Qur'an is not by the rules of recitation. The solution:

- a. For memorization, the teacher can give the task of memorizing prayer readings by the hadith of the Prophet Muhammad Shallallahu Alaihi WaSallam and short suras, then depositing the memorization according to the specified deadline.
- b. Then the prayer movement, the teacher must be patient to teach slowly until the students understand. Teachers can demonstrate or give direct examples, then they see and practice directly so that teachers can correct which parts are still not correct. In addition, students are also instructed to be active in performing the five daily prayers because, in the five daily prayers, students automatically have learned. If they are carried out regularly, students will memorize them. With this, educators can also conduct direct assessments to see who is diligent in praying and who is not.
- c. For reading the Qur'an, educators need to set the learning time, for example, in 3 hours divided into 1 hour for learning the Koran, 1 hour for delivering material, and 1 hour for discussion or question and answer sessions (Irham, 2022).

## **IV. CONCLUSION**

To achieve the learning objectives, classroom management is needed. Classroom management is an educator's effort to create a conducive and optimal learning atmosphere. Efforts made by PAI teachers at SMK Negeri 1 Tanah Grogot in classroom management are 1) Preparing learning tools, 2) Existing learning contracts, and 3) Using various learning methods. In every learning problem, a solution must be found so that the learning objectives can be achieved. This can be overcome with good classroom management. Good classroom management is an essential factor that cannot be forgotten because this can be one of the causes of learning success. It is hoped that this can be used as a reference for classroom management according to the environment of each educational institution

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