CLASSROOM MANAGEMENT IN IMPROVING LEARNING EFFECTIVENESS

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Abstract:
Classroom management has a crucial role in creating an engaging and effective learning environment in Madrasah Aliyah (MA). This study aims to reveal how classroom management can improve learning effectiveness at MA Miftahul Ulum, Besuki, Situbondo through a qualitative approach. Through in-depth interviews with MA teachers and students, the study identified some interesting findings. The results showed that effective classroom management brings positive changes in student participation. Teachers who use innovative and varied classroom management strategies create an engaging environment, spark student interest, and encourage active participation in learning. This not only improves the quality of learning, but also creates a tempestuous spirit of learning.

Keywords: classroom management, increasing effectiveness learning
INTRODUCTION

Classroom management is one of the key factors in achieving optimal learning effectiveness in Madrasah Aliyah (MA) (Arfani & Sugiyono, 2014; Fitriani, 2019; Suryana, 2017). In the context of the MA, where students are at the upper secondary education level, effective classroom management has a very important role in shaping a conducive learning environment, increasing student participation, and enhancing academic achievement. (Gemnafle & Batlolona, 2021; Oci, 2019) Although classroom management is recognized as an important factor in learning, there is still a knowledge gap in research that specifically focuses on the role and practice of classroom management in improving learning effectiveness.

Noless important in management in learning is the purpose of classroom leadership that serves to enable students to achieve effective and efficient educational goals (Nurmaya G, 2019; Suleha, Sholeh, & Maryati, 2021; Sutarto, 2015). Furthermore, considering the importance of classroom management, good classroom management is needed to achieve learning objectives. Because if the processing is not systematic and contradicts the facts in the field, then the entire planning will become meaningless and can even damage the system in learning.

So to launch the program, it is also necessary to improve the quality of school education supported by the ability to manage and implement classroom management (Deni, Arkiang, & Jufri, 2022; Risda Amini, 2019; R. N. Sari, 2017). The school or class should develop from year to year. Therefore, a good relationship between teachers and students must be built to create a conducive and pleasant learning climate and atmosphere. The appearance and arrangement of the classroom must also be advanced so that the classroom becomes an educational environment that can foster students' creativity, discipline, and enthusiasm for learning.

Previous research in the field of classroom management has provided an understanding of the factors that influence learning at the upper secondary education level (Risda Amini, 2019; R. N. Sari, 2017) However, these studies tend to focus on the general educational context and have not specifically explored the MA context. Therefore, there is an urgent need to fill this knowledge gap with more specific research on the role of classroom management in improving learning effectiveness in Madrasah Aliyah Miftahul Ulum.

Previous research highlighted several factors that contribute to the effectiveness of classroom management at the upper secondary education level. Some of these factors include positive interactions between teachers and students, innovative classroom management strategies, the implementation of clear rules, and active involvement of students in learning. However, these studies do not specifically address the context of the MA, so more focused and in-depth research is needed to understand the role of classroom management in
This study aims to contribute to the literature by bridging the knowledge gap on classroom management in Madrasah Aliyah Miftahul Ulum. In this study, a qualitative approach was used to gain an in-depth understanding of teacher and student experiences in relation to classroom management and their effect on learning. Through in-depth interviews, this study seeks to uncover effective classroom management practices in Madrasah Aliyah Miftahul Ulum and their impact on student participation, concept understanding, and academic achievement.

By filling these knowledge gaps and providing new insights, the research is expected to make an important contribution in the development of better classroom management practice in the MA. In an era of ever-evolving education, a deeper understanding of the role of classroom management at MA level can provide a foundation for the development of innovative strategies and practices that can enhance learning effectiveness. Similar opinions reveal that classroom management is a conscious effort to achieve educational goals. A very simple conclusion is that classroom management is a classroom organization activity for teaching purposes. (Fahlawi, 2017; Nurmaya.G, 2019; Nuryanti, Witarsa, & Okianna, 2019)

