

Classroom Management Based on Religious Moderation in Encouraging Student's Active Participation

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Abstract: *One important component of the learning process is classroom management, which has the potential to determine the success of teaching and learning activities. This study highlights the implementation of classroom management based on religious moderation at the Anwar Futuhiyah Islamic Boarding School in Yogyakarta, which focuses on the importance of tolerance and respect for differences in the school/madrasah environment. The aim of this study is how the implementation of religious moderation in classroom management can increase students' active participation and form good character. This research is using descriptive qualitative method with direct observation and interviews involving teachers and students. The research results show that the implementation of classroom management based on religious moderation at the Anwar Futuhiyah Islamic Boarding School in Yogyakarta significantly helps students' involvement in active learning, creates a classroom atmosphere that supports open dialogue and tolerance, empathy, respect and respect for differences.*

Keywords: *classroom management, religious moderation, student's active participation*

Abstrak: Salah satu komponen penting dari proses pembelajaran adalah manajemen kelas, yang memiliki potensi untuk menentukan tingkat keberhasilan pembelajaran. Penelitian ini menyoroti penerapan manajemen kelas berbasis moderasi beragama di Pondok Pesantren Anwar Futuhiyah Yogyakarta, yang berfokus pada pentingnya sikap toleransi, dan penghargaan terhadap perbedaan di lingkungan sekolah/madrasah. Tujuan penelitian ini adalah bagaimana penerapan moderasi beragama dalam manajemen kelas dapat meningkatkan partisipasi aktif siswa dan membentuk karakter yang baik. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan observasi langsung dan wawancara dengan melibatkan guru dan siswa. Hasil penelitian menunjukkan bahwa penerapan manajemen kelas berbasis moderasi beragama di Pondok Pesantren Anwar Futuhiyah Yogyakarta secara signifikan membantu keterlibatan siswa dalam keaktifan belajar, menciptakan atmosfer kelas yang mendukung dialog terbuka dan toleransi, empati, menghormati dan menghargai terhadap perbedaan.

Kata kunci: manajemen kelas, moderasi beragama, partisipasi aktif siswa

Introduction

Classroom management is one of the crucial elements in the teaching-learning process, and it plays a central role in ensuring the success of teaching and learning activities. Good classroom management not only creates a comfortable and orderly learning atmosphere but can also increase students' active involvement in the learning process. It aligns with Arends' opinion (2012), which states that effective classroom management can increase student participation and create a supportive learning environment. Emmer and Sabornie (2015) also emphasize that proper classroom management can maintain classroom dynamics to remain conducive and productive.

In the context of diversity in Indonesia, the implementation of classroom management based on religious moderation is becoming increasingly relevant. Religious moderation emphasizes the significance of inclusive attitudes, tolerance, and respect for differences, which are essential to creating a harmonious and productive educational atmosphere (Mukhibat, 2018). Ali (2019) added that religious moderation in Islamic education aims to instill the values of tolerance and inclusivity so that students can coexist peacefully even though they have different religious or cultural backgrounds.

In the scope of education, especially in subjects such as Islamic Religious Education (PAI), the applying of religious moderation is not only aimed at providing textual religious knowledge, but also forming a religious attitude that respects various differences. It is intended that students would be able to use this attitude in both the classroom and in society. Suyadi and Widodo (2019) emphasize the value of religious moderation in the curriculum for Islamic education to create open dialogue and encourage student participation in the teaching-learning process.

The religious moderation approach is also expected to be able to overcome potential conflicts or misunderstandings that may arise due to a narrow understanding of religion. In this case, the role of the teacher as a facilitator is very important, not only in delivering academic material, but also in developing moderate attitudes, empathy, and inclusivity in the classroom (Zuhdi, 2018). This is believed to enrich the student learning process, increase their involvement in learning, and strengthen social relationships among students.

Based on this explanation, this study goals is to examine how the implementation of classroom management based on religious moderation can encourage student's active participation, as well as its contribution to the formation of more inclusive and tolerant characters among them.

