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## CLASS MANAGEMENT STRATEGIES TO IMPROVE ISLAMIC TARIKH LEARNING OUTCOMES AT MDTA AL-IKHLAS

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### ABSTRACT

This study aims to examine classroom management strategies in improving student learning outcomes in the subject of Islamic History at Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Al-Ikhlal Bojongpicung Cianjur. Learning Islamic History at the madrasah still faces methodological obstacles and limited facilities, which impact students' low academic achievement. This study used a descriptive qualitative approach with a phenomenological method. Data collection techniques included observation, semi-structured interviews, and documentation, which were then analyzed using the Miles and Huberman model. The results showed that classroom management strategies were implemented in a structured manner, including seating arrangements, systematic time allocation, group discussions, and the use of simple media. Supporting factors for strategy implementation included student enthusiasm, teacher experience, and institutional support. The main obstacles stemmed from differences in student abilities, limited learning media, and the large number of students. The implemented strategies were proven to increase student activeness, evaluation scores, and learning responsibility. Periodic evaluations also strengthened the effectiveness of these strategies in achieving the objectives of Islamic History learning.

**Keywords:** Class Management, Learning Results and Islamic Dates

### INTRODUCTION

Learning Islamic History in religious educational institutions such as Madrasah Diniyah Takmiliyah Awaliyah (MDTA) plays a strategic role in shaping students' understanding of Islamic history and developing their religious character from an early age. Islamic History is not only interpreted as teaching about past historical events, but also as a medium for internalizing values, serving as role models, and developing students' Islamic identity amidst the ever-evolving challenges of the times. (Muhaimin et al., 2020) In practice, Islamic history learning should not be verbalistic, but rather contextual, dialogical, and reflective, so that students can connect historical values to their real lives.

However, the reality on the ground shows that Islamic History learning at MDTA Al-Ikhlal Bojongpicung Cianjur does not fully meet these principles. The learning process still tends to be conventional, dominated by lectures and memorization methods, without the support of interactive media or classroom

management strategies appropriate to the psychological dynamics of early-age students.(Zubaedi, 2021).

Based on internal madrasah data from 2023, the average student score in Islamic History was only 65 out of 100, with a pass rate of 60%. Initial observations of five classes showed that approximately 75% of teachers still employed a one-way approach with limited use of visual or contextual learning media. This situation resulted in minimal active student participation, low interest in the material, and reduced the effectiveness of the learning process in general.

Classroom management strategies are a crucial aspect that cannot be ignored in this context. In Islamic education, classroom management extends beyond seating arrangements and the physical atmosphere of the classroom. It also encompasses how teachers foster healthy educational interactions, facilitate participation, and create a conducive and spiritually nuanced learning environment.(Arifin, 2023). As emphasized in QS. Al-MujaIn [58]:11, Allah will raise the status of those who believe and have knowledge, which pedagogically can be interpreted as the need to create a learning space that supports the growth of knowledge, faith and Islamic values in one integrative whole.

The socioeconomic realities of the Bojongpicung community, which is largely lower-middle class, also influence the learning dynamics at this madrasah. Limited learning facilities, a lack of professional teaching staff, and a lack of technology-based learning media present challenges in implementing teaching and learning activities.(Wahyuni, 2022)However, the community's enthusiasm for sending their children to Islamic institutions like MDTA reflects the significant potential for social capital to be optimized. This can be realized through innovative, adaptive classroom management that aligns with the local characteristics of students.

Based on this background, this study aims to examine in-depth classroom management strategies in Islamic History learning at MDTA Al-Ikhlas Bojongpicung Cianjur. The main focus of this study is to describe the classroom management strategies implemented by teachers, identify supporting and inhibiting factors, and analyze their impact on student learning outcomes. This research is expected to provide both theoretical and practical contributions, particularly in developing a relevant and contextual Islamic History learning strategy model in the madrasah educational environment.

## **METHODS**

This research uses a qualitative method with a phenomenological approach that is oriented towards revealing the subjective meaning of the informants' experiences regarding the implementation of class management strategies in Islamic History learning.(Creswell & Poth, 2018)This approach was chosen because it aligns with the main objective of the study, which is to gain a deeper understanding of how teachers manage their classes, how students respond to learning, and how these strategies impact student learning outcomes at Madrasah Diniyah Takmiliyah Awaliyah (MDTA) Al-Ikhlas Bojongpicung Cianjur.

