

## Effective Strategies in Classroom Management for Islamic Religious Education to Enhance Student Discipline and Participation

Binta Millatus Sholichah<sup>1</sup>, Hanif<sup>2</sup>, Moh Ali Fikri<sup>3</sup>

bintamilla@mail.syekhnurjati.com<sup>1</sup>, haniflolo04@gmail.com<sup>2</sup>,

fikrialicoco@gmail.com<sup>3</sup>

UIN Siber Syekh Nurjati Cirebon

**Abstract:** Effective classroom management is a crucial element in supporting successful learning, particularly in Islamic Religious Education (PAI), which aims to shape students disciplined and participative character. However, many teachers face challenges in creating a conducive classroom environment. This study aims to explore and identify effective classroom management strategies in PAI learning to improve student discipline and participation. The research employs a qualitative approach with a case study method conducted in a madrasah. Data were collected through classroom observation, in-depth interviews with PAI teachers, and document analysis, such as lesson plans and evaluation records. Findings indicate that effective strategies include the application of rule-based discipline agreed upon collectively, building positive relationships between teachers and students, and utilizing various teaching methods such as group discussions, case studies, and simulations. Additionally, integrating Islamic values into learning activities has been proven to strengthen students' character and enhance their engagement in learning.

**Keywords:** classroom management, Islamic Religious Education, student discipline, student participation, teaching strategies

**Abstrak:** Manajemen kelas yang efektif merupakan salah satu unsur penting dalam mendukung keberhasilan pembelajaran, khususnya dalam Pendidikan Agama Islam (PAI) yang bertujuan untuk membentuk karakter peserta didik yang disiplin dan partisipatif. Namun, banyak guru yang menghadapi tantangan dalam menciptakan lingkungan kelas yang kondusif. Penelitian ini bertujuan untuk mengeksplorasi dan mengidentifikasi strategi manajemen kelas yang efektif dalam pembelajaran PAI untuk meningkatkan disiplin dan partisipasi peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus yang dilakukan di madrasah. Data dikumpulkan melalui observasi kelas, wawancara mendalam dengan guru PAI, dan analisis dokumen, seperti rencana pembelajaran dan catatan evaluasi. Temuan penelitian menunjukkan bahwa strategi yang efektif meliputi penerapan disiplin berbasis aturan yang disepakati bersama, membangun hubungan positif antara guru dan peserta didik, dan memanfaatkan berbagai metode pengajaran seperti diskusi kelompok, studi kasus, dan simulasi. Selain itu, mengintegrasikan nilai-nilai Islam ke dalam kegiatan pembelajaran terbukti dapat memperkuat karakter peserta didik dan meningkatkan keterlibatan mereka dalam pembelajaran.

**Kata kunci:** manajemen kelas, Pendidikan Agama Islam, disiplin peserta didik, partisipasi peserta didik, strategi pengajaran

## Introduction

Education is the primary means of shaping the character and abilities of students. In the context of Islamic Religious Education (PAI), the role of education is not limited to the transfer of knowledge but also to the formation of character in accordance with Islamic values (Imamah et al., 2021). The goal of Islamic Religious Education is to build individuals who are not only intellectually intelligent but also have noble morals and can contribute positively to society. However, achieving this goal highly depends on the effectiveness of the learning process in the classroom, which is largely determined by good classroom management.

Classroom management encompasses all activities carried out by teachers to create a conducive learning environment, support the teaching-learning process, and maintain student engagement and discipline. In PAI learning, classroom management becomes increasingly crucial given the additional goal of instilling religious values that require special approaches (Andini et al., n.d.). Unfortunately, many teachers face various challenges in creating effective classroom management. These challenges include student behavioral problems, lack of student engagement in learning activities, and limitations of teaching methods used.

According to (Azman, 2020), poor classroom management can hinder the learning process and reduce educational effectiveness. Teachers who are unable to manage their classrooms well tend to face undisciplined students, causing time that should be allocated for learning to be wasted on addressing behavioral issues. In the context of PAI, this situation becomes more complex because teachers not only have to teach but also act as role models in behavior and morals.

This condition demands that teachers apply innovative classroom management strategies relevant to students' needs. Several previous studies indicate that classroom management involving participatory approaches, the use of varied learning methods, and the reinforcement of positive values can enhance student discipline and participation (Farida & Ma'ruf, 2022). However, in-depth research on the implementation of these strategies in the context of PAI learning is still limited.

Therefore, this study aims to explore and identify effective classroom management strategies in PAI learning to enhance student discipline and participation. The focus of this research is to provide a concrete picture of the steps teachers can take to manage classrooms effectively while contributing to the development of theory and practice in PAI learning. This research is important because its results are expected to serve as practical guidelines for PAI teachers in creating a conducive learning environment. In this way, the goals of PAI in shaping disciplined, participative students with noble morals can be achieved more optimally.

