

## Implementing Classroom Management on The History of Islamic Cultural Learning at TMI Putri *Al-Amien* Prenduan

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### Abstract:

Improving education quality can be improved through the learning process that occurs directly in the classroom. TMI *Al-Amien* Prenduan is the first secondary further education institution based on *muadalah* and is under the auspices of the *Al-Amien* Prenduan Islamic boarding school. Good classroom management is needed to achieve the objectives. This study aims to determine the implementation of classroom management and to find supporting and inhibiting factors of class management on Islamic Cultural History learning in class 1A TMI Putri *Al-Amien* Prenduan. This research used a qualitative approach. Researchers collected data by using interviews, observation, and documentation methods. Data sources were obtained from teachers and learners. Data analysis was carried out by reducing data, presenting data, and drawing conclusions. While the technique used to check the validity of the data is the triangulation technique. The results of this study showed that: First, the implementation of classroom management on Islamic Cultural History learning in the class of IA TMI Putri *Al-Amien* Prenduan consisted of planning, implementing, and evaluating went well because the teacher had implemented several existing classroom management principles. Second, the supporting factors and inhibiting factors come from two factors, namely the teacher factor and the student factor.

**Keywords:** *Implementation, Classroom Management, the History of Islamic Culture Learning.*

### Introduction

Education is a familiar thing in human life because man and education are two inseparable things and man is in dire need of education. Without education, life will be chaotic, and without education humans will not understand anything, therefore humans really need education which is like a bright light that can guide humans in finding direction, purpose and meaning in life.

Observing the development of the times and the increasingly complex world of education requires several steps that lead to the education that must be able to answer the demands of the times, therefore schools are required to always be ready for all existing situations, schools must be confident and must not lose confidence and confidence, and always be creative in making changes. Schools as a place for education to be carried out must be able to create a pleasant at-

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mosphere, especially in the classroom because the atmosphere in the classroom is the main capital for creating comfortable teaching and learning activities.<sup>1</sup>

The success of learning that occurs in the classroom cannot be separated from the very important and large role of the teacher, in order to realize life goals optimally, the teacher plays an important role in helping the development of students.<sup>2</sup> Therefore, in creating a comfortable learning atmosphere and making students enjoy the learning process, good classroom management is needed that can help achieve learning objectives.

Arikunto expressed her opinion about class management, namely, classroom management is an effort to teach and learning activities carried out by the person in charge of the activity or who helps with the aim of creating a learning atmosphere in the classroom running optimally so that the teaching and learning process can be realized as expected.<sup>3</sup> So it can be concluded that classroom management is an effort organized by educators to condition the classroom to be conducive so that the learning process in the classroom takes place properly and can achieve learning objectives.

Classroom management is a skill and skill that must be mastered and carried out by the teacher to optimize the existing learning process. Therefore, teachers are required to know the processes in classroom management, namely planning, implementing, and supervising (evaluation).<sup>4</sup> Planning refers to the concept of learning and its supporting elements. Implementation has the meaning of the teaching and learning process carried out by teachers and students in the classroom. Meanwhile, supervision has the nature of evaluation in teaching and learning activities, which consists of teaching evaluation and evaluation of learning outcomes.

The specific purpose of classroom management is to improve the quality of learning.<sup>5</sup> Learning is the core activity of the formal education process and the first one in the first position is the teacher, because it is the teacher that determines the teaching and learning atmosphere in the classroom. Competence teachers are easier to build an effective and efficient teaching and learning environment in the classroom so that the learning process is at an optimal stage.<sup>6</sup> The

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<sup>1</sup> Yeni Asmara dan Dina Sri Nindianti, "Urgensi Manajemen Kelas Untuk Mencapai Tujuan Pembelajaran," *SINDANG: Jurnal Pendidikan Sejarah dan Kajian Sejarah*, vol.1, no. 1 (2019): 12–24.

<sup>2</sup> Afriza, *Manajemen Kelas* (Pekanbaru: Kreasi Edukasi, 2014), 01.

<sup>3</sup> Arikunto Suharsimi, *Pengelolaan Kelas Dan Siswa: Sebuah Pendekatan Evaluatif* (Jakarta: Raja Grafindo Persada, 1996), 67.

<sup>4</sup> Imam Gunawan, *Manajemen Kelas Teori Dan Aplikasinya* (Depok: PT. Raja Grafindo Persada, 2019), 07.