Research Method

This study is using qualitative method, study that generates descriptive data in the form of written or spoken words from people and observable behavior (Tanzeh, 2011). This research uses a case study approach, which was chosen to explore in depth the application of religious moderation in the classroom. The

subjects of the study included teachers and students from the Anwar Futuhiyyah Islamic Boarding School - Yogyakarta. This study focuses on how classroom management strategies based on religious moderation can influence students' active participation in the learning process.

The data collection techniques used included observation, interviews, and also documentation. Observations were conducted to understand classroom dynamics and the interactions of teachers and students, especially in discussions involving different religious views. Interviews were conducted to gain further understanding from the perspectives of the teachers and the students regarding the implementation of religious moderation. Teachers were interviewed regarding the strategies used to create an inclusive classroom atmosphere, while students provided views on the impact of the approach on their participation. In addition, documentation such as curriculum and teaching materials were collected to strengthen observation and interview data.

The data obtained were analyzed using thematic analysis, where key themes such as tolerance, classroom management, and active participation were identified. In order to provide a thorough and accurate picture of the implementation of classroom management based on religious moderation, data validity was maintained through triangulation techniques, which involve comparing data from multiple sources, including documents, archives, interview results, and observation results, as well as by interviewing multiple subjects who are thought to have different points of view.

Results and Discussion

1. Class Management and Religious Moderation

In its broader definition, management is the planning, execution, and supervision of organizational resources in order to accomplish objectives affectively and efficiently. In a limited sense, management refers to school administration, which encompasses planning and implementing school programs, principal leadership, supervisors, evaluation, and school systems (Husaini, 2013:6). According to Suparlan, management involves various processes, namely the planning, organizing, implementing, coordinating, and controlling processes. All of these processes are carried out to achieve a goal optimally (Suparlan, 2013:41). In relation to class management, according to Hadari Nawawi (2015:115), the definition of class management is able to be explained as the ability of a teacher or homeroom teacher to optimize class potential. This is accomplished by giving each person the most opportunity to participate in creative and guided activities in order to make the most of the time and resources available to implement the curriculum-related and student-developmental activities in the classroom. Based on the definition above, the class program will emerge when the teacher or homeroom teacher maximizes the potential of the class which consists of three elements, namely educators, students, and class processes or dynamics.

On the other hand, al-wasathiyah is the Arabic term for moderate. It is a word that appears in Surah al-Baqarah verse 143 of the Qur'an. In the verse, the word al-Wasath signifies "the best and most perfect". It is also stated in a well-known hadith as the best problem is the one in the middle. In terms of identifying and resolving issues, moderate Islam seeks to be in the middle and adopt a compromise approach. It also aims to address differences, including those across religions and sects. While maintaining faith in the veracity of each religion's and sect's doctrine, moderate Islam always places a high value on tolerance and respect for one another. In order for everyone to calmly accept the decision without resorting to anarchic behavior (Darlis, 2017: 230-231).

Sutrisno (2019: 323-348) stated that as this moderation focuses on attitude, its form may also vary from one location to another due to the fact that the persons involved and the issues encountered vary from one nation to another. A balanced religious attitude that balances practicing one's own religion (exclusive) with tolerating the religious practices of others who have other views (inclusive) is what is meant by religious moderation. Finding a balance in religious practice will help us avoid extreme viewpoints, fanaticism, and radical behaviors within religion. The same thing, Prakosa (2022: 45-55) states that religious moderation is an idea that pertains to a balanced, open, and moderate attitude or behavior in practicing religious beliefs. This includes an emphasis on deep understanding, tolerance, and an open attitude towards other religious views and practices, as well as a rejection of extremism and fanaticism in religious beliefs. Religious moderation involves balancing the spiritual aspects of the individual with the needs and demands of social, economic, and political life.

