


Class Management Strategy in Islamic Religious Education Subjects in Making Effective Teaching and Learning Activities

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A B S T R A C T

This study examines how to effectively teach and learn for class VB pupils at Topa Elementary School in Baubau City using classroom management techniques in Islamic religious education subjects. The fact that certain students continue to perform less well during the teaching and learning process served as the impetus for this investigation. An appropriate classroom management plan must be used to make teaching and learning activities effective if the learning process is to be successful and efficient. This study aims to determine how classroom management strategies are applied in Islamic religious education courses to ensure that teaching and learning activities are successful for class VB students at Topa Elementary School in Baubau City. Identifying the elements that help and impede the use of classroom management strategies in Islamic religious education courses is another goal. This study is qualitative and descriptive, and its data collection techniques include interviews and documentation. Teachers employ a variety of classroom management techniques, according to the study's findings, including adaptable seating arrangements, active learning practices, the use of engaging educational materials, and consistent punishment enforcement.

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INTRODUCTION

Education is the most effective means of shaping life, as it significantly influences the development of human personality and serves as a fundamental requirement for the continuity of life. The success of education, particularly at advanced levels, is closely tied to the contributions of innovative educators who guide and mentor students toward achieving their full potential. Teachers act as devoted facilitators, leading students through the journey of knowledge toward the threshold of success. In this context, Islamic religious education holds a pivotal role, especially in elementary schools, where it not only imparts religious knowledge but also fosters moral values, spiritual awareness, and character development. To achieve these goals, educators must implement learning strategies that are not only informative and engaging but also practical and relevant to students' daily lives (Rahmah, 2021).

Teachers are consistently faced with a range of student personalities, behaviors, and learning habits, which makes thorough and strategic planning essential in the learning process. A creative teacher is not only able to manage time efficiently despite having a full teaching schedule, but also brings energy and innovation into the classroom. This type of educator is rich in ideas and capable of implementing various learning methods—both in formal classroom settings and through extracurricular activities—to meet students' diverse needs and maintain their enthusiasm. Syaifurahman and Ujiati (2013) emphasize that effective

learning requires proper management through planning, coordination, execution, and classroom organization in order to build a positive and productive learning environment.

However, despite these ideal strategies, many teachers continue to encounter challenges in classroom management, especially when teaching Islamic religious education. Common obstacles include low student enthusiasm, a lack of supportive environmental factors, and limited teaching materials, all of which hinder the overall effectiveness of the teaching and learning process. Majid (2014) notes that Islamic religious education is not merely about delivering knowledge, but also about nurturing students' spiritual, moral, and emotional development. Therefore, without strong management and innovative strategies, the goals of Islamic religious education may not be fully achieved, and the learning experience becomes less meaningful for students.

Management is the same as management that involves behavioral and cognitive processes. The teacher's ability to create a conducive learning environment and maintain control over it if the learning process is disrupted is known as classroom management. This is because the class is the smallest work unit in the school and is used for teaching and learning activities (Salma, 2020). Teachers often face unpleasant classroom situations during the teaching and learning process. Some students, for example, use language that can disturb other students. Therefore, teacher effectiveness is not solely determined by elements that are directly related to the implementation of teaching and learning activities, such as developing appropriate and easy-to-understand learning objectives, selecting relevant content, and understanding the content, selecting appropriate teaching techniques, and the completeness of learning resources and the teacher's capacity to use them effectively and efficiently. Learning success, which is often measured by the achievement of goals or persistence in the face of difficulties, is one of the criteria used to evaluate the quality of education. (Fahmi, 2013).

Based on the researcher's initial findings, elementary school students really need creative classroom management. Elementary school children show the following characteristics because most of them still have a childish mindset and like to play: they are active, like to play, work together in groups, and are responsive. According to Piage's cognitive theory, elementary school teachers are not only able to provide knowledge but also focus on how to do it, especially with students aged between 7 and 8 and 9 and 14 years old, because their concrete operational time varies. To ensure that students acquire content and do not get bored with the teacher's repetitive teaching methods, they must also be imaginative and able to build a fun learning atmosphere. However, this shows that the quality of learning is also influenced by the level of teacher preparation and understanding of relevant curriculum topics. The effectiveness of classroom management will undoubtedly be greatly affected by this.

METHOD

The data collection for this study was carried out from April 14 to 20, 2025, using a descriptive methodology with a qualitative approach. This approach was chosen to gain an in-depth understanding of the classroom management strategies employed by Islamic Religious Education (IRE) teachers to enhance the effectiveness of teaching and learning activities. The research was conducted at Topa Elementary School in Baubau City, focusing on class VB. The study population consisted of all 27 students in class VB and one IRE teacher responsible for the class.

Given that all 27 students of class VB were included as participants, the study employed a comprehensive sampling technique, also known as a census. This method was selected to provide a holistic and detailed picture of the classroom management practices contributing to successful Islamic Religious Education learning. The research involved direct observation of classroom activities, allowing for an authentic understanding of teacher strategies. Data collection techniques included documentation, interviews, and classroom observations, while data analysis involved the processes of data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

Implementation of Class Management Strategy in Islamic Religious Education Subject in Making Teaching and Learning Activities Effective for Grade VB Students of Topa Elementary School, Baubau City

To ensure that learning objectives are met, the learning process runs efficiently, and students feel comfortable in class, educators must implement effective classroom management strategies. These strategies help create a learning environment that is friendly, enjoyable, and conducive to student engagement. In the context of Islamic Religious Education (IRE), such management is crucial not only for knowledge delivery but also for fostering students' moral and spiritual development.