<sup>5</sup> Sri Warsono, "Pengelolaan Kelas Dalam Meningkatkan Belajar Siswa," *Manajer Pendidikan*, vol.10, no. 5 (2016): 469–476.

<sup>6</sup> Alfian Erwinsyah, "Manajemen Kelas Dalam Meningkatkan Efektifitas Proses Belajar Mengajar," *TADBIR: Jurnal Manajemen Pendidikan Islam*, vol.5 (2017): 88–105.

learning process is one of the most highlighted things in the *Al-Amien* Prenduan Islamic boarding school.

*Al-Amien* Prenduan Islamic boarding school is one of the cottages located in the Madura area, *Al-Amien* Prenduan Islamic boarding school consists of several institutions and various levels of education ranging from early childhood to tertiary education, one of which is TMI (*Tarbiyatul Mu'allimien Al-Islamiyah*) *Al-Amien* Prenduan which is a junior and secondary level further education institution based and in the form of an Islamic boarding school.<sup>7</sup> One of the lessons applied at TMI is the History of Islamic Culture. The history of Islamic Culture is a record of the development of the life journey of Muslims from time to time in worship, worship, and character as well as in developing living systems or spreading Islamic teachings based on *aqidah*. The history of Islamic Culture is very important for students to learn because by studying it, students will know the events that occurred in the past, know about various successes and failures achieved in the past, become a source of motivation in life, and as a reference to emulate outstanding Islamic figures such as the Prophets, *Kbulafaur Rasyidin* and other religious scholars are also important to be known by learners.<sup>8</sup>

This important mission of studying the History of Islamic Culture is the reason why Islamic Cultural History lessons are applied in this Islamic boarding school. In order to convey this mission, good classroom management is needed. In accordance with the temporary findings in the field, some children are happy, some are not familiar with this Islamic Cultural History lesson, some say they are bored and some say it is fun. From the interim findings, researchers are interested in knowing how this classroom management can increase students' interest in learning. Therefore, this study aims to find out how the classroom management process occurs in learning Islamic Cultural History and to find out what are the supporting factors and inhibiting factors in the learning process of Islamic Cultural History.

## Literature Review

The title discussed in this study is "Implementing Classroom Management on Islamic Cultural History Learning at TMI Putri Al-Amien Prenduan ". To avoid misunderstanding the words used and to facilitate understanding of this article, the author first put forward several definitions of terms related to the title, namely:

### 1. Class Management

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<sup>7</sup> KH. Muhammad Idris Jauhari, *TMI Tarbiyatul Mu'allimien Al-Islamiyah* (Madura: Mutiara Press, 1442), 03.

<sup>8</sup> Ossi Marga Ramadhan dan Tarsono Tarsono, "Efektifitas Pembelajaran Sejarah Kebudayaan Islam Melalui Google Classroom Ditinjau Dari Hasil Belajar Siswa," *JINoP (Jurnal Inovasi Pembelajaran)*, vol.6, no. 2 (2020): 204–214.

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Class management comes from two words management and class. Management in language comes from English, namely management, which means management, namely the process of applying resources effectively to achieve the desired target.<sup>9</sup> At the same time, the class is a tool that is used predominantly by educators and students in carrying out teaching and learning activities.

Several educational experts argue about the notion of classroom management. According to Alben Ambarita, classroom management can be described as a process for completing educational goals by organizing and coordinating students.<sup>10</sup> This means that an educator must be able to create a system of learning activities that vary according to situations and conditions so that students can use their creative and rational talents for challenging educational tasks.

~~Alma~~ Rohani also argues that classroom management is all activities carried out so that teaching and learning conditions are created pleasantly and effectively and can motivate students to seek knowledge seriously and according to their respective abilities.<sup>11</sup> So, good classroom management is related to the creation of a supportive learning atmosphere or conditions and the use of infrastructure in accordance with the level of needs of students both individually and in groups. Because the main purpose of learning activities is to provide guidance and services to students so that they follow the course of teaching and learning activities in the classroom actively and enthusiastically.

The important components in classroom management are teachers and students. The existence of teachers in the learning or teaching and learning process is a very important role. The position of the teacher in the learning process cannot be replaced by machines, computers, radios and even the most advanced media. Because so many human elements such as feelings, attitudes, motivations, habits, values, systems and others are expected to be the result of the learning process, and all these things cannot be obtained from through these tools.

