

Implementation Of The Gsm (Gerakan Sekolah Mengaji) In Classroom Management Of Islamic Religious Education At Smp Negeri 1 Sukodono Lumajang

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Abstract: *This study analyzes the implementation of the Gerakan Sekolah Mengaji (GSM) in the classroom management of Islamic Religious Education (PAI) at SMP Negeri 1 Sukodono, Lumajang. GSM aims to enhance the understanding of Islamic teachings through regular Quran reading activities. This research employs a qualitative descriptive approach using observation, interviews, and documentation methods. The findings show that GSM is well-integrated into PAI classroom management. Teachers utilize GSM as a learning method that emphasizes spiritual values, encouraging discipline, and improving students' understanding of the Quran. The main supporting factors include the principal's support, active participation of PAI teachers, and positive student responses, although challenges such as limited time and parental involvement exist. Overall, GSM has a positive impact on students' religious character and the quality of PAI learning.*

Keywords: *GSM, Islamic Religious Education, class management ,SMP Negri 1 Sukodono*

Abstrak: Penelitian ini menganalisis implementasi Gerakan Sekolah Mengaji (GSM), dalam manajemen kelas pendidikan agama Islam Pai di SMP Negeri 1 Sukodono Lumajang. GSM bertujuan meningkatkan pemahaman ajaran Islam melalui kegiatan rutin membaca Alquran. Penelitian ini menggunakan pendekatan deskripsi kualitatif dengan metode observasi wawancara dan dokumentasi. Hasilnya menunjukkan GSM terintegrasi baik dalam manajemen kelas PAI. Guru memanfaatkan GSM sebagai metode pembelajaran yang menekankan nilai-nilai spiritual, mendorong kedisiplinan, serta meningkatkan pemahaman Alquran. Faktor pendukung utama adalah dukungan kepala sekolah, partisipasi guru PAI, dan respon positif siswa meski terdapat kendala seperti Keterbatasan waktu dan kurangnya keterlibatan orang tua. Secara keseluruhan, GSM berdampak positif pada karakter religius siswa dan kualitas pembelajaran PAI.

Kata kunci: GSM gerakan sekolah mengaji, pendidikan agama Islam, manajemen kelas, SMP Negeri 1 Sukodono.

Introduction

Religious education plays a crucial role in shaping the character and personality of students, especially at the junior high school level (Muzaini, M. C., & Salamah, U. 2023). As the world continues to modernize, the challenges of nurturing the moral and spiritual values of students are becoming more complex. Therefore, a systematic and structured effort is needed to instill strong religious values (Syarifah, N. A., Nur, T., & Herdiyana, Y. 2022). One such effort is the Gerakan Sekolah Mengaji (GSM) program.

GSM has become part of the Lumajang Regency Government's policy in East Java, aimed at strengthening religious education in elementary and junior high schools. At the launch of GSM in 2023, Lumajang Regent Thoriqul Haq (Cak Thoriq) explained that this program aims to integrate Quranic studies into formal education and provide added value to students. With this innovation, it is hoped that Diniyah education can be integrated into the formal education system, enabling Quran recitation and memorization to be taught in schools. Cak Thoriq emphasized the importance of Islamic education not only to teach the Quran but also to shape students' good character.

Lumajang Vice Regent Indah Amperawati, known as Bunda Indah, appreciated the implementation of the GSM program in public schools, especially at the elementary and junior high levels. She emphasized that this program is one of the flagship initiatives aimed at strengthening children's character, ensuring they possess noble qualities and a deep understanding of religious knowledge. The Head of the Lumajang Education and Culture Office, Agus Salim, added that the implementation of GSM is part of a regional government initiative to improve the quality of learning in public schools, with the hope that future generations will understand and love the Quran. This program will also be formally assessed and integrated into students' report cards (MC Kabupaten Lumajang, 2023, February 21).

GSM, or the School Recitation Movement, is an initiative aimed at strengthening students' understanding of Islamic teachings through regular Quran reading and learning activities within the school environment. This program emphasizes not only reading ability but also the appreciation and practice of the values contained in the Quran. The implementation of GSM in schools, especially in Islamic Religious Education (PAI) classes, is expected to be a solution to the challenges posed by globalization, which often shifts religious values among the younger generation (Hasan, H. 2024). At SMP Negeri 1 Sukodono, Lumajang, GSM has been integrated into the classroom management of Islamic Religious Education as a learning method. This step was taken in response to the need to strengthen religious-based character education in schools. Through the GSM program, students are expected not only to master Quranic recitation with proper

tajwid but also to understand and apply the values contained therein in their daily lives.

However, the success of GSM implementation in classroom management is influenced by various supporting factors and challenges. Therefore, this study aims to analyze how GSM is implemented at SMP Negeri 1 Sukodono, what factors influence its implementation, and how it impacts learning and the development of students' religious character.

Method

This study uses a descriptive qualitative method to analyze the implementation of the Gerakan Sekolah Mengaji (GSM) at SMP Negeri 1 Sukodono, located at Jalan Jenderal Gatot Subroto Number 2, Veteran Karangsari, Sukodono District, Lumajang Regency, East Java. This method aims to analyze, describe, and summarize various conditions based on data obtained through interviews and observations related to the issues studied in the field (Winarta, I. M. 2006).