Data collection was conducted naturally through direct observation, semi-structured interviews, and documentation studies. Observations were conducted through passive participatory methods during learning activities in class III Awaliyah to capture classroom dynamics, teacher strategies, time management, social interactions between teachers and students, and the general learning atmosphere. Interviews were conducted with three main informant groups: the Islamic History teacher, the madrasah principal, and several students as representatives of the student body. The interviews were designed semi-structured to allow for in-depth data exploration while remaining focused on the research focus.(Sugiyono, 2023). In addition, researchers also collected supplementary documents such as Learning Implementation Plans (RPP), student grade lists, attendance records, and photo documentation of teaching and learning activities.

The data sources in this study consist of primary data in the form of interviews and observations, as well as secondary data in the form of official madrasa documents and other supporting archives. The data analysis technique refers to the Miles and Huberman model, which includes three main stages: data reduction, data presentation, and drawing conclusions.(Miles et al., 2023)Data reduction is done by sorting and filtering relevant information, data presentation is done narratively to show patterns and relationships between findings, while conclusions are drawn through a process of repeated verification and interpretation to maintain the validity of the results.

## **RESULTS AND DISCUSSION**

This study describes how teachers implement classroom management strategies in Islamic History learning at MDTA Al-Ikhlas Bojongpicung and how they impact student learning outcomes. Data were obtained through a descriptive qualitative approach with phenomenological methods, through direct observation, in-depth interviews, and documentation.

The results of the study indicate that the classroom management strategies used by Islamic History teachers at MDTA Al-Ikhlas are designed systematically, communicatively, and participatory. Within the 60-minute learning structure, teachers divide it into four main phases: 10 minutes for apperception and motivation, 20 minutes for delivering the main material, 20 minutes for group discussions and presentations, and the final 10 minutes for reflection and evaluation. This division provides clear direction for students in participating in the learning process actively and purposefully, and helps teachers in creating an efficient and non-monotonous learning flow.

This strategy states that good classroom management can create an interactive, directed and participatory learning atmosphere.(Uno, 2021)Teachers not only focus on delivering material but also on creating emotional and social conditions that support optimal student learning. The approach implemented at MDTA Al-Ikhlas also reflects the principles of humanistic classroom management that is adaptive to student needs. These principles align with the demonstrative approach, which emphasizes the importance of active student involvement and contextual and applicable learning delivery.(Mardhiyyah et al., 2025).

In addition to time management strategies, teachers also pay attention to flexible student seating arrangements, tailored to the type of activity being carried out. During discussion activities, students sit in small groups, allowing for two-way communication and collaboration. Teachers also prepare simple learning materials such as historical maps and textbooks to support the delivery of Islamic History material. Despite limited infrastructure, teachers continue to demonstrate creativity in creating a fun and meaningful learning environment. This is similar to research findings in fiqh learning, which show that applied methods based on real experiences can increase student interest and understanding, even with limited learning media.(Dewanti et al., 2020).

Participatory and instructional classroom management strategies are considered effective in creating a conducive learning environment and actively involving students in the learning process.(Belvel, 2019)The use of an emotional-relational approach is also evident in how teachers handle students who are bored or disruptive in class. Teachers use persuasive methods, such as pauses, icebreakers, or gentle reprimands.

From the students' perspective, the teacher's strategies were enthusiastically received. Students responded positively to the teacher's approach to learning. They felt more comfortable and understood the lessons more easily when the teacher presented the material in story form and discussed it in groups. A third-grade Awaliyah student expressed that she enjoyed it when the teacher told stories about Islamic history and wrote key points on the board because it helped her remember and understand the material when she returned to school at home.

This study also found that classroom management strategies significantly improved student learning outcomes. Teachers reported positive changes in student learning behavior. Students who were previously passive and reluctant to ask questions now actively expressed their opinions. They also became more responsible for completing assigned tasks on time.

This improvement in learning outcomes is not only evident in cognitive aspects such as daily and semester evaluation scores, but also in affective and psychomotor aspects such as involvement in discussions, discipline, and a more positive learning attitude. In the context of Islamic education, evaluation of learning outcomes is not solely focused on the cognitive domain, but must address three main aspects: cognitive, affective, and psychomotor as a whole. This aligns with research by Mardhiyyah et al. (2025) which confirms that methods that encourage active student interaction, such as demonstrations, not only strengthen conceptual understanding but also increase participation and motivation to learn.