Classroom management also has a process that must be carried out by the teacher, namely planning, implementing, and monitoring (evaluation). The teacher as a class manager who has an important role must be proficient in managing the class, and the teacher must be able to realize the existing class management process properly.<sup>12</sup>

The process of implementing classroom management is as follows:

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<sup>9</sup> Mulyadi, *Classroom Manajement Mewujudkan Kelas Yang Menyenangkan Bagi Siswa* (Malang: Aditya Media, 2009), 02.

<sup>10</sup> Kadri, "Pentingnya Pengelolaan Manajemen Kelas Dalam Pembelajaran," *Studi Ilmu-Ilmu Keislaman*, vol.9, no. 1 (2018): 39–48, <http://ejournal.staindirundeng.ac.id/index.php/bidayah/article/view/144>.

<sup>11</sup> Ibid.

<sup>12</sup> Imam Gunawan, *Manajemen Kelas Teori Dan Aplikasinya*, 07.

a. Class Management Planning

Planning in classroom management is a process of determining or establishing an agenda and activity programs that will be carried out or carried out in the future in a systematic manner based on principles, foundations, and related data to achieve predetermined goals, steps of the class management plan consists of:

1. Checking the syllabus and RPP (Learning Implementation Plan) that has been prepared.
2. Analyzing the condition of students in participating in learning.
3. Measuring the level of ability of students who have obtained at the previous level.
4. Designing teaching materials in the form of a summary of learning materials, information, and handouts needed by students.
5. Choosing the learning model to use.
6. Designing the learning method to be used.
7. Determining and identifying learning tools and media to be used.
8. Choosing a time and place of learning.
9. Determining usable learning resources.
10. Determining how to assess learners' abilities as well as the necessary evaluation tools.<sup>13</sup>

So it can be understood that classroom management planning is the desire or initial activity carried out by a teacher in teaching and learning activities. A well-organized program can provide a complete picture of class activities.

b. Implementation of Class Management

Prepared by the teacher. There are several important factors in the implementation stage of classroom management that educators must pay attention to create comfortable and effective learning conditions. Educators must carry out the following activities: Arrive on time, conduct learning contracts and discuss the learning syllabus, discuss passing and failing criteria, record and check student attendance, convey information and learning materials, collect information from students, foster motivation in students, building good communication, using learning media according to learning objectives, practicing appropriate learning models, making summaries of learning material at the end of the course, giving assignments or homework, recording and reporting grades.<sup>14</sup>

c. Classroom Management Evaluation

Evaluation is a process that determines the conditions under which an objective has been achieved. The purpose of assessment in learning is to get accurate information about

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<sup>13</sup> Badrudin, *Manajemen Peserta Didik* (Jakarta: indeks, 2014), 107.

<sup>14</sup> Ibid., 108–117.

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the achievement of learning objectives by educators so that they get a follow-up to improve learning and guide students.

Evaluation has two techniques, namely tests and non-tests. Based on the form of the test, can be divided into written tests, oral tests, and performance tests. The written test can be done by: 1) an essay test and 2) an objective test. While the oral test is a test in the form of questions and answers that are presented verbally. The action test demands answer from students in the form of concrete actions and behavior, while the performance test is a test in the form of performance or the ability of students

In addition to using technical tests, there are also non-tests in assessing the achievements of students, namely:

1. Observation
- 2 Interview
3. Attitude scale
4. Questionnaire
5. *Checklist*
6. *Rating scale*.<sup>15</sup>

## 2. Learning process

The learning process is a process of teacher-student interaction and reciprocal communication that takes place in an educative way to achieve the desired learning goals. Teachers and students are two components that cannot be separated in the learning process. Between the two components, there must be an interaction that supports each other so that student learning outcomes can be achieved optimally.<sup>16</sup> Bafadal argues that learning is all efforts or teaching and learning processes carried out to create effective and efficient learning.<sup>17</sup> So the learning process is a teaching and learning process carried out by the teacher, which involves three components, namely the teacher, students, and learning material or content.

Learning is a teaching and learning process that has a role in determining the success of students, with the existence of reciprocal activities between teachers and students from the learning process showing that the goals achieved are better. Someone can be said to learn in learning activities if there is a change in student behavior as evidence or the result of an

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<sup>15</sup> Ibid., 118.

<sup>16</sup> Kadri, "Pentingnya Pengelolaan Manajemen Kelas Dalam Pembelajaran."