Within this framework, the need to implement classroom management is recognized. This madrasah, has a uniqueness that is different from other schools. MA Miftahul Ulum Besuki, Situbondo is a B accredited school, although this Madrasah is not a public school, the interest of the community is quite large and students who excel in their respective fields. Teachers are able to show discipline, be firm but gentle towards students, create a conducive atmosphere, motivate students, reward successful students in a way that also affects the development of students' skills. Based on observations obtained through observation by analyzing, this Madrasah has many enthusiasts, judging from the number of students from year to year and excellent achievements, such as the many championships won by MA Miftahul Ulum Besuki, Situbondo and this is also due to the ability of teachers to teach well. Based on the background of the above topic, encourage the author to conduct a research entitled: "Classroom Management in Improving Learning Effectiveness at MA Miftahul Ulum Besuki, situbondo".

Method

Qualitative research is research that produces descriptive data in the form of written or spoken words of people and observable behavior. (Hardani, 2020; S.Kp & Dwi anggraeni, 2011) According to Saryono, qualitative research is research used to investigate, describe, explain, find qualities or features of social influence that cannot be explained, measured or explained through quantitative approaches. (S.Kp &; Dwi anggraeni, 2011; Somantri, 2005; Sugiyono, 2016) Researchers chose this place because they were interested in madrasahs which
were only private schools, but it turned out that this institution had quite a lot of enthusiasts and students got qualified achievements in their respective fields.

Madrasah Aliyah Miftahul Ulum was established in 1988, with a land area of 506 M2 with a building area of 460 M2 located on Jl. Gunung Bromo No.03 Besuki 68356, Situbondo Regency, East Java Province. The data sources that researchers use in this study are divided into 2 types, namely primary data and skunder data, (Sugiyono, 2016) Primary data is a source of research data obtained directly from the field and original sources or in other words not through intermediary media. This data is in the form of observations and interviews in the field with school principals, waka curriculum, teachers and students of MA Miftahul Ulum. Then secondary data is data obtained from sources that provide data to complement primary data. This data was obtained from documentation documentation related to the object of research, namely MA Miftahul Ulum Besuki, Situbondo. To obtain more relevant and detailed data about the data that has been collected, researchers will use the technique of trinregulation, which is to examine data about its validity by utilizing various data sources, beyond data as a comparison. (Fadli, 2021; Rijali, 2019; Somantri, 2005)

RESULTS AND DISCUSSION
Classroom management in improving student effectiveness

Learning is essential in exploring students' potential in mastering local wisdom, strengthening national identity in the national context, and having global competitiveness. To realize this, a teacher must be able to manage the class so that the teaching and learning process runs effectively and optimally. This study revealed several results related to classroom management in improving the effectiveness of learning in Madrasah Aliyah Miftahul Ulum. Here are some of the results revealed through data analysis:

1. The Role of Effective Classroom Management:
This research shows that effective classroom management plays an important role in creating a conducive learning environment. Teachers who implement good classroom management strategies are able to create clear rules, maintain discipline, and create a positive climate in the classroom. This includes the use of interesting learning media, group assignment arrangements, and the use of varied classroom management strategies. A conducive learning environment provides opportunities for students to actively participate in learning and increase their focus on the subject matter.

2. Impact of Classroom Management on Student Participation: The results showed that good classroom management has a positive impact on student participation in learning. Teachers who have the ability to manage student behavior well are able to create a positive and safe classroom climate. Students feel comfortable contributing, sharing opinions, and asking questions. They are also more motivated to actively participate in
learning activities. Active student participation positively impacts a better understanding of concepts and their involvement in the learning process.

3. The Relationship of Classroom Management with Academic Achievement: The study also showed that effective classroom management is associated with improved student academic achievement. Teachers who provide constructive feedback and follow up on students' needs can help improve their academic performance. In addition, positive interactions between teachers and students also play an important role in motivating students to learn better. Teachers who provide individualized attention and build good relationships with students can increase student motivation and involvement in the learning process.

