

# **THE EFFECT OF CLASS MANAGEMENT ON THE QUALITY OF LEARNING AND STUDENT ACHIEVEMENT IN GRADES 1&2 OF MI DARUN NAJAH KEMAMANG BALEN BOJONEGORO**

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## **ABSTRACT**

The aim of this research is to find out, analyze and explain the influence of classroom management on the quality of learning and student achievement at MI Darun Najah Balen. The research method uses a qualitative descriptive approach. The results of the research show that the classroom management strategies carried out by teachers at MI Darun Najah Balen can increase learning effectiveness and produce good achievements. Good classroom management is carried out by teachers by implementing a conducive environment, motivating students, varied learning, structurally setting learning hours and the work ethic demonstrated by teachers which can increase the effectiveness of learning in the classroom.

*Keyword: School Management, Teacher and Student*

## **INTRODUCTION**

Management is a process of planning, organizing, implementing, leading and controlling the efforts of the members of an organization and utilizing all organizational resources.<sup>1</sup> Meanwhile, classroom management is an activity carried out by teachers to create and maintain optimal learning conditions and restore them if there are disruptions in the teaching and learning process.

The Quran explains management, providing its basic principles 1,400 years ago. Management, now considered an important discipline, also derives a number of its principles from the knowledge provided in the Quran. Many principles and theories developed in the 16th or 17th centuries originated in the Quran. According to Azgar, there are at least 300 verses in the Quran that indicate management principles.<sup>2</sup> The above is in accordance with the word of Allah in QS. Al-Hasyr 18: 125:2

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<sup>1</sup> Diah Ayu, "Strategi Guru Dalam Manajemen Kelas Untuk Meningkatkan Efektivitas Pembelajaran Pai," (2020), <http://repository.radenintan.ac.id/2613/>, Februari 9 2025, pukul 07.04.

<sup>2</sup> Azgar Mohammad, "Managerment Principles in Holy Quran," (2020), <http://azgaralimd.blogspot.co.id/2013/01/management-principles-in-holy-quran.html>, 04 Februari 2025.

تَعْمَلُونَ بِمَا خَبِيرُ اللَّهُ إِنَّ اللَّهَ وَاتَّقُوا لِعَدِّ قَدَمَتِ مَا نَفْسٌ وَلَتَنْتَظِرُ اللَّهُ اتَّقُوا الَّذِينَ يَأْتِيهَا

Translation:

"O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the afterlife) and have faith in Allah, indeed Allah is aware of what you do".<sup>3</sup>

Based on this verse, it is understood that humans should be pious and mindful of their actions, so that they will be held accountable in the afterlife. Therefore, when linked to management, it is inseparable from the function of management. All of our human activities go through stages and processes that begin with planning. Because our activities are not only for the good of this world but also for the afterlife, maximizing them requires management.

Class management is an effort made by the person in charge of teaching and learning activities with the aim of achieving optimal conditions so that teaching and learning activities can be carried out as expected.<sup>4</sup>

The quality of student learning is currently very concerning, especially in certain subjects. This situation is truly ironic. Many teachers employ the lecture method for all learning indicators because the material must be completed within a certain time. The lecture method prevents students from actively engaging in acquiring facts, values, and concepts in lessons such as Islamic Knowledge. This method, used by teachers, can often lead to students getting bored and easily falling asleep during the lesson.

Achieving educational success can be achieved through student academic achievement. Academic achievement is the physical and mental activity undertaken by a person to achieve a result, resulting from a change in behavior, through experience and insight, to interact with the environment in the cognitive, affective, and psychomotor domains, as expressed in the final results or report card.

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<sup>3</sup> Kementrian Agama RI, Al-Qur'an Al-Karim dan Terjemahan, (Surabaya: Halim, 2016), 548

<sup>4</sup> Anton, A., & Usman, U. (2020). "Peningkatan Kualitas Pembelajaran Melalui Pendekatan Pengelolaan Kelas." TAJDID: Jurnal Pemikiran Keislaman Dan Kemanusiaan, 4(1), 69-83

Student achievement can be defined as the results or accomplishments students attain in the teaching and learning process. Student achievement can be measured through various aspects, such as test and exam scores, achievement in specific subjects, and class ranking. According to Slameto, student achievement is "the results students attain in the teaching and learning process, which can be measured using appropriate assessment instruments"<sup>5</sup>

## **PREVIOUS STUDIES**

Researchers examine that previous research shows a tendency, namely, "The Influence of Classroom Management on Student Learning Motivation". Teachers are required to have skills that enable them to effectively create a conducive learning environment, design learning procedures, develop good relationships with students and increase attention to the academic activities they manage to motivate students to learn, so that learning objectives are achieved. This study aims to determine whether there is an influence between classroom management.<sup>6</sup>

This research seems to be very focused on the influence of classroom management on student learning motivation, although its influence is very important, there may be other aspects of the influence of classroom management on student learning motivation that are not explored in depth. This research needs to expand the scope of the influence of classroom management, not only affecting student learning motivation, but also affecting the quality of learning as well.

For more specific research measurements, researchers need to develop more concrete classroom management indicators to assess classroom success. These classroom management indicators could include aspects such as the homeroom teacher creating their own rules for their class, which will lead to the development or quality of the class.

## **RESEARCH METHODS**

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<sup>5</sup> Slameto, "*Belajar dan Faktor-Faktor yang Mempengaruhinya*." (Jakarta: Rineka Cipta, 2010)

<sup>6</sup> Yuli Pratiwi, *Pengaruh Manajemen Kelas Terhadap Hasil Belajar Siswa Disekolah Menengah Pertama Negeri I Pedamaran Ogan Komering Ilir*, 2017. Diakses Pada Tanggal 8 Maret 2025 dari Situs: [Https. Epit](https://www.epit.com)

In this study, the author used a qualitative descriptive research method. Qualitative descriptive research is descriptive research that examines the status of human groups, objects, conditions, systems of thought, or current events with the aim of creating a systematic, factual, and accurate description of the facts being studied.<sup>7</sup> Qualitative descriptive research aims to describe and illustrate existing phenomena, both natural and man-made, with greater attention to characteristics, quality, and interrelationships between activities. The data collection techniques used in this research are observation, interviews, and literature/documentation studies.

## **DISCUSSION RESULTS**

Classroom management can be defined as the process of managing and organizing teaching and learning activities in the classroom to achieve effective and efficient learning goals.

According to Wijaya, classroom management is the process of managing a classroom to create an effective, efficient, and conducive learning environment. Classroom management includes time management, space management, materials management, and student management.<sup>8</sup>

Meanwhile, according to Slameto, classroom management is "the process of managing and organizing teaching and learning activities in the classroom to achieve optimal and effective learning goals".<sup>9</sup>

Thus, classroom management can be defined as the process of managing and organizing teaching and learning activities in the classroom to achieve effective, efficient and optimal learning goals.

Based on the results of observations at MI Darun Najah Kemamang Balen, the following are the duties of the homeroom teacher in the classroom:

The following are some of the homeroom teacher's duties in managing the class:

1. Managing the Learning Environment: The homeroom teacher is responsible for managing a learning environment that is conducive, safe, and comfortable for students.
2. The homeroom teacher must organize teaching and learning activities, including organizing lesson schedules, organizing class activities, and organizing extracurricular activities.

3. Supervising and Guiding Students: Homeