

CLASSROOM MANAGEMENT IN CREATING EFFECTIVE LEARNING IN MIS AL-ASHRIYAH BANJARMASIN

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ABSTRACT

This study aims to describe classroom management in creating effective learning including the planning of classroom management, the implementation of classroom management, and the supervision of classroom management at MIS Al-Ashriyah. The method used in this research is descriptive qualitative, data collection using observation and interviews. The results of this study indicate that planning of classroom management is carried out by making learning implementation plans, preparing the necessary learning media, and always establishing good communication with parents and guardians of students. The implementation of management is carried out with the expertise of the teacher in the classroom, starting from the attitude of the teacher who is calm, friendly, and smiling, always greeting and greeting when entering the class. At the beginning of each lesson, always pray together and recite the Qur'an which is led directly by the teacher, then the teacher makes the class atmosphere comfortable and safe, followed by student arrangements starting from checking student attendance lists, picket class cleanliness, as well as assessing and appreciating students. Learning support facilities are also provided, such as a reading corner, the provision of plastic folders used to store a collection of assignments and grades, and a drawer where learning tools are stored, managing the implementation of learning by compiling based on student circumstances, delivering easy-to-understand material, while supervision is carried out by class teachers and principals which is carried out continuously or continuously.

Keywords: classroom management; effective learning; madrasah

INTRODUCTION

Teachers have a leading position in determining the success or failure of educational goals. To achieve this goal, teachers must develop the skills they have to continue to be developed. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers that teachers are professional educators with an important task to educate, guide, train, direct, assess, and evaluate students at an early age through formal education, basic education, and secondary education. Teacher as a person who has the responsibility of educating or a person who provides formal or non-formal education (Li and Liu 2020).

Education is a big investment to develop human resources (human resources). Education is a basic need for people who want their lives to be more advanced. Therefore, teachers must receive serious attention because in the hands of teachers the success of education can be realized. Teachers must have in-depth knowledge of the conceptual stimulation of students (Zee, M., & Koomen 2016; Fikri, Rahmawati, and Hidayati 2020). By learning, students can transform individual behavior for the better with experience or training that involves cognitive, affective, and psychomotor aspects (Warsono 2016).

The main task of a teacher in the classroom is to teach and manage the class so that learning runs effectively. Learning can be said to be effective when students can absorb subject matter efficiently (Mulyono 2012). There are five indicators of effective learning, namely: (1) managing the implementation of learning, (2) the communicative process, (3) student responses; (4) learning activities (5) learning outcomes. The five indicators of effective learning are interrelated and mutually supportive. Learning is said to be effective if all of the indicators referred to reach the minimum good category (Yusuf 2017).

Good classroom management will be the capital of the success of a learning activity if it is carried out by people who are responsible for the learning and teaching process intending to achieve an ideal situation so that the desired learning and teaching activities will be realized (Sholeh, et al., 2021). Effective learning activities are able to encourage students to get optimal learning achievement. Although the effectiveness and quality of learning are not only observed from the achievement of student learning outcomes, but also about how the learning process runs (Arifin et al. 2021). An effective, efficient, and quality learning process is able to revive students' awareness of the importance of learning something so that all will make the classroom atmosphere conducive which is characterized by modification of student behavior in a positive direction (Widiasworo 2018).

Optimizing learning through classroom management and developing the potential of existing classes, requires teacher skills to create an orderly and conducive learning atmosphere. One of the goals of classroom management is to provide all facilities for student learning activities both in the social, emotional, and intellectual domains so that a pleasant atmosphere will be created in the classroom (Niculescu 2015). This context explains that these activities are designed to maintain ideal learning conditions in the event of an obstacle and obstacle while the teaching and learning process is running. Regarding what is included in this matter, such as stopping the behavior of students who distract the class and giving sanctions to students who do not keep the time of agreement (Warsono 2016). Learning management is also important to implement, in order to create comfortable conditions for teaching and learning activities, make it easy for students to accept and understand lessons and achieve maximum learning objectives. The fact is that classroom management at MIS Al-Ashriyah has not been maximized, marked by the unavailability of several facilities needed to support learning effectiveness. The reality in the field is that there are still many children who often forget to put the assignment and grades files that have been given by the teacher, have difficulties in storing things, and lack literacy in each class.

Harmonization of methods and strategies in teaching is also one part of learning management that must be carried out by teachers. Learning activities do not only cover skills for oneself, but also skills for the community, both within neighbors and between nations. The *output* of students in learning is also influenced by the learning strategies applied by the teacher. Teachers must be able to master the main elements in carrying out learning activities in the classroom. With that, teachers are required to understand the philosophy of learning and teaching. Teaching is not only about distributing knowledge but also knowing how much students get (Aliyyah and Djuanda 2016). As a teacher, you should make every effort to manage your class well in order to create efficient learning. Classroom management is not always related to problems, but rather to organize the class as a place to carry out teaching. Teachers feel that without good management in the classroom, it will make teaching and learning activities difficult. Classroom management will be efficient if the teacher can pay attention to the activities that are taking place at the same time. The figure of a teacher who understands about himself is also easy to put himself in teaching and learning techniques (Magdalena, Wahyuni, and Hartana 2020).

Based on the description above, the authors focus on describing classroom management planning in creating effective learning, implementing classroom management in creating

effective learning, supervising classroom management, supporting and inhibiting factors for classroom management in creating effective learning at MIS Al-Ashriyah Banjarmasin. With this research, it is hoped that it can improve the ability of teachers to develop classroom management to create effective learning.

RESEARCH METHODS

In accordance with the problem that is the focus of the research entitled "Development of Classroom Management in Creating Effective Learning at MIS Al-Ashriyah Banjarmasin", the research method used in this study is descriptive qualitative, data collection using observation, interviews, and documentation. The reason the author uses this method is to be able to explain, see firsthand and get information about the development of classroom management in creating effective learning.

This research was conducted at MIS Al-Ashriyah having its address at Jalan Sulawesi RT. 16 No.15 Banjarmasin. Data obtained from interviews with informants (headmasters and teachers) were recorded by researchers in written form and data obtained from direct observation and documentation. Then at the analysis stage, the data was collected and concluded. Validation data will be checked by data triangulation.

RESULTS AND DISCUSSION

Based on the development of classroom management at MIS Al-Ashriyah the results are as follows: *First*, the planning of classroom management is carried out starting from making learning implementation plans and preparing learning media. This matter aims to make it easier for teachers to carry out various program activities that will be carried out. In addition, the teacher communicates well with the parents of students. The establishment of harmonious communication between teachers and students' guardians has a positive impact on the formation of effective learning.

Second, the implementation of classroom management starts from the attitude of the teacher who is calm, friendly, and smiling, always greets and greets when entering the class, at the beginning of each lesson always reads a pray together and recite the Qur'an which is led directly by the teacher, followed by checking the attendance list of students, and cleanliness. class. Furthermore, when teaching the teacher uses teaching methods that are appropriate to the need to achieve learning objectives, build effective communication with students, student responses, learning activities, comfortable and safe classroom climate, as well as assess and appreciate students. In addition, in the classroom, there are also facilities that support the learning process such as the provision of a plastic folder used to store a collection of assignments and grades, a drawer where learning tools are stored, and a reading corner.

Third, the supervision of classroom management first is carried out by the class teacher, then also carried out by the madrasah principal as the leader in the school. Supervision is carried out continuously and continuously. The purpose and benefits of implementing supervision by the principal is so that the quality of teacher teaching increases, teachers are more responsible with their duties, the ability of teachers to manage classes is better, and provide advice and guidance if there are deficiencies. Effective supervision can be carried out regularly, carefully, responsibly, and documenting the results of supervision as physical evidence that the principal has carried out his duties as a supervisor.

a. Planning of Classroom Management

Concerning classroom management in creating effective learning, it must begin with planning and then proceed with implementation and supervision. The teacher's task is in implementing the planning of classroom management in creating effective learning at MIS Al-Ashriyah by making a Learning Implementation Plan (RPP). Basically, the teacher has

intervention in improving the quality of education. Every teacher must have prepared a lesson plan that will be carried out as well as possible. Planning is needed before starting the learning process, it aims to make learning orderly and directed in line with predetermined goals because the preparation of lesson plans is very helpful in efforts to improve the quality of education. Without a solid plan, it is impossible for the learning objectives to be implemented effectively.

At MIS Al Ashriyah the teacher makes RPP for each subject, with the RPP it can also be seen the level of teacher performance in carrying out their duties. Effective or not the learning mechanism can be measured by how developed the plans that have been prepared by the teacher (Bararah 2017). Therefore, it is important for teachers who have the task of controlling learning in schools to understand the development of the Learning Implementation Plan (RPP). The teacher is the main aspect in the education zone, the teacher occupies an important role to guide and guide students to be successful in their learning activities. Teachers should be able to understand all forms of good learning activities and maximize learning media and practice questions so that goals can be achieved.

The planning of classroom management in creating effective learning at MIS Ashriyah is also supported by the provision of the necessary learning media. The contribution of learning media has an important role in determining effective learning. The learning media is expected to stimulate the attention, feelings, and thoughts of students in learning. In line with the results of research from (Arifin et al. 2021) that learning media functions as a means to make it easier for educators to provide material, increase student interest and creativity in learning mechanisms. The learning media used in MIS Asriyah need to be further developed through technology-based learning media such as research results. In addition to this, the media can also function to overcome boredom in learning. The more interesting the learning media that will be used, the higher the level of student motivation in learning Thus, the provision of learning media can help students at MIS Al-Ashriyah to be more motivated in learning, develop imagination, and make the teaching and learning process well developed.

Often we see students in the classroom are sometimes less interested and not enthusiastic in learning and do not even pay attention to the teacher's explanation. From here, the teacher needs to evaluate and improve the level of learning in the classroom, this can be done with various techniques, one of which is by utilizing learning media that captivate the hearts of students. With this learning media, it will increase student interest and eliminate boredom when participating in classroom learning (Arifin et al. 2021). The media has a role as a non-verbal communication tool. Psychologically, the media is also very supportive of the ease of children in learning.

In addition to student interest, the delivery of messages represented in learning media is also very good for teachers to use to create fun teaching and learning activities. The more attractive the form of a media, the greater the student's curiosity about the content of the material in it, even students want to interact directly with the media. The usefulness of the media can be felt by teachers and students. The success of a media can be determined by the teacher's policy in sorting out the right media to use. Media development is also something that needs to be pursued. For example, with the innovation and media development training (Noor 2019).

In order to create appropriate learning media, of course, the teacher understands and masters the material to be taught. The teacher is certainly wise in deciding the right and suitable media to be used in the material. Learning coupled with media will give a meaningful impression and new experiences for students. Apart from the teacher, there are also several ways that are used to design learning media to be more effectively used, namely (1) using simple media but easy to understand, (2) the media used related to the content of the material being taught, (3) using media that are not complicated so that students are easy to understand, (4) using simple materials, (5) not making it difficult for the teacher to make the media (Supriyono 2018).

Madrasah students tend to think real so that the delivery of material that is still abstract must be visualized so that it will become concrete. Using learning media will develop systematic thinking and reasoning. With the help of media in teaching students will be more passionate, active, and enthusiastic in carrying out learning activities at school. In addition, the media can also stimulate students to be critical. Students can respond and even ask various questions related to learning to the teacher.

Media has an urgent function in the learning process in the classroom. Initially, learning media had a function as teaching aids. But in the end, the use of media can provide a real experience to increase the students' grasping power in delivering the material provided by the educator. With this, the function of the media becomes clearer. The presence of learning media can facilitate the provision of information and messages needed by students during learning activities (Khairunnisa and Aryanti 2018).

The urgency of teachers to prepare learning media and practice questions as an effort to provide direct experience to students. A multi-site study by (Gurung and Burns 2019) demonstrated the positive effect of practice-based learning on test scores when applied in the classroom. As the results of research from (Biwer et al. 2020) regarding effective learning strategies, it can be done by optimizing practice questions and media-based practice.

Harmonious communication between teachers and parents is also necessary for the planning of classroom management. Parents have an important role in supporting the learning process in schools, in order to create synergistic suitability of various activity programs that run in the classroom (Aliyyah and Djuanda 2016). Parents also play a very important role in the success of their children's education. Collaboration between teachers and parents can enable increased growth and development of their children (Maunah 2019; Aziz 2017). Parents are an important aspect of education. Children are a deposit given by Allah SWT as a trust that must be guarded. Therefore, providing proper education and active parents in reviewing children's development at school is one way to be grateful for the gifts given by Allah SWT. At MIS Al-Ashriyah itself, parents who drop off or pick up their children always maintain good communication with teachers about their children's development at school. Class teachers will share information with parents about their children's assignments, activities, and learning progress while in class so that teachers and parents will contribute to each other's learning process. In addition, each class teacher also has a mobile number from each student's parents, this aims to make it easier if there is a notification or information that must be conveyed by the teacher to the student's parents or vice versa when there is distance. With good communication, it is hoped that it will make it easier for teachers to make classroom management efforts to create effective learning.