In this study, direct observation was conducted on GSM activities at the school, including teaching and learning processes and interactions between teachers and students. The observation aimed to obtain accurate information about how teachers deliver the material, students' responses to the activities, and its impact on their daily lives.

In addition, in-depth interviews were conducted with various parties, including the principal, PAI teachers, and students. These interviews were designed to explore further the reasons for implementing GSM, its impact on students, challenges in its implementation, and the role of parents in supporting the activities. Through a combination of observations and interviews, this research is expected to provide a comprehensive picture of the effectiveness of GSM in shaping students' religious character (Waruwu, M. 2023).

GSM is implemented three times a week, on Thursdays, Fridays, and Saturdays, with a one-hour session each. The activity takes place before regular lessons begin, giving students an opportunity to spend their time reading the Quran. Students who participate in GSM generally feel the benefits of this activity, especially in terms of increasing religious understanding and discipline in worship, but they also encounter challenges, such as limited time amidst a busy lesson schedule and varying levels of Quranic reading ability.

From the observations and interviews, it was found that the support of the principal and parents greatly influences the success of GSM. Parents are expected not only to support their children in participating in school activities but also to instill the habit of reading the Quran at home. Thus, GSM can have a broader positive impact, not only in school but also in students' daily lives. Overall, this study aims to provide recommendations for improving the implementation of

GSM at SMP Negeri 1 Sukodono, such as increasing the duration of activities, enhancing teacher competence, and developing more engaging teaching methods to motivate students to participate enthusiastically.

Results And Discussion

The implementation of the Gerakan Sekolah Mengaji (GSM) at SMP Negeri 1 Sukodono runs smoothly and is well-integrated into the classroom management of Islamic Religious Education (PAI). Based on the observations, GSM activities are regularly carried out three times a week on Thursdays, Fridays, and Saturdays, with a one-hour session. These activities are conducted before the regular lessons begin, from 06:45 to 08:15, except on Thursdays when it starts at 12:30.

From the interviews with the principal, the primary reason for implementing GSM is to enhance students' understanding and practice of Islamic teachings. The program aims to build students' spiritual character and increase their love for the Quran. Students' responses to this activity are generally positive, especially those already accustomed to reciting. They benefit from this activity in terms of religious knowledge and closeness to Islamic teachings.

The implementation of GSM positively influences students' religious character through the use of the Tilawati method, which involves classical techniques and read-listen methods. Students are encouraged to recite the Quran correctly and fluently. This method emphasizes not only reading skills but also understanding the values contained in the Quran. These findings are in line with previous research, which stated that practical learning approaches could enhance students' understanding of religious teachings (Muzaini & Salamah, 2023).

From the observations, it is evident that GSM activities encourage students to read the Quran more diligently at home and to apply Islamic values in their daily lives. Students who participate in these activities show better and more polite behavior, indicating an improvement in morals and discipline. This is supported by teachers' opinions that GSM positively influences students' moral and spiritual values.

However, challenges remain in the implementation of GSM. Time constraints amidst a busy lesson schedule are a primary concern. Additionally, the varying levels of students' Quran reading abilities present a challenge, as not all students share the same background in Quranic studies. To overcome these issues, more adaptive teaching strategies are needed to engage every student and ensure they benefit from the activity (Abdurahman, A., Afriani, G., Putri, D. E., & Sappaile, B. I. 2024).

Parental involvement is also crucial in supporting GSM activities. Parents' support, whether through reminders to regularly recite the Quran at home or by instilling prayer habits, can strengthen the impact of GSM on students' character. Therefore, collaboration between schools and parents should be improved to

create an environment that supports students' religious character development (Rozak, A. 2023).

Overall, the findings suggest that GSM can be one solution for strengthening religious character education in schools. To enhance GSM effectiveness, it is recommended to evaluate the program, extend the duration of activities, and improve teachers' competence in Quranic teaching. Collaboration between schools and parents is key to supporting the sustainability and success of GSM in the future.

Conclusion

Based on the findings of the research on the implementation of the Gerakan Sekolah Mengaji (GSM) at SMP Negeri 1 Sukodono, it can be concluded that GSM has been successfully integrated into the classroom management of Islamic Religious Education (PAI), providing a positive impact on the formation of students' religious character. GSM is conducted regularly three times a week, utilizing the Tilawati method to enhance students' Quranic reading skills, understanding of spiritual values, and the application of Islamic teachings in daily life. The positive response from students indicates that GSM is effective in improving their discipline and morality.

The role of the school principal and the participation of PAI teachers are significant factors in the success of the program, while challenges such as limited time and varying student abilities in Quranic reading require special attention. Moreover, parental involvement in encouraging students to read the Quran at home is crucial to reinforce the effects of GSM.

To improve the effectiveness of GSM, it is recommended to extend the duration of the program, enhance teachers' competencies in Quranic instruction, and develop more inclusive and engaging teaching methods. Continuous evaluation of the program is also necessary to ensure it continues to provide optimal benefits for students, particularly in fostering a strong religious character. Closer collaboration between the school and parents is key to supporting the sustainability and success of GSM in the future.

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