

## IMPLEMENTATION OF CLASSROOM MANAGEMENT IN ISLAMIC RELIGIOUS EDUCATION AND ETHICS LEARNING IN ELEMENTARY SCHOOLS

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### Abstrak

Faktor penting yang menentukan efektivitas proses pembelajaran karena berpengaruh terhadap terciptanya lingkungan belajar yang kondusif, disiplin, dan berpusat pada peserta didik. Dalam pembelajaran Pendidikan Agama Islam dan Budi Pekerti, pengelolaan kelas yang efektif tidak hanya mendukung pencapaian kompetensi akademik, tetapi juga pembentukan karakter dan perilaku peserta didik. Penelitian ini bertujuan untuk mendeskripsikan implementasi pengelolaan kelas yang diterapkan oleh guru Pendidikan Agama Islam dan Budi Pekerti. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara mendalam dengan guru Pendidikan Agama Islam dan Budi Pekerti sebagai informan utama, kemudian dianalisis menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa guru menerapkan berbagai strategi pengelolaan kelas, meliputi penetapan aturan kelas sejak awal pembelajaran, penggunaan metode diskusi, bermain peran (*role play*), dan *ice breaking* untuk meningkatkan partisipasi peserta didik. Selain itu, guru menerapkan pendekatan personal, pemberian motivasi, serta pengaturan posisi tempat duduk dalam menangani peserta didik yang kurang disiplin atau mengalami kesulitan berkonsentrasi. Implementasi strategi tersebut terbukti mampu menciptakan suasana belajar yang lebih tertib, nyaman, interaktif, dan kondusif sehingga mendukung efektivitas pembelajaran Pendidikan Agama Islam dan Budi Pekerti. Dengan demikian, pengelolaan kelas yang terencana, fleksibel, dan berorientasi pada kebutuhan peserta didik menjadi faktor penting dalam meningkatkan kualitas siswa.

**Kata kunci:** Pengelolaan kelas; PAI dan Budi Pekerti; Strategi pembelajaran

### Abstract

The important factors that determine the effectiveness of the learning process because it affects the creation of a conducive, disciplined, and student-centered learning environment. In the learning of Islamic Religious Education and Ethics, effective classroom management not only supports the achievement of academic competence, but also the formation of students' character and behavior. This study aims to describe the implementation of classroom management implemented by Islamic Religious Education and Ethics teachers. The research uses a qualitative approach with a case study design. Data was obtained through in-depth interviews with Islamic Religious Education and Ethics teachers as the main informants, then analyzed using an interactive analysis model which included data reduction, data presentation, and conclusion drawing and verification. The results of the study showed that teachers applied various classroom management strategies, including setting classroom rules from the beginning of learning, using discussion methods, *role play*, and *ice breaking* to increase student participation. In addition, teachers apply a personal approach, provide motivation, and adjust seating positions in handling students who are less disciplined or have difficulty concentrating. The implementation of this strategy has been proven to be able to create a more orderly, comfortable, interactive, and conducive learning environment so as to support the effectiveness of Islamic Religious Education and Ethics learning. Thus, planned, flexible, and student-oriented classroom management is an important factor in improving the quality of the learning process while optimally shaping students' characters.

**Keywords:** Classroom management; PAI and Ethics; Learning strategies

## Introduction

Classroom management is one of the fundamental components that determine the quality of the learning process at various levels of education. Various studies show that a conducive learning environment contributes to increasing learning motivation, student involvement, and achieving more optimal learning outcomes. As the *student-centered learning paradigm* develops, teachers no longer only play the role of delivering material, but also as learning managers who are able to create an orderly, active, inclusive, and fun classroom atmosphere. Therefore, the ability of teachers to manage the classroom is one of the pedagogic competencies that greatly determine the effectiveness of learning (Amiruddin et al., 2021)

From a pedagogic perspective, classroom management is a series of actions taken by teachers to create, maintain, and restore conducive learning conditions so that learning goals can be achieved effectively and efficiently. Weber explained that classroom management is not only related to controlling student behavior, but also includes regulating the learning environment, using varied learning strategies, and managing interactions between teachers and students (Amiruddin et al., 2021) Thus, the success of learning is not only determined by mastery of the material, but also by the teacher's ability to organize the learning process systematically.

The urgency of classroom management is getting greater in learning Islamic Religious Education and Ethics. This subject is not only oriented towards the achievement of cognitive competence, but also aims to instill the values of faith, piety, noble morals, and character of students. Therefore, the learning process of Islamic Religious Education requires a conducive learning atmosphere so that the internalization of religious values can take place optimally. Effective classroom management allows teachers to develop various learning strategies that encourage active student participation, build positive habits, and create educational interactions that support character formation (Hapsari et al., 2025).