b. Implementation of Classroom Management

Implementation of classroom management is an absolute thing that is done in educational institutions. Without good management, the implementation of learning will be less effective and efficient. Teachers in schools are parents as well as role models for students, so teachers must be creative in carrying out classroom management activities (Ford et al. 2017; Sholeh, et al., 2021). The teacher as much as possible can condition the class in order to create an atmosphere of togetherness and kinship with students. Create a pleasant, safe and comfortable atmosphere with no boundaries with them in order to foster and direct (Noor 2018; Aldawood et al. 2019).

Based on the observations made, it was found that the implementation of classroom management at MI Al-Ashriyah was carried out with the expertise of the teacher in regulating and disciplining students. Seating and class picket schedules have been properly arranged to support comfort in carrying out various activities in the classroom. If there are problems in class between students, the teacher always solves the problem by providing good and clear input and

solutions, so that students can understand and be able to distinguish between good and bad. Student management is a teacher activity in classroom management. Understanding student character is the initial stage before guiding because student settings include teachers who must understand the characteristics of each student and know the potential of each student to be developed (Dolev and Leshem 2017).

In addition to managing students, facility arrangements are also carried out at MIS Al-Ashriyah, starting from storing students' learning needs in the drawers that have been provided at each desk, each student is allowed to store and take all the necessities he/she will use during the process. classroom learning. In the assessment process on the portfolio sheet, each student is given a plastic folder to make it easier to enter and save the assignment file and the added value. As for after studying hours, if there are some students who have not been picked up by their parents, they can first read a book in the reading corner that has been provided in each class, the reading corner is held as a means of entertainment while increasing students' knowledge and insight. Reading is one of the skills that has a positive impact on training concentration and reasoning power. Actually, reading books in the reading corner is free to do at any time, but to cultivate positive habits about the importance of reading and making good use of time, while waiting for the call to go home, you can read a book first. Many books are available in the reading corner of each class at MIS Al-Ashriyah, including textbooks, the Qur'an, Iqro, Juz amma, fairy tales, fables, legends, dictionaries, atlases, and others. The implementation of class management at MIS Al-Ashriyah is in line with the class management objectives stated by (Buchari 2018) that class management aims to provide various kinds of facilities to support teaching and learning activities both in the intellectual, emotional, and social domains in the classroom. The facilities provided will stimulate students to learn and act. The existence of support facilities also plays a role in shaping a social climate that provides comfort, satisfaction, a disciplined atmosphere, intellectual, emotional development, and a better attitude for students.

The application of effective and efficient learning facilities will lead to a better mechanism for teaching and learning activities in schools. Universally, learning facilities that are appropriate and in accordance with the needs of students will support learning activities. Facilities are very useful for learning activities, this can also foster the desire, interest, and attention of students in facilitating understanding of the material, and making it easier for teachers to provide material. The existence of learning facilities is very useful for realizing smooth learning activities in the classroom.

As for the management of the implementation of learning, in addition to starting with careful planning, it is also supported by good communication. The management of learning implementation is a process of implementing the interaction between teachers and students. The process of implementing learning is a very influential factor in learning outcomes. With a well-structured learning implementation process, effective learning outcomes will be obtained (Eliyanti 2016). In the learning process at MIS Al Asriyah the teacher arranges and organizes students based on the circumstances that occur, the form of activities carried out for smart students is different from students who are moderate and lacking, although in the same learning students must have their own uniqueness and advantages. In the learning process, the teacher also uses learning procedures which include approaches, methods, techniques. This states that approaches, methods, and techniques in learning cannot be forgotten.

Good communication can also determine the effectiveness of learning. Communication is the process of sending and receiving by two or more people. Effective communication in learning is the process of giving messages in the form of knowledge from educators to students, where students can understand and understand the meaning of the message in accordance with predetermined learning objectives so that it will add to the scientific repertoire of students. Effective communication at MIS Al Asriyah is that the teacher creates and develops effective

communication by delivering subject matter that is easy and understandable for students. A teacher who has good communication will affect the formation of a harmonious relationship between educators and students. In addition, at MIS Al Asriyah teachers always provide learning motivation such as giving motivational words, giving praise, helping students improve the quality of learning better, and understanding the condition of students. By providing motivation for students, it is hoped that they will be enthusiastic and happy to learn. This indicator is not known for certain, but experienced teachers will be able to determine and see if students are enthusiastic and happy to follow the lesson.

