



CLASS MANAGEMENT IN INCREASING STUDENTS' INTEREST IN LEARNING IN MADRASAH IBTIDAIYAH NEGERI 1 CITY OF JAMBI

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Abstract

School is an institution where a student studies formally and is a forum for students to determine the direction or steps they want to take and to determine the goals they want to achieve for their future. School is the second place after home for students to study. At school, students will exchange ideas with colleagues and receive good attention from educators (teachers). Educational activities in schools are always related to human development efforts, so the success of education is very dependent on the human element. Because the human element determines the success or failure of education. One of the human elements that determine the quality of education is the teaching staff. The personality of the educator is a measure of the personality formation of students in education. Educators must be able to be role models that should be followed by their students at school as figures who have good personalities.

Keywords: Class Management and Student Interests

Introduction

Indonesia is one of the developing countries and is actively carrying out development, both in the physical and mental-spiritual fields. This can be seen from the goals of National education as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which explains that: "The purpose of National Education is to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.[1]

Increasing the quality of individuals due to the educational process they undergo is a necessity, as emphasized by Allah SWT in several verses of the Qur'an, including the following Al-Quran Surah Az Zumar verse 9 : those who know with those who don't know?" Verily, it is people who have understanding who can receive lessons" (Surah Az-Zumar: 9).[2] The verse above shows the high quality of an educated human being which is of course the *output* of an educational process. Therefore, education plays an important role in efforts to improve human resources.

Meanwhile, the purpose of learning Al-Quran Hadith according to Abdurrahman Saleh as quoted by Syahidin, argues that the general objectives of Islamic education are directed at matters relating to preparations for obtaining happiness in life in this world and the hereafter.[3] A country, whether it is a developed country or a newly developing country, education is very important because the progress of a country certainly cannot be separated from the existence of educated and skilled humans. Likewise, Indonesia, which is a developing country and is actively carrying out development, be it development in the physical or non-physical fields, especially in the era of taking off like today, development



in the field of education is very important. "School is an institution where a student studies formally and is a forum for students to determine the direction or steps they want to take and to determine the goals they want to achieve for their future. School is the second place after home for students to study. At school, students will exchange ideas with colleagues and receive good attention from educators (teachers).[4]

Based on this quote, it can be explained that the school is an institution where a student studies formally and is a forum for students. Educational activities in schools are always related to human development efforts, so the success of education is very dependent on the human element. Because the human element determines the success or failure of education. One of the human elements that determine the quality of education is the teaching staff. The personality of the educator is a measure of the personality formation of students in education. Educators must be able to be role models that should be followed by their students at school as figures who have good personalities.

Teachers must go through the stages of learning in implementing learning learning strategies. the learning process must go through three stages, namely: "The pre-instructional stage, namely preparation before teaching begins, the instructional stage, namely when teaching and class management and the evaluation stage, namely the assessment of learning outcomes."[5]

From the start, the teacher must be able to act as a class management actor, as well as an evaluator in the process. Effectiveness and quality in the learning process must achieve educational goals as set. This of course will cause problems in the educational process in general and in the learning process in particular in the classroom. Conducive classes can make students interested in learning. "Student interest is in simple terms, interest *means* a high tendency and excitement or a great desire for something. Interest as understood and used by people so far can affect the quality of achievement of student learning outcomes in certain fields of study. For example, a student who has a strong interest in mathematics will focus more attention on it than other students. Then, because of the intensive concentration of attention on the material that allows the student to study harder, and finally achieve the desired achievement. Teachers in this regard should arouse students' interest in mastering the knowledge contained in their field of study in more or less the same way with tips on building positive attitudes as described in advance."[6]

MIN 1 Jambi City is a religious education institution that is required to organize learning activities effectively. Based on *the grand tour* that the author did in the field, he found problems in improving conducive classroom management. Every time class learning takes place where it is seen that there are some male and female students who are not so enthusiastic in participating in the implementation of learning in class. The author found that the selection of the method used by the class teacher (Indonesian) was only lectures, and a few questions and answers, then did not adapt the learning conditions to the needs of students in learning. As a result, students' interest in receiving lessons is low as evidenced by the low focus of students listening, when asked about the material presented, students seem confused to answer it, many students are noisy in class, and there are also students who seem lethargic in learning.[7]