Various studies have examined the importance of classroom management in improving the quality of learning. Trapsilo shows that teachers' competence in managing the classroom affects the effectiveness of the teaching and learning process (Trapsilo & Simangunsong, 2026) Research by Sayuti Ikhsan and Amirudin (2023) confirms that the implementation of a systematic classroom management strategy is able to create a more orderly and conducive learning environment. Sutowo, Deliana Dewi, and Amiruddin found that effective learning organization increases student engagement during the learning process (Amiruddin et al., 2021) Meanwhile, Hapsari explained that Islamic Religious Education learning requires a pedagogic approach that is able to integrate mastery

of the material with the formation of students' character (Hapsari et al., 2025) In general, these studies show that classroom management has a significant contribution to learning success.

However, previous research has focused more on the effectiveness of classroom management in general, while its implementation in the learning of Islamic Religious Education and Ethics in elementary schools is still relatively limited. In addition, most of the research focuses on aspects of learning strategies without examining in depth how teachers overcome various obstacles that arise during the learning process, especially in maintaining students' attention, discipline, and active participation. Thus, there is still a need for research that describes the implementation of classroom management comprehensively in the context of Islamic Religious Education and Ethics learning.

SDN Dayeuhluhur III Tempuran Karawang is one of the elementary schools that has implemented various classroom management strategies in learning Islamic Religious Education and Ethics. Based on the results of the initial interview with the subject teacher, it is known that teachers apply the determination of class rules from the beginning of learning, group discussions, *role plays*, and *ice breaking* activities to increase student participation. Teachers also use a personal approach and seating arrangement in dealing with students who lack discipline or have difficulty concentrating. However, obstacles are still found in the form of low focus of some students so that the implementation of classroom management requires continuous optimization.

Based on these conditions, this study offers *novelty* by describing the implementation of classroom management in Islamic Religious Education and Ethics learning through the analysis of strategies applied by teachers as well as identifying the obstacles faced and efforts to solve them in the context of elementary schools. This research is expected to enrich the study of classroom management in religious education as well as provide practical recommendations for teachers in creating a more effective, conducive, and character-oriented learning process for students. Therefore, this study aims to describe the implementation of classroom management in the learning of Islamic Religious Education and Ethics at SDN Dayeuhluhur III Tempuran Karawang and identify various obstacles and strategies that teachers carry out in overcoming them.

## Research Methods

This study uses a qualitative approach with a descriptive research design. This approach was chosen to gain a deep understanding of the implementation of classroom management in Islamic Religious Education and Ethics learning at SDN Dayeuhluhur III Tempuran, Karawang Regency. The focus of the research is directed at the strategies applied by teachers in managing the classroom,

the obstacles faced during the learning process, and the efforts made to create a conducive learning atmosphere.

The research was carried out at SDN Dayeuhluhur III Tempuran, Karawang Regency. The main informant of the research is a teacher of Islamic Religious Education and Ethics who directly carries out the learning process in the classroom. The selection of informants is carried out purposively, with consideration that the informant has experience and knowledge relevant to the focus of the research.

Research data was collected through observation, in-depth interviews, and documentation. Observations were made to obtain a factual picture of the implementation of classroom management during the learning process (Supandi et al., 2024) In-depth interviews are used to dig up information about classroom management strategies, obstacles faced by teachers, and solutions implemented. Meanwhile, documentation is used as supporting data which includes learning tools, photos of activities, and other relevant documents.

Data analysis refers to the interactive model of Miles, Huberman, and Saldaña which includes four stages, namely *data collection*, *data condensation*, *data display*, and *conclusion drawing and verification* (Miles & Huberman, 1994). The analysis is carried out continuously from the data collection process until the research is completed so that a comprehensive understanding of the implementation of classroom management is obtained.

To ensure the credibility of the findings, the study applied triangulation techniques by comparing the results of observations, interviews, and documentation. In addition, source triangulation is carried out through confirmation of information obtained from various supporting data so that the research results have a higher level of validity.

## Research Findings and Discussion

### Classroom management according to PAI teachers

From the results of interviews with PAI teachers at SDN Dayeuhluhur III Tempuran Karawang school regarding the management of classes carried out at the school, it has been said that before teaching and learning activities take place, teachers first ask about the readiness of students to participate in learning. This step is very important in classroom management because by knowing the condition and readiness of the students, the teacher can adjust the approach that will be used during the learning process. The teacher also conveyed and reminded a number of rules that must be obeyed by students throughout the learning activities. The rules in question include the prohibition of making a noise in the classroom and the prohibition of disturbing classmates. The determination of rules from the beginning of learning is in accordance with the principles of effective classroom management,

because with clarity related to behavior, disruptions in the teaching and learning process can be minimized.