<sup>17</sup> Bafadal, *Pengelolaan Perpustakaan Sekolah* (Jakarta: Bumi Aksara, 2005), 11.

experience that has been passed. The success of this learning can be identified from two important aspects that exist in learning activities. The first is the aspect of learning outcomes, namely changes in behavior that occur in students. The second is the aspect of the learning process, namely many intellectual, emotional, and physical experiences in students.<sup>18</sup>

The purpose of learning is to gain knowledge by training students' intellectual abilities and stimulating their curiosity and motivating their abilities. Learning objectives are divided into three categories: cognitive (intellectual abilities), affective (moral development), and psychomotor (skills).<sup>19</sup>

### 3. History of Islamic Culture

History is always synonymous with the past, a time that cannot be repeated in the present or the future, as well as the History of Islamic Culture, consists of three words, namely History, Culture, and Islam. Historically etymologically derived from the Arabic word meaning tree, which describes the development and growth of human civilization from the term "tree" that grows from a small seed to a shady tree.<sup>20</sup> According to some experts, Al-Maqiri explains that history is information about events that have occurred. While culture comes from *sanskerta*, namely "*buddhayab*" which is the plural form of "mind" and "reason", Sidi Gazalba argues that culture is a way of thinking and a way of feeling by including oneself in all aspects of life a group of human beings that form a social unity (society) in a time and space.<sup>21</sup>

Therefore, it is recognized that the subject of Islamic Cultural History is so important to be studied by students to build and create generations that emulate the struggles and achievements of Islamic heroes in defending and spreading Islam<sup>22</sup> because the subject of Islamic Cultural History is an excellent teaching material. explains the stories of the past about the journey of Muslims from phase to phase to fight for Islamic law and *aqidah*. The subject of Islamic Cultural History has the objectives:

- a. Building students' awareness about the importance of learning the basic teachings, values, and Islamic norms that have been built by the Prophet Muhammad. To develop Islamic culture and civilization.
- b. Building students' awareness of the importance of time and place which is a process of the past, present, and future.

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<sup>18</sup> Dimiyati dan Mudjiono, *Belajar Dan Pembelajaran* (Jakarta: Rineka Cipta, 2009), 135–136.

<sup>19</sup> Aunurrahman, *Belajar Dan Pembelajaran* (Bandung: Alfabeta, 2019), 49.

<sup>20</sup> Eni Rifriyanti, "Variasi Metode Pembelajaran Sejarah Kebudayaan Islam (SKI) Di MTS Miftahul Ulum Weding Bonang Demak," *Al-Fikri: Jurnal Studi dan Penelitian Pendidikan Islam*, vol.2, no. 2 (2019): 1.

<sup>21</sup> Aslan dan Suhari, *Pembelajaran Sejarah Kebudayaan Islam* (Pontianak: CV. Razka Pustaka, 2018), 43.

<sup>22</sup> Amalia Syurgawi dan Muhammad Yusuf, "Metode Dan Model Pembelajaran Sejarah Kebudayaan Islam," *Mabarot: Journal of Islamic Education*, vol.4, no. 2 (2020): 175.

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- c. Training students' critical power to understand historical facts correctly based on a scientific approach.
- d. Growing students' appreciation and respect for Islamic historical heritage as evidence of Muslim civilization in the past
- e. Developing the ability of students to take ibrah from historical events (Islam), emulate outstanding figures, and associate them with phenomena social, cultural, political, economic, science and technology, and art, etc. to develop Islamic culture and civilization.<sup>23</sup>

Previous research in the crypt entitled *The Effect of Classroom Management on Student Learning Outcomes at State Junior High School 1 Pademara Ogan Komerling Ilir* (2017).<sup>24</sup> There are similarities and differences, namely, the similarities in this study are both discuss classroom management, while the difference in this study lies in the research methodology used by previous researchers, namely quantitative methods different from the research methodology that will be used by researchers is a quantitative The location of the research that has been carried out by previous researchers is located at the State Junior High School 1 Pademara Ogan Komerling Ilir different locations that will be observed by researchers this time located in PP. *Al-Amien* Prenduan and the research objective of the previous research was to find out whether there is an influence of classroom management on student learning outcomes at SMPN 1 while the purpose of this study is to find out how the implementation of classroom management in the learning process of Islamic Cultural History.

And the article entitled *Classroom management in Increasing Student Learning Motivation* (2020).<sup>25</sup> There are similarities, namely both discussing classroom management, while the difference in this study lies in the research methodology used by previous researchers, namely quantitative methods different from the research methodology that will be used by researchers is quantitative previous research, this study aimed to determine the increase in learning motivation through classroom management, while the research aimed to find out how the process of implementing management in the classroom.