Discussion

1. Management

“Management comes from the English language *to manage* which means to manage, manage, or manage. According to Ramayulis in the book "Management of Islamic Education" states that the same understanding with the nature of management is *al-tadbir* (regulation)."[8] This word is a derivation of the word *dabbara* (regulate) which is widely found in the Qur'an as the word of Allah SWT: Meaning: "He manages all affairs from heaven to earth, then (affairs) it rises to Him in one day (its duration) is a thousand years according to your reckoning" (Surah As-Sajadah: 5).[9]

Management is said to be a function, meaning that management has "special activities that can be carried out separately and are fully dependent on other activities, even though these activities are interrelated with one another."^[10] Management is a process of developing collaborative activities of a group of people to achieve predetermined organizational goals including planning , actuating *organizing*, and , controlling , as a process to turn vision into action.

2. Class Management

Term class management consists of two words which are management and class. The word "management has the same meaning as the word management."[11] Classroom management is "an effort to utilize the potential of the existing class as optimally as possible to support the process of educative interaction to achieve learning objectives."[12] Classroom management is a complex behavioral problem and teachers use it to create and maintain classroom conditions in such a way that students achieve their teaching goals efficiently and enable them to learn.

While the understanding of the class, namely, this class can also be referred to as the home of teachers and students with comfortable physical conditions and there are facilities that support every learning activity. Class is the smallest part or school unit. The use of the term "unit" contains an understanding that classes have special and specific characteristics, meaning that each class will have a different atmosphere or different conditions from one another. There are several definitions of class, namely: "*Class in a narrow sense* is a room that is limited by four walls where a number of students gather to participate in the learning process.

Class in the traditional sense contains a static nature, because it simply refers to the grouping of students according to their level of development which,



among other things, is based on their respective chronological age limits. *Class in a broad sense* is a small community that is part of the school community which as a unit is organized into a work unit that dynamically organizes creative teaching and learning activities to achieve a goal. Meanwhile, from a didactic point of view, there is a general understanding of the class, namely the class is a group of students at the same time receiving the same lesson from the same teacher. With the above limitations, what is meant by the class is a classical teaching system in the implementation of traditional teaching.[13]

"Improving classroom management that is constructive is an effort made by the person in charge of learning activities or assisting with the aim of achieving optimal conditions so that learning activities can be carried out as expected."[14] Improving classroom management that is constructive can be interpreted as: "The ability of teachers or homeroom teachers in cultivating the potential of the class in the form of providing the widest opportunity for each individual to carry out creative and directed activities so that the available time and funds can be used efficiently for carry out classroom activities related to the curriculum and student development.[15]

Improving constructive classroom management is a deliberate effort to achieve teaching goals. Improving classroom management is a class management activity for classroom management for teaching purposes. "The purpose of improving a conducive classroom management is so that every child in the class can work in an orderly manner so that teaching goals can be achieved effectively and efficiently."[16]

Improving classroom management that is constructive is the totality of the ability of teachers and homeroom teachers in planning, organizing, mobilizing and supervising in order to cultivate a culture of using class potential in the form of providing the widest possible opportunity for personal to carry out creative and targeted activities so that the available time and funds can be used. used efficiently to carry out classroom activities related to curriculum and student development.

3. Interest in Learning

Interest (interest) means "a high inclination and excitement or a great desire for something."[17] Interest is a persistent tendency to pay attention and remember some activities).[18] Basically, interest directs action to a goal and is the impetus for that action. In humans there are impulses (motives) that encourage humans to interact with the outside world.[19]



Interest is expressed through statements indicating that “students prefer one thing over another, it can also be manifested through participation in an activity. Interest is not brought from birth, but acquired later.[20] Interest is a psychological symptom that can influence to do something. Associated with student learning interests, interest can be interpreted as a desire or willingness that encourages the process of absorbing, collecting and studying knowledge, vocabulary, or facts in learning activities.

Learning is "a series of mental and physical activities to obtain a change in behavior as a result of individual experience in interaction with the environment involving cognitive, affective and psychomotor".[21] It can be concluded that learning causes a relatively permanent change in behavior and the change is carried out through activities, or deliberate efforts. Interest indicators as a monitoring tool that can provide clues to interest in learning. There are several indicators of students who have a high interest in learning this can be recognized through the learning process in the classroom and at home.