The success of classroom management strategies in Islamic History learning also emphasizes that learning methods that activate students' roles in the learning process, such as demonstrations, contribute greatly to increasing conceptual understanding, courage to ask questions, and active attitudes during learning.(Latipah et al., 2025)In his research, the teacher succeeded in creating a participatory and enjoyable learning atmosphere, so that students were more focused,

more confident, and did not hesitate to express their opinions during the learning activities.

The success of this strategy is inextricably linked to the support of the madrasah principal, who implemented a two-session learning policy as a solution to the limited number of teachers. The madrasah principal also actively supervises and holds reflective discussions with teachers at the end of each semester to evaluate and continuously develop classroom management strategies.

This research also identified several obstacles in implementing classroom management strategies. One of the biggest challenges is the differences in students' understanding levels. In a class, some students absorb material quickly, while others require more than one explanation. This requires teachers to be able to balance the pace of teaching so that all students can follow the lesson effectively. In the context of Islamic jurisprudence (fiqh) learning, a similar problem was also found, where the variation in student abilities requires teachers to be more creative and adaptive in delivering material, including using methods that facilitate visual learning and hands-on practice. (Ginting & Setiawan, 2022).

Limited facilities, such as cramped classrooms and the lack of technology-based learning media, also pose challenges. Noises from other classes sometimes disrupt students' concentration and create a less conducive learning environment. Despite this, the teacher manages to maintain a calm classroom atmosphere with a non-repressive approach and an emphasis on student emotional well-being. This reinforces the argument that good classroom management not only regulates student behavior but also considers the emotional and social aspects of the learning process.

Positive student responses to the strategies implemented also serve as an indicator of successful classroom management. Students reported being more motivated to learn when teachers used storytelling and visualization of key points on the board. This aligns with a contextual learning approach that emphasizes the connection between subject matter and students' learning experiences. When teachers are able to present meaningful learning, students are more likely to internalize the values and concepts taught. (Belvel, 2019).

Regular evaluations conducted by the madrasah principal contribute significantly to the sustainability of this strategy. Evaluations are used not only to measure final learning outcomes but also as a reflective tool for teachers to review the strategies and methods used. In this context, supervisory practices and reflective discussions among teachers are crucial steps in ensuring the continuity of teaching quality. Structurally integrated evaluations are also a crucial element in building a progressive academic culture within the madrasah environment. (Arfah & Yaqin, 2021).

The classroom management strategies implemented by teachers also demonstrate that learning effectiveness isn't always determined by the availability of advanced technology. Despite cramped classrooms, large student populations, and limited digital learning tools, teachers are still able to create a lively and productive learning environment. This confirms that the teacher's role as facilitator, motivator, and classroom manager is crucial to the success of the educational process. Initiatives such as dividing the class into two sessions, arranging seating according to activity

needs, and providing reprimands using an emotional-relational approach demonstrate that classroom management innovations can grow from reflection on daily practice.

These classroom management practices directly contribute to student character development. In Islamic History learning, narrative and historical materials serve as an effective means of fostering moral values and historical awareness in students. When students understand the context of the struggles of Islamic figures and the exemplary values they embody, learning not only results in academic achievement but also fosters spiritual and social character. Therefore, the classroom management strategies implemented by teachers fulfill two key dimensions of Islamic education: strengthening knowledge and developing personality. (Rifa'i, 2020).

## CONCLUSION

Classroom management strategies in Islamic History learning at MDTA Al-Ikhlas Bojongpicung have been shown to play a significant role in creating a conducive, participatory, and meaningful learning environment. These strategies include flexible seating arrangements, systematic time allocation, group discussions, and the use of simple learning media. This approach is tailored to the characteristics of MDTA Al-Ikhlas students, thus encouraging active engagement in the learning process. The success of this strategy is supported by student enthusiasm, teacher experience, and institutional supervision. Challenges encountered include varying student abilities, limited facilities, and small classrooms, but these can be overcome with an emotional-relational approach. The effectiveness of this strategy is reflected in improved cognitive, affective, and psychomotor learning outcomes, as well as strengthening Islamic character values. These findings emphasize the importance of the teacher's role as a classroom manager who not only provides technical skills but also fosters social and spiritual interactions in learning.

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