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<sup>23</sup> Menteri Agama RI, "Lampiran Keputusan Menteri Agama Republik Indonesia Nomor 165 Tahun 2014 Tentang Kurikulum 2013 Mata Pelajaran Pendidikan Agama Islam Dan Bahasa Arab Pada Madrasah," *Abdimadrasah.Com*, vol., no. 20 (2014), 41–42.

<sup>24</sup> Yuli Pratiwi, "Pengaruh Manajemen Kelas Terhadap Hasil Belajar Siswa Di Sekolah Menengah Pertama Negeri 1 Pademara Ogan Komerling Ilir" (UIN Raden Fatah Palembang, 2017).

<sup>25</sup> Warni Tune Sumar, "Pengelolaan Kelas Dalam Meningkatkan Motivasi Belajar Siswa Memberikan Pendidikan Dan Pengajaran Baik Secara Formal Maupun Non Formal ( Aziz, )" *Educational Management*, vol.1, no. 4 (2020): 51–52.



## Methods

This qualitative research approach intends to know and describe in detail classroom management in the learning process of Islamic Cultural History. The data sources in this research consist of primary data and secondary data,<sup>26</sup> namely: Primary data from field observations and interviews with Islamic Cultural History teachers and students, while Secondary data is in the form of secondary data sources obtained by researchers for this research. from books, journals, documents, and data relevant to the research objectives. To collect the data and information obtained, the researchers used 3 methods, namely: passive participant observation guided free interviews, and documentation.<sup>27</sup> The data analysis techniques used are data condensation, data presentation, and drawing conclusions.<sup>28</sup>

## Results and Discussion

This article describes the research data obtained when the author conducted research at Marhalah Tsanawiyah TMI Putri *Al-Amien* Prenduan. The author will present the research results in accordance with the research focus, then have a dialogue with theories that are relevant to the research focus presented in the theoretical study. This is done to assess and provide conclusions about the extent of the relationship between empirical conditions that have been applied in the field with existing theories.

### 1. Implementation of Class Management in the Learning Process of Islamic Cultural History in class IA

TMI *Al-Amien* Prenduan in implementing classroom management has stages that must be carried out by teachers so that the learning process can run effectively and the desired goals in the learning process can be achieved. These stages are as follows:

#### a. Planning

Classroom management is synonymous with learning planning which helps the teaching and learning process take place, the application of class management planning in the learning process of Islamic Cultural History that occurs in class IA TMI Putri *Al-Amien* is well designed and structured, where before delivering the lesson a Teacher Gathering must be held Education Field (KGBE) which is held by the institution once a week to equalize learning objectives and prepare material that will be taught by the teacher to students and must be written into *I'dad* (RPP), and *I'dad* (RPP) collected to the GM (Master

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<sup>26</sup> Sugiyono, *Pengantar Metodologi Penelitian Kualitatif, Metodologi Penelitian Kualitatif*, vol. 53, 2009, 253.

<sup>27</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), 145.

<sup>28</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2004), 248.

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Teacher) to be checked so that the material being taught or conveyed to students does not make mistakes and the teacher finds it easy to convey the material because it is well structured and planned. Whether or not an activity runs smoothly depends on the planning made beforehand, this cannot be denied anymore. If the planning that is made is mature then the activities will run smoothly, as well as learning.<sup>29</sup>

### b. Implementation

The implementation of good classroom management in learning is when a teacher is able to make the class run conductively and is able to remove various obstacles that can hinder learning interactions.<sup>30</sup> In the process of implementing class management in the subject of Islamic Cultural History in the IA class, several stages are carried out, the first is the initial activity where the teacher creates a conducive and pleasant classroom atmosphere, which begins with checking attendance to find out the situation of the students and repeating past lessons after which the teacher brings the students' minds to the new title. The second is the core activity where the teacher uses various methods and at the end of the class meeting, the teacher invites students to watch a film about the History of Islamic Culture in accordance with the material and learning objectives. The last is the closing activity where the teacher gives motivation to the students and gives conclusions.