### **Classroom management objectives**

The teacher revealed that the main goal of classroom management is for students to be able to follow the learning process seriously and earnestly, understand the rules and restrictions that apply during teaching and learning activities, as well as create a comfortable, calm, and noise-free classroom atmosphere. This statement reflects a good understanding of teachers about how important it is to create a conducive learning environment (Supandi, 2025) In the context of PAI and Ethics subjects, the creation of a conducive classroom atmosphere is very crucial, considering that the material studied is closely related to spiritual and moral values. This kind of material requires calm and full concentration from students so that the various values contained in it can be truly appreciated and internalized properly.

### **Learning Strategies**

During teaching and learning activities, teachers apply various learning strategies that are tailored to the material to be delivered. This variety of strategies is considered important to maintain the enthusiasm and active involvement of students during the learning process. The strategies implemented are as follows. *First*, Discussion, students are invited to be actively involved in discussions to discuss learning materials, so as to create a deeper exchange of ideas and understanding between them. *Second*, Role Play, this method is used to directly practice values and situations related to PAI and Ethics material, so that students can more easily understand and appreciate the content of the material. *Third*, the division of Small Groups, students are grouped into small groups with the aim of making it easier for teachers to monitor the learning progress of each student and give more equal attention to all students. *Fourth*, ice breaking, the teacher inserts ice breaking activities in the middle of learning to refresh students' concentration while preventing boredom in the learning process. The application of these diverse strategies is a tangible manifestation of good classroom management practices, as it is able to accommodate various learning styles of students while maintaining positive classroom dynamics throughout learning.

### **Handling of students with a lack of discipline**

In every class, there is always a possibility that some students show less disciplined behavior. Based on the results of the interviews that have been conducted, teachers apply two main steps in dealing with students who behave in this way. *First*, the teacher reopens and reminds the rules that have been agreed upon at the beginning of the lesson. This step aims to remind all students collectively of the commitments that have been made together, without having to reprimand certain

students directly in front of their friends. *Both* teachers approach the students personally by giving direct briefings. This kind of individualized approach proves to be more effective because it allows teachers to understand the background of students' behavior and provide more targeted guidance.

Both steps reflect a thoughtful approach while respecting the dignity of students in efforts to enforce discipline in the classroom. This is important so that the handling process does not cause excessive pressure that has a counterproductive impact on student development.

### **Handling students who lack focus in learning**

The low level of student focus in learning is one of the challenges that teachers often face in managing PAI and Ethics classes. This condition has a direct impact on the level of students' understanding of the material presented. To overcome these problems, teachers apply the following strategies. *First*, the teacher moves the seats of students who are less focused from the back to the front of the classroom, with the aim of making students easier to monitor and closer to the learning source. *Second*, the teacher asks questions to students who seem less focused during the learning process. This technique is considered effective in attracting students' attention and encouraging them to be actively involved in the learning process again. *Third*, teachers provide additional remedial learning for students who have difficulty understanding the material due to lack of focus, while placing them in small study groups to get more intensive attention from the teacher.

These various strategies show that teachers are not only reactive in dealing with problems, but also proactive in ensuring that each student gets optimal learning opportunities according to their individual needs.

### **Conclusion**

This study shows that the implementation of classroom management in Islamic Religious Education and Ethics learning at SDN Dayeuhluhur III Tempuran Karawang has been carried out in a planned and effective manner. Teachers apply various classroom management strategies, such as setting learning rules from the beginning, using discussion methods, *role play*, forming small groups, and *ice breaking* activities to increase participation and maintain students' attention. In addition, teachers apply a personal approach, seating arrangements, direct questions, and remedial learning as an effort to overcome students who lack discipline or have difficulty concentrating. This strategy contributes to creating an orderly, comfortable, interactive learning environment, and supports the achievement of the learning objectives of Islamic Religious Education and Ethics.

Theoretically, the findings of this study strengthen the view that classroom management is one of the pedagogic competencies that plays an important role in increasing the effectiveness of learning



while supporting the process of internalizing religious values and forming students' character. Practically, the results of this research can be a reference for teachers of Islamic Religious Education and Ethics as well as educators in other subjects in developing classroom management strategies that are adaptive, participatory, and oriented to the needs of students.

This research has limitations because it was only conducted in one school with a limited number of informants so that the results of the study could not be generalized in a broader context. Therefore, further research is suggested to involve more schools, informants, and use a comparative qualitative approach or *mixed methods* to obtain a more comprehensive picture of the effectiveness of various classroom management strategies in Islamic Religious Education and Ethics learning.

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