4. Factors Affecting the Effectiveness of Classroom Management: This study identified several factors that influence the effectiveness of classroom management. One important factor is the teacher's ability to manage student behavior. Teachers who have skills in organizing and managing student behavior effectively are able to create an orderly and disciplined classroom environment. In addition, positive interactions between teachers and students also play an important role in creating a supportive learning environment. Teachers who provide emotional support, provide constructive feedback, and encourage active student participation can improve the effectiveness of classroom management.

Based on interviews with teachers at MA Miftahul Ulum, several factors have been known that become obstacles in the learning process. Among them are (1) Students are less active and participate less in class. (2) The existence of extracurricular activities that often use class hours. (3) Students lack discipline in doing assignments. (4) The number of students who chat and do not focus when the teacher is explaining the material in front of the class. From this description, it can be concluded that what hinders the learning process is the lack of awareness of students in fulfilling their duties and obligations as class members which is nothing but studying seriously. Supporting factors in the teaching and learning process are the availability of complete facilities, a beautiful and comfortable classroom atmosphere away from the hustle and bustle of vehicles, LCDs, books, additional media from subject teachers, LKS, support from parents, and from the school.

Based on this conclusion, continuous attention to classroom management is needed as an important factor in improving the effectiveness of learning in Madrasah Aliyah. Teachers need to receive continuous training and development in classroom management, as well as implement innovative and varied classroom management strategies. Close collaboration between teachers, students, and other relevant parties is also important to create a better learning environment in Madrasah Aliyah Miftahul Ulum. With good classroom management, it is expected that there will be an increase in student participation, understanding, and overall achievement.

Findings in research.
As for the observations, there are several findings as follows;
1. Effective Classroom Management Practices:
   a. Teachers who apply clear and consistent classroom rules succeed in creating a structured and safe learning environment.
   b. The use of varied learning strategies, such as small group discussions, group work, and project-based learning, increases student engagement and enriches the learning experience.
   c. Structured direction, both orally and in writing, helps students understand learning objectives and expected assignments.

2. Space Organization and Timing:
   a. An orderly and student-friendly classroom setting facilitates positive interaction between teachers and students, as well as minimizing distractions that can interfere with learning.
   b. The use of technology in classroom organization, such as the use of projectors or smartboards, can increase the accessibility and diversity of learning media.
   c. Effective timing, including proper allocation of time for each learning activity and use of time management methods, helps maintain student focus and maximize learning time.

3. Student Behavior Management:
   a. Consistent and fair application of classroom rules helps create an orderly learning environment and foster student responsibility for their behavior.
   b. The use of positive reinforcement strategies, such as praise and rewards, can increase student motivation and reinforce desired behavior.
   c. Understanding and applying effective problem-solving methods helps teachers cope with challenging situations in the classroom and creates a positive learning climate.

The findings of this study suggest that effective classroom management practices, good space organization, and proper management of student behavior play an important role in improving learning effectiveness in secondary schools. By implementing these practices, it is expected to create a conducive learning environment, increase student participation, and improve their academic achievement.

Practical and theoretical contributions

The contribution of practice in this study is as follows;

1. This research contributes practice in the development of effective classroom management strategies and practices. Teachers can adopt the practices revealed in this study, such as the application of clear and consistent classroom rules, the use of varied learning strategies, and student-friendly classroom settings. This will help create a conducive learning environment, increase student engagement, and increase learning effectiveness.

2. Research findings also contribute to practice in the management of student behavior. Teachers can use time-tested behavior management strategies,
such as consistent application of rules, use of positive reinforcement strategies, and understanding of problem-solving methods. By adopting these practices, teachers can improve student discipline, reduce distractions in the classroom, and create a more harmonious learning climate.

Furthermore, theoretical contributions in this research will also be presented:

1. This research makes a theoretical contribution in enriching the understanding of the role of classroom management in improving the effectiveness of learning in secondary schools. Research findings can be the basis for broadening theoretical understanding of effective practices in classroom management and how these practices relate to student academic achievement.