### c. Evaluation

This evaluation stage is a benchmark used by teachers to find out the success of their students and this evaluation is very important to do. According to Mulyadi, the teacher's evaluation of students at the end of each lesson can be done in three ways:

1. Oral, in the form of questions regarding the understanding of learning that has been taught.
2. Written, in the form of objective or subjective evaluation questions that have been provided.
3. Deeds, namely practicing or carrying out certain tasks, can be in the form of orders or orders in deed tests.<sup>31</sup>

In this study, there were evaluations carried out by the teacher, namely written tests, oral tests, and assessing the attitudes of students. The evaluation stage applied by the Islamic cultural history teacher in class IA, namely before ending the lesson the teacher

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<sup>29</sup> Erwin Widiasworo, *Cerdas Pengelolaan Kelas*, ed. Daw (Yogyakarta: DIVA Press, 2018), 97.

<sup>30</sup> Badrudin, *Manajemen Peserta Didik*, 116.

<sup>31</sup> Mulyadi, *Classroom Management Menujudkan Kelas Yang Menyenangkan Bagi Siswa*, 100.

gives questions about the lessons that have been studied, then the teacher also gives assignments to work on written questions in the book, and finally an assessment of behavior or actions that students do while in class.

## **2. Supporting Factors and Inhibiting Factors Classroom Management in the Learning Process of Islamic Cultural History Learning in class IA**

The success of classroom management in achieving learning objectives to be achieved is heavily influenced by various factors. Like the theory put forward by Djamarah that the factors that influence classroom management are classified into two parts, namely (1) internal factors, and (2) external factors from teachers and students.

These internal factors are related to the problems of emotions, thoughts, and behavior of students. The individual differences between students are due to personality with the distinctive characteristics possessed by each student and these individual differences are seen in terms of intellectual and psychological aspects. Meanwhile, external factors are related to problems such as the atmosphere of the learning environment, student placement, student groupings, and the number of students.<sup>32</sup>

### **a. Supporting Factors**

In this IA class, especially during the Islamic Cultural History lesson, the supporting factors are from two factors, namely the teacher factor and the student factor. The supporting factors sourced from the teacher are easy-to-understand explanations, while the supporting factors that come from students are the ability of students to catch the lessons described and the activeness of students in asking questions, they do not hesitate to ask the teacher if there are lessons that are still not understood.

### **b. Inhibiting Factors**

In this IA class, the inhibiting factor in class management comes from students, namely the lack of awareness of students as claimants of knowledge to be serious in following the learning process, because there are still some students who sleep when the lesson is explained, some talk to their deskmates, some who follow their friends.

The novelty of this research is that the implementation carried out in the learning process of Sejarah Kebudayaan Islam is really done well, namely with very careful preparation with the existence of a Teacher Gathering in the Field of Education once a week to evaluate learning and learning planning for the next week.

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<sup>32</sup> Syaiful Bahri Djamarah, *Strategi Belajar Mengajar* (Jakarta: PT. Rineka Cipta, 2006), 23.

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## Conclusion

Based on the problems and research results regarding the implementation of classroom management in the learning process of Islamic Cultural History in the IA TMI Putri *Al-Amien* Prenduan class as formulated in chapter I, it can be concluded as follows:

The implementation of class management in the learning process of Islamic Cultural History in class 1A TMI Putri *Al-Amien* Prenduan in 2021-2022 can be said to be going well, in terms of the planning carried out by the teacher before teaching, namely the Education Teacher Gathering (KGBE) held by institute once a week which is mandatory for all teachers to discuss the limitations of learning and prepare everything needed in learning, such as making *I'dad* (RPP), looking for references from the lessons to be taught. And in practice, the teacher starts the lesson by looking at the condition of the students and providing motivation to arouse their enthusiasm for learning. While at the evaluation stage the teacher gives questions before the learning activities end and gives assignments to work on the questions in the book, not only that the teacher also ensures that students really understand what has been explained.

Factors that support the implementation of classroom management come from the intellectual intelligence of students who are quick to understand the lessons being conveyed and the activeness of students in asking questions when there is an explanation that is not well understood. The inhibiting factor is the lack of awareness of students as students of knowledge to be serious about participating in the learning process because there are still some students who sleep when the lesson is explained, some talk to their peers, and some tease their friends.

## Acknowledgment

The author would like to thank nyai Afifah Tijani as a mentor who has taken her time to direct and encourage ananda in conducting this research. And the author would like to thank Dr. Asep Maulana M.Pd for helping me in publishing this article. And not to forget the author would also like to thank the reviewers of this article for their helpful and encouraging comments who have contributed to strengthening arguments in this article.

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