- a. "Feeling happy. A student who has feelings of pleasure or liking for science lessons, for example, then he must continue to study science related to science. There is absolutely no feeling of compulsion to study the field.
- b. Attention in Learning. Attention is also an indicator of interest in learning. Attention is the concentration or activity of our soul on observation, understanding, and so on to the exclusion of anything else. Someone who has an interest in learning a particular object will automatically pay attention to that object. For example, a student is interested in learning about science, so he tries to pay attention to the explanation from his teacher.
- c. Interesting Learning Materials and Teacher Attitudes. Not all students like a subject because of their own interest in learning. Some develop interest in learning in the subject area because of the influence of their teachers, classmates, and interesting learning materials. Over time, if students are able to develop their interest in learning about subjects, they will surely be able to get successful achievements even though they are classified as students with average abilities.
- d. Benefits and Functions of Subjects. In addition to feelings of pleasure, attention in learning and also interesting learning materials and teacher attitudes. The existence of the benefits and functions of lessons (in this case Science lessons) is also an indicator of interest in learning. Because every lesson has its benefits and functions.[22]



Interest is one of the determinants of someone wanting to do something and interest makes someone have high ideals. Associated with student learning interests, interest can be interpreted as a desire or willingness that encourages the process of absorbing, collecting and studying knowledge, vocabulary, or facts in learning activities.

4. Classroom Management in Increasing Interest in Learning

Classroom management must start from the lesson plan itself. The function of teaching preparation planning is that teaching preparation should be able to encourage teachers to be more prepared to carry out learning activities with careful planning. Some principles that must be considered in the development of teaching preparation are as follows:

- a. "The competencies that must be formulated in teaching preparation must be clear.
- b. Teaching preparation must be simple and flexible, and can be implemented in learning activities and the formation of student competencies.
- c. Activities that are structured and developed in preparation for teaching must support and be in accordance with the basic competencies that have been determined.
- d. The teaching preparation developed must be complete and comprehensive and the achievements clear.
- e. There must be coordination between the components of program implementation in schools, especially if learning is carried out in a team.”[23]

Teachers as teaching designers need to have knowledge and skills in preparing teaching designs. Teaching design is a tool that can assist teachers in carrying out learning activities effectively. The implementation of learning should adhere to what is stated in the plan. Some considerations that must be made by teachers in choosing appropriate and accurate teaching methods in order to create conducive classroom management are "instructional objectives, students' prior knowledge, subjects/subjects, time allocation and supporting targets and the number of students.”[24] “Teachers have to use a variety of methods. The variety of methods resulted in the presentation of the material more attracting attention and being accepted by students and learning would be more conducive.[25]

The teacher has a very important task, namely organizing and managing the class, as well as nurturing students well so that they are in an atmosphere in the classroom. Teachers can master the class in giving lessons to students with



good results. Thus, obstacles such as regarding the material in the delivery of lessons, which cause student behavior to emerge regarding the understanding of the lessons given by the teacher to students are low, must be overcome by the teacher. According to Nurjanah ZA, quoted by Kompri, class is one of the important factors in learning. This can be explained in:

- a. "Implications for ongoing learning. Class conditions that are managed/designed properly (modern) can create an effective and fun teaching and learning atmosphere, and can motivate students to study well according to students' abilities because they feel comfortable and at home with the atmosphere/conditions of the class. On the other hand, classroom conditions that are not managed properly or only follow pre-existing conditions (traditional) allow learning conditions in the classroom that are not conducive and unpleasant, as well as less motivating. Because a conducive class is a learning environment that encourages an intensive and effective learning process. Any learning strategy adopted by the teacher will be ineffective if it is not supported by a conducive classroom climate and conditions.
- b. Implications for discipline and character building. Setting the learning environment (class) is needed so that children are able to control the fulfillment of their emotional needs. So that it will encourage children to be physically, emotionally, and mentally involved in the learning process. And a good classroom design is intended to instill, grow, and strengthen a sense of diversity and students' spiritual behaviors, as well as allow students to move freely so they don't interfere with one another. Besides, the teacher can control student behavior by arranging seating so that face-to-face meetings occur. In addition, with a good classroom, students can communicate freely, respect each other, and respect each other's opinions. And with a well-organized classroom, the teacher will be free to give maximum attention to every student activity.
- c. Indication of the evaluation system. An important factor that determines learning outcomes is the classroom environment. In a pleasant classroom environment, students will enjoy learning and will directly improve learning outcomes, making it easier for teachers to evaluate them. In contrast to the atmosphere and learning conditions in the classroom that are not conducive and unpleasant resulting in less able to motivate students to study well, and of course this causes a decrease in interest in learning and low student achievement so that teachers will find it difficult to evaluate learning outcomes.[26]