Based on the description, the concept of religious moderation and classroom management have a close relationship in creating a harmonious and balanced learning environment. Religious moderation underlines the importance of tolerance, respect for one another, and steering clear of extremism when engaging with different belief systems. In the context of classroom management, these principles are very important to build a safe and supportive atmosphere for all students. By implementing religious moderation, a teacher can better manage differences in student backgrounds, encourage constructive dialogue, and create a sense of mutual respect among students. This not only helps reduce the potential for conflict but also increases collaboration and shared learning so that each student feels valued and motivated to actively participate in the learning process.

2. Student's Active Participation

Student's active participation can be manifested in participation or activity. Activity is essential in the learning process, as fundamentally, activity involves taking action, which facilitates behavioral change. Learning cannot occur without activity, which is why activity is a crucial principle or foundation in learning interactions (Sardiman, 2009:96). On the other hand, Suryosubroto (2002:71)

clarifies that student engagement in learning is demonstrated through various activities: 1) Actively engaging to grasp the subject matter with complete assurance. 2) Discovering, experiencing, and figuring out for themselves how to acquire knowledge. 3) Personally experiencing how the teacher assigns tasks to them. 4) Collaborating in groups. 5) Experimenting with certain concepts individually. 6) Sharing the outcomes of their thoughts, discoveries, and evaluations of values verbally or through research. All in all, students show engagement in learning through activities like participating in discussions, exploring knowledge independently, and experiencing how teachers assign tasks. Collaborative group work, individual experimentation with concepts, and sharing insights are also key. These actions are essential for the learning process, fostering behavior change and creating a strong foundation for effective learning. Overall, active participation is crucial for successful learning (Candra, 2024).

To sum up, student's active participation is essential for an effective learning experience because the activity is the basis for changing behavior and understanding learning materials. Without activity, there is no effective learning process. Student participation can be realized through various activities that support more effective and meaningful learning interactions.

3. The Implementation of Class Management Based on Religious Moderation and Encouraging Student's Active Participation at Anwar Futuhiyyah Islamic Boarding School - Yogyakarta

In the case study at Anwar Futuhiyyah Islamic Boarding School - Yogyakarta, teachers attempted to implement a religious moderation approach to encourage active student participation. The teachers created a classroom atmosphere that supported open dialogue and tolerance, where every student, regardless of their religious background, felt valued and heard.

The main strategy implemented was to start the lesson by emphasizing the importance of moderate values in Islam, such as tolerance for differences and the importance of openness in discussion. The primary approach taken in the lesson was to initiate the discussion by highlighting the significance of moderate values in Islam. This involved focusing on the virtues of tolerance for differing perspectives and promoting the necessity of openness in conversations. By establishing this foundation, the lesson aimed to foster an environment where respectful dialogue could thrive, encouraging participants to embrace diversity of thought and engage meaningfully with one another.

In the class, students are divided into discussion groups consisting of members with diverse religious backgrounds. Each group is encouraged to discuss topics related to religion and social issues with a moderated approach. The teacher plays a crucial role as a facilitator, guiding the conversation to maintain focus and encouraging participation from all students. By carefully navigating the discussion, the teacher ensures that no single viewpoint overshadows others, fostering an

inclusive environment where diverse opinions are valued and heard. Clear discussion rules are applied, such as respecting the opinions of others, not interrupting, and avoiding personal debates. To summarize, establishing clear discussion rules is essential for productive dialogue. By respecting differing opinions, refraining from interruptions, and steering clear of personal debates, we can foster a respectful and constructive environment for all participants.

Conclusion

At Anwar Futuhiyyah Islamic Boarding School - Yogyakarta, teachers have implemented a religious moderation approach to encourage student's active participation. They create a classroom atmosphere that supports open dialogue and tolerance, regardless of religious background. As facilitators, teachers keep discussions focused and respectful of opinions. Ultimately, students not only learn the values of moderation in Islam, but also develop communication skills, empathy, and appreciation for differences, which are essential for social life.

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