Student learning activities also need to be considered, learning activities are all activities carried out during the learning process. Learning activities for students at MIS Al Asriyah lead to asking questions, giving opinions, doing school assignments, collaborating with friends, being responsible, and answering teacher questions. The researcher argues that in student learning, the emphasis is on the activeness of students in carrying out activities and teachers tend to guide and direct them.

In addition, the responses of students also greatly affect the success of learning. In the learning process, the interaction of students in it must be different in terms of activity. There are students who are active and there are students who are also students who are less active and this greatly affects success in learning (Agustya and Soejoto 2017). Based on observations at MIS Al Asriyah, students tend to be more active with the concept of learning management that is carried out, as evidenced by the number of learning outcomes of students who reach the KKM (Minimum Completeness Criteria) more than those who do not. The KKM set by the school is 65.

With the contribution of all the aspects above, the impact on student learning outcomes will increase. Learning outcomes can be an observable measure of the activities that have been carried out by students. There are three achievements that students must have, namely cognitive (knowledge), affective (attitude), and psychomotor. It can be concluded that the learning outcomes of students at MIS Al Asriyah are quite good.

c. Supervision of Classroom Management

The Head of Madrasah and the MI Al-Ashriyah teacher council made maximum efforts in supervising classroom management, the first supervision was carried out every day by class teachers. Class teachers tend to be more understanding and able to take into account what must be done when the teaching and learning process in the classroom is running, this will make learning smooth and the class atmosphere comfortable. Class teachers also always supervise various student activities while in class, starting from carrying out class cleaning pickets, throwing trash in its place, caring for and maintaining plants, tidying up the reading corner, and arranging shoes on the shelves so they don't fall apart.

In addition, the classroom teacher also always instills good morals or character and the growth of religious characters in the souls of students. Religious values are always instilled by teachers to equip students with religious knowledge that can be accustomed to in everyday life. Students are monitored starting from memorizing readings and correct prayer procedures, memorizing the Qur'an, names of angels, names of prophets and messengers, Asmaul Husna, sholawat poems, and memorizing daily prayers. Every day students at MIS Al-Ashriyah will also be supervised to always pray Zuhur in the congregation in the school prayer room.

Furthermore, the second supervision is carried out by the head of the madrasah. Class supervision will not be separated from the principal. Supervision is carried out once a month regularly and consistently, this is held as a form of supervision and guidance on teacher performance if it is felt that there are still shortcomings. This is in accordance with the statement put forward by (Niculescu 2015; Noor 2018; Rinda and Indrastana 2020) teachers

must gain control in the implementation of classroom management and learning in order to remain consistent, appropriate and there are no deviations.

Supervision carried out by madrasah principals is a real step to minimize obstacles, with the hope of improving the quality of student learning in the classroom, establishing good relations between principal and teachers, providing encouragement and enthusiasm for teachers to carry out their duties well, trying to fix deficiencies together, and improve the quality of teacher performance in the classroom.

CONCLUSION

Classroom management in creating effective learning begins with preparing a classroom management planning: 1) Preparing lesson plans so that learning is structured and directed in line with the learning objectives to be achieved, 2) Providing or creating learning media that can facilitate teachers and students 3) Establish communication harmonious relationship between teachers and guardians to facilitate the planning of classroom management.

The implementation of classroom management is carried out with the expertise of teachers in regulating and disciplining students, teachers also always solve problems by providing good and clear input and solutions, and providing facilities that support learning activities. The application of learning facilities effectively and efficiently will lead to the progress of the teaching and learning process in schools. Learning facilities that are appropriate and in accordance with the needs of students will support student learning activities.

The first supervision is carried out every day by the class teacher. Class teachers tend to be more understanding and able to take into account what must be done during the teaching and learning process in the classroom. Subsequent supervision is continued once a month by the head of the madrasah. Supervision that is carried out consistently is carried out by the head of the madrasah as a real step to keep things away from happening. For further researchers, it can be studied quantitatively to determine indicators that have a major influence in creating effective learning.

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