Before the lesson begins, IRE teachers at Topa Elementary School employ various classroom management techniques to make the learning atmosphere more enjoyable and interactive. One such strategy includes the use of dynamic seating arrangements, such as the U-model, O-model, or group model. These seating styles are selected based on the teaching method being applied, allowing the teacher to adapt the physical setting of the classroom to suit the nature of the lesson and encourage student participation.

The findings of this study reveal that the IRE teacher in class VB applies classroom management strategies systematically and in a well-planned manner. This approach significantly contributes to the effectiveness of teaching and learning activities. By intentionally organizing the classroom environment and employing appropriate techniques, the teacher successfully maintains student focus, minimizes disruptions, and ensures that the learning process aligns with the intended educational outcomes.

The following are some ways to apply classroom management techniques:

Designing the Ideal Classroom Environment

Here, creating a perfect classroom requires the use of colors, bench arrangement, pictures, and adequate lighting. The classroom environment will be perfect to encourage students' interest in learning and ensure that learning runs smoothly if these indicators are met. A neat, clean, and attractive classroom is the right size for Topa Elementary School. Students' benches and chairs, teachers' tables and chairs, stationery, cleaning supplies, and wall extensions are all included in the concept of a neat classroom. Depending on the circumstances and conditions of the classroom, the placement of benches and chairs can be changed.

The VB classroom features pictures of the president and vice president, religious figures, a reading corner, origami paper stars, flowers, and animals, organizational frames, and more. White is used as the classroom color in the VB classroom because it is generally a calm and neutral color. White looks clean and makes the classroom appear larger, which is why they like it. Regarding the arrangement of the benches, teachers make the necessary adjustments; therefore, the school does not have any specific rules or regulations. However, most sessions use conventional (traditional) formations; however, Islamic religious education instructors sometimes also use U-formations or groups. This is done to minimize students from making noise so that learning becomes effective. In addition, the VB classroom has very good lighting because sunlight can enter through the ventilation, making the room bright.

Utilization of Facilities and Infrastructure According to Needs

In this VB class, the infrastructure and facilities available to support the implementation of class management strategies include: whiteboards, class structures, photos of the president and vice president, books, wall and roof decorations, cleaning supplies, as well as class identities and those responsible for the room.

Building Good Relationships Between Teachers and Students

Here, fostering a positive relationship between students and teachers requires developing a close bond between them, similar to the bond that exists between parents and their beloved children, children who respect their parents. According to the results of field

research, the relationship between teachers and students is very good. Topa State Elementary School provides special time for teachers to build closeness with their students.

Creating a Conducive Learning Climate

Building positive relationships between students and teachers in this context requires establishing a strong bond between them, similar to the bond that exists between parents and their dependents, children who respect their parents. According to the results of field research, the relationship between teachers and students is very good. Topa State Elementary School provides special time for teachers to get closer to their students.

The implementation of classroom management techniques in Topa State Elementary School can be said to be quite effective based on the results of field studies. Both in the sense that the planned management strategy is implemented, this is considered in line with the objectives to be achieved, especially increasing the effectiveness of learning activities for Islamic Religious Education subjects. However, in reality, there are still many things that need to be improved, especially the procedures that have been established must always be refined in order to be able to adjust to the situation and conditions and changes that occur.

Supporting and Inhibiting Factors of Class Management Strategy in Islamic Religious Education Subject in Making Teaching and Learning Activities Effective for Grade VB Students of Topa State Elementary School, Baubau City

Every day, schools as educational institutions organize a number of programs. One of these programs, namely classroom management, needs to be implemented every day. As a daily program, classroom management requires daily supervision by the principal, vice principal, or instructor. There are a number of supporting and inhibiting aspects that contribute to the smooth implementation of classroom management techniques.

Based on the results of field observations, Topa State Elementary School has implemented classroom management strategies quite effectively. The Principal, Mrs. Muslima A.Ma.Pd, S.Pd, stated that although the implementation of classroom management strategies has been relatively optimal, there is still room for improvement—particularly regarding the quality of teaching personnel and the availability of adequate school facilities and infrastructure. Classroom management is a key element in achieving learning goals. As Majid (2014) points out, effective classroom management not only facilitates the delivery of material but also plays a crucial role in shaping students' moral and spiritual values through Islamic Religious Education (IRE). Therefore, optimizing classroom management in IRE requires continuous improvement in supporting facilities and strong collaboration among school leaders, teachers, and students.

Observation and interview data from April 16, 2025, with class VB students at Topa State Elementary School indicate that several key elements support the success of IRE learning when classroom management strategies are properly applied. First, the teacher's ability to manage the classroom effectively—including group focus, shared attention, and responsiveness—is essential (Anwar, 2023). Second, the school's capacity to provide sufficient infrastructure and facilities significantly influences the quality of the learning process. Third, student engagement—defined as the willingness of students to actively participate in lessons—is a critical factor in achieving learning success. According to Fahmi (2013), student involvement is one of the main indicators of active, creative, effective, and joyful learning. However, obstacles such as limited facilities and inconsistency in teaching strategies that fail to align with student characteristics can still hinder the achievement of ideal learning outcomes.

CONCLUSION

To ensure the effectiveness of teaching and learning activities for Grade VB students at SDN Topa, Baubau City, the Islamic Religious Education (IRE) teacher implements classroom management strategies in various ways. These include creating a conducive

learning environment, planning classroom activities effectively, utilizing resources and infrastructure according to instructional needs, and fostering positive relationships between teachers and students. In the context of IRE lessons, classroom management strategies contribute significantly to the success of teaching and learning activities when supported by active student engagement, the availability of adequate facilities and infrastructure, and the teacher's ability to manage the class effectively. However, challenges remain, such as inconsistent student participation, limited teacher capacity in classroom management, and inadequate educational resources and infrastructure, all of which can hinder the learning process.

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