Improving classroom management that is constructive is an effort made by the supervisors of learning activities or assisting with the aim of achieving optimal conditions or conducive classroom management so that learning activities can be carried out as expected. According to Syafaruddin, quoted by Kompri, that:



“An orderly, calm atmosphere, away from noise and chaos can be seen in every class where the school has a good school climate. Students respect each other, and towards their teachers, students have high respect. The upgrading results obtained by the teachers, especially to improve the quality of their teaching, are applied in the classroom and the results are evaluated. If the results show an improvement from the previous teaching method, the new teaching method is continued. Tables, chairs and other classroom equipment for learning are always maintained and clean. Students take part in taking care of the cleanliness of the classroom, and school equipment, classrooms and always display a clean, neat, beautiful class so that it will support learning energy among students. If the school already has a good or positive climate, it is estimated that the relationship between teachers, leaders, students and parents of students is mutually respectful; respect, work together, be open, communicative, disciplined and full of responsibility are the pillars of the school's revival for progress.”[27]

In order to achieve outstanding educational institutions, these educational institutions need to have good, constructive classroom management. These activities involve all structuring activities or arrangements for cooperating with a group of people to achieve goals such as teachers. The role of teaching staff in the learning process is very central, because the main problem faced by the world of education is the problem of teacher performance. Teachers need to master various abilities, both in the fields of science, technology and teaching. In the success of improving optimal class management, school principals continue to charge teachers for activities in managing teacher abilities so that learning objectives run effectively and efficiently.

The location of the class must be taken into account against the possibility that there will be disturbances to the learning process, such as: Lack of air entering the classroom so that the classroom situation becomes stuffy. The entry of sunlight into the classroom interferes with students' vision or the absence of light entering because it is covered by other buildings. Paint that is too sharp on the walls of the school so that it interferes with the eye. The conditions in the classroom are humid and so on.”[28]

Arranging the layout of the classroom means that the teacher must be able to design and arrange the classroom in such a way that teachers and students can be creative, *feel at home* studying in that space. For example, how to arrange tables and chairs, place blackboards, place the teacher's desk, and even how to arrange decorations in the classroom. Besides all that, the classroom must always be in a clean state. “The aim of improving the classroom management that is constructive and student-friendly is the provision of facilities for various student learning activities in a social and intellectual environment in



the classroom and emotional, with facilities provided to enable students to study and work, intellectual, emotional and attitude development and appreciation of students. ."[29]

Teachers must be able to make good teaching strategies and must master the material so that students attract attention in receiving lessons as expected. Using the right method in giving the lesson, and using teaching aids to raise students' enthusiasm in learning and motivation so that student achievement can increase and get good results.

Teaching is not an easy task for a teacher. In teaching teachers to deal with groups of students, they are living beings who need guidance and coaching to reach maturity. After experiencing the education and learning process, students are expected to become adult human beings who are aware of their responsibility towards themselves, are entrepreneurs, have personalities and are moral. For this reason, teachers must improve a conducive classroom.

In relation to improving a suitable learning climate, teachers must be able to handle and direct the behavior of their students so as not to damage the classroom atmosphere. If there is a student's behavior that is not compatible, for example being busy, naughty, sleepy or disturbing other friends, the teacher must be able to take appropriate action, stop the child's behavior, then direct it to a more productive one. In this case, there are concrete steps that can be taken by the teacher, namely: "Steps by students that are in accordance with the objectives need to be developed by providing positive support. The teacher takes appropriate action when students deviate from the task. The student's harsh attitude was responded to wisely and calmly. Teachers must always pay attention and take into account unexpected reactions."[30]

Classroom management principles can be used in order to minimize the problem of distractions in promoting a constructive classroom management. So it is important for teachers to know and master the principles of improving a constructive classroom management, namely:

- a. "Warmness and enthusiasm are needed in the teaching and learning process. Teachers who are warm and familiar with students always show enthusiasm for their assignments or activities will be successful in implementing improved classroom management that is constructive.
- b. Challenge. The use of challenging words, actions, ways of working or materials will increase the enthusiasm of students to learn thereby reducing the possibility of deviant behavior.
- c. Varies. The use of tools or media, or aids, teacher teaching styles, interaction patterns between teachers and students reduces the appearance of distractions, increases students' attention. Especially when



its use varies according to the needs of the moment. The variety in the use of what is mentioned above is the key to achieving effective classroom management and avoiding burnout.