2. The research also makes theoretical contributions in strengthening concepts and theories about the relationship between classroom management, student engagement, and learning effectiveness. Research findings can help strengthen understanding of the importance of effective classroom management in creating a conducive learning environment and improving student academic achievement.

With the practical and theoretical contributions provided by this research, it is expected to provide guidance and a strong foundation for teachers, education policy makers, and related parties in developing effective classroom management strategies and improving learning effectiveness in secondary schools.

Thus, this study provides clear evidence of the importance of classroom management in improving the effectiveness of learning in Madrasah Aliyah. In the context of Madrasah Aliyah Miftahul Ulum, effective classroom management involves a variety of strategies, including the establishment of clear class rules, group assignment arrangements, the use of engaging learning media, and the consistent application of discipline. Good classroom management creates a conducive learning environment, where students feel comfortable and motivated to participate actively. This has a positive impact on students' participation in learning, which in turn affects their understanding of concepts and academic achievement.

In addition, the study also highlights the importance of teacher skills in managing student behavior and building good relationships with them. Teachers who are able to recognize and deal effectively with problematic student behavior can create a positive classroom environment. In addition, teachers also need to provide constructive feedback and meet students' needs individually to help them achieve better academic achievement (Deni, 2022; Nesi Anti Andini, Sri Enggar Kencana Dewi, 2021). Mulyasa explained that in order to implement classroom management effectively and efficiently, there are several efforts such
as teachers striving to become class managers who have a spirit of innovation or maybe invention. (Romance & Nindianti, 2019) Similarly, as Sugai and Horner emphasize, comprehensive support for behavior management at the school level is a prevention strategy and the basis for effective classroom management (Isnanto, Ilham, & Lakita, 2020; B. P. Sari & Hadijah, 2017).

The discussion of this study also identified several factors that affect the effectiveness of classroom management, such as the ability of teachers to manage student behavior, positive teacher-student interaction, and the application of varied classroom management strategies. To improve the effectiveness of classroom management in MA, continuous training and development for teachers is recommended, close collaboration between teachers, students, and other stakeholders, and continuous attention to the implementation of innovative classroom management strategies.

Overall, this study provides a more detailed understanding of the role of classroom management in improving learning effectiveness in Madrasah Aliyah Miftahul Ulum Besuki, Situbondo. The results and discussion of this research can be used as a foundation for the development of better classroom management strategies and efforts to improve the quality of learning in Madrasah Aliyah Miftahul Ulum.

CONCLUSION
Based on the results of field research obtained from observations, interviews and documentation data, researchers can conclude the following:

1. Effective classroom management has an important role in improving the effectiveness of learning in Madrasah Aliyah Miftahul Ulum. Teachers who are able to implement good classroom management strategies create a conducive learning environment, increase student participation, and contribute to increased academic achievement.

2. A conducive learning environment includes clear classroom rules, group assignment arrangements, the use of interesting learning media, and the application of varied classroom management strategies. This creates a positive, disciplined, and engaging classroom climate for students.

3. Active participation of students in learning positively impacts on better understanding of concepts and their involvement in the learning process. Good classroom management encourages students to contribute, share opinions, and ask questions.

4. Effective classroom management is also associated with improving student academic achievement. Teachers who provide constructive feedback, meet individual student needs, and build good relationships with students can help improve their academic performance.

5. Factors that affect the effectiveness of classroom management include the ability of teachers to manage student behavior, positive interactions between teachers and students, and the application of varied classroom management strategies.
Overall, the study contributes to practice by providing guidelines for teachers to develop effective classroom management practices. This research also makes a theoretical contribution by enriching the understanding of the role of classroom management in improving learning effectiveness. The recommendations resulting from this study are the importance of teachers to implement effective classroom management practices, such as the use of clear classroom rules, varied learning strategies, student-friendly room arrangements, effective timing, and good management of student behavior. In addition, the development of supporting contexts, such as teacher training on classroom management and support from schools, is also needed to support the implementation of these practices.

REFERENCES