### **Research Methodology**

This research uses a qualitative approach with a case study method conducted in madrasahs, which were purposively selected to deeply understand the phenomenon of classroom management in the context of Islamic Religious Education (PAI). The subjects of the study include PAI teachers, students, and the head of the madrasah, where teachers are selected based on criteria of teaching experience and classroom management ability, while students are chosen to represent the class that is the focus of the research. Data is collected through three main techniques: direct observation of learning activities in the classroom to identify the classroom management strategies applied by teachers; in-depth interviews with PAI teachers, the head of the madrasah, and several students to gain a richer perspective on the effectiveness of these strategies; and documentation analysis, such as lesson plans (RPP), evaluation notes, and class journals, to complement the data from observations and interviews.

### **Data Analysis Technique**

The data obtained was analyzed using a thematic analysis method. The steps of analysis included organizing the data, coding, identifying key themes, and interpreting the findings. Data validity was ensured through source and method triangulation, discussions with experts, and rechecking interview results with respondents.

The research was conducted in several stages as follows:

1. Planning: Includes determining the location, research subjects, and preparing instruments.
2. Data collection: Observations, interviews, and documentation were conducted according to a schedule agreed upon with the madrasah.
3. Data analysis: Data was analyzed simultaneously during the data collection process.
4. Reporting results: Research findings were compiled into a comprehensive report.

This approach is expected to provide an in-depth and accurate understanding of classroom management strategies in PAI (Islamic Religious Education) learning, as well as offer relevant recommendations for education practitioners.

### **Results and Discussion**

This study found that implementing rule-based discipline agreed upon with students was highly effective in creating an orderly learning environment. Teachers reported that involving students in establishing rules helped raise their awareness of the importance of discipline and fostered a greater sense of responsibility. Additionally, varied teaching methods such as group discussions, simulations, and case studies proved to enhance students' active participation, creating a more engaging and interactive learning atmosphere.

Another finding was the reinforcement of Islamic values in every learning activity. Teachers consistently connected teaching materials with values such as honesty, responsibility, and cooperation. This approach not only helped students understand the relevance of religious teachings in daily life but also shaped their character in alignment with the goals of Islamic education. The positive relationship between teachers and students, characterized by appreciation, support, and empathy, also contributed to creating a conducive classroom atmosphere and boosting students' motivation to learn.

## **Discussion**

The results of the study indicate that implementing rule-based discipline is highly effective in creating an orderly learning environment. This aligns with classroom management theories emphasizing the importance of involving students in rule-making to enhance their sense of responsibility. Teachers who establish rules together with students provide them with a sense of appreciation and accountability for their behavior in class.

The use of varied teaching methods, such as group discussions and simulations, effectively increased student participation in learning. These methods offer students opportunities to learn actively and collaboratively, thereby boosting their interest and engagement. This approach aligns with findings that suggest varied teaching methods can prevent boredom and enhance learning effectiveness (Mea et al., 2024).

The reinforcement of Islamic values in every learning activity emerged as an effective strategy for shaping students' character. Islamic values integrated into Islamic Religious Education (PAI) lessons serve not only as theoretical guidelines but are also practiced in daily activities, helping students understand the relevance of religious teachings in real life.

Finally, the positive relationship between teachers and students plays a crucial role in creating a conducive classroom environment. Teachers who personally approach students and provide appreciation for their efforts can increase students' motivation and self-confidence. This approach is consistent with Vygotsky's theory, which emphasizes the importance of social interaction in the learning process. Overall, the combination of these strategies forms a holistic approach to classroom management in PAI. It not only enhances discipline and student participation but also supports the development of Islamic character, which is the primary goal of religious education.

## **Conclusion**

This study identified effective classroom management strategies in Islamic Religious Education (PAI) learning, which include:

1. Implementation of Rule-Based Discipline: Involving students in rule-making enhances their sense of responsibility, creating an orderly classroom environment.
2. Utilization of Varied Teaching Methods: Techniques such as group discussions, simulations, and case studies effectively boost student participation and engagement in the learning process.
3. Reinforcement of Islamic Values: Integrating Islamic values into every learning activity successfully shapes students' character in alignment with the objectives of PAI.
4. Positive Teacher-Student Relationships: A good personal connection between teachers and students increases motivation, self-confidence, and student engagement.

This combination of strategies forms a holistic approach that not only supports discipline and student participation but also strengthens Islamic character. This research provides practical guidance for PAI teachers to create a conducive and effective learning environment.

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