- d. Flexibility. The flexibility of the teacher's behavior to change his teaching strategy can prevent the possibility of student distractions and improve an effective teaching and learning climate. The flexibility of teaching can prevent the emergence of disturbances such as student fuss, no attention, not doing assignments, and so on.
- e. Emphasis on the positive. Basically, in terms of teaching and educating, teachers must emphasize the positive things and avoid focusing students' attention on the negative things.
- f. Cultivating self-discipline. The ultimate goal of improving constructive classroom management is that students can develop self-discipline.”[31]

Conducive and effective classroom management can be created in the following ways: "When the classroom situation allows children to learn optimally, group functions must be minimized. School management must provide facilities to develop unity and cooperation. Group members must be given the opportunity to participate in making decisions that have an effect and relationship on the learning atmosphere. Group members must be guided in resolving doubts, tensions and feelings of stress. It is necessary to create strong friendships and trust between students. "[32] Aspects of improving a conducive classroom management in learning as stated in the instructions for improving a conducive classroom management are:

- a. "Checking student attendance. Students are seen to exist one by one, especially directed to see their readiness to participate in the teaching and learning process, physical readiness, especially mental because with attention from the beginning it will give encouragement to them to be able to take part in class activities well.
- b. Collecting student work, checking and assessing the results of the work. The work that has been given should be quickly collected and given a brief comment so that a high sense of appreciation can provide motivation for the work that has been done.
- c. Distribution of materials and tools. If there are learning tools and materials that must be distributed, then in a fair and proportionate manner, every student has the opportunity to practice or use tools and materials in the learning process.
- d. Gather information from students. A lot of useful information for teachers and students themselves that can be obtained from students either in the form of information about students' personal and related to student work that must and has been done.
- e. Record data. Student data both individually and in groups involving individuals and work is very important to record, because it will support



the teacher in providing a final evaluation of the achievement of student work.

- f. Archive maintenance. Archives of activities in the classroom are stored and organized and neatly and maintained as a shared responsibility so that they can provide information for teachers and students.
- g. Give assignments/PR. Assignment is the process of giving responsibility to students to carry out activities independently and to be able to evaluate their own abilities.[33]

The factors that influence conducive classroom management in schools are as follows "Physical condition. The physical environment where learning has an important influence on learning outcomes. A favorable physical environment that meets the minimum requirements supports increasing the intensity of the learning process and has a positive influence on the achievement of teaching objectives. The physical environment in question includes a) the room where the teaching and learning process takes place. The study room must allow all students to move freely, not jostling and disturbing each other between students with one another while doing learning activities, b) Seating arrangements. In arranging seating, it is important to allow face-to-face meetings, so the teacher can control student behavior. c) Ventilation and light regulation. Temperature, ventilation and lighting (even the teacher's control is difficult to control because they already exist) are important assets to create a comfortable learning atmosphere. Therefore ventilation must be sufficient to ensure the health of students, d) Arrangement of storage of goods.

Conclusion

Based on the descriptions and findings in the field, the following conclusions can be drawn: Students' interest in learning at MIN 1 Jambi City students are not serious in studying, lazy to do assignments and do not listen to the material presented by the teacher. Class management in increasing student interest in learning in subjects at MIN 1 Jambi City starts from planning learning in the classroom, carrying out classroom management which includes class and student physics and evaluating it every certain period of time, even though it is not according to existing regulations.

The supporting factor for classroom management in increasing student interest in learning in all subjects at MIN 1 Jambi City is the commitment to teaching good teachers. Meanwhile, the obstacle is the discipline and behavior of students who do not support class management. To the Head of the Ministry of Religion of Jambi City to socialize the design of classroom learning in a better way, and to hold training / upgrading or training on the competence of educators, and at the same time provide continuous guidance and supervision to every educator.

To the teachers at MIN 1 Jambi City, where the need for efforts from oneself in increasing the treasures of knowledge in accordance with the development of scientific disciplines. This can be done by utilizing supporting facilities in schools, participating in



continuous teacher training, reading books relating to teacher competency development and consulting intensively with school principals in equipping themselves with adequate competencies in classroom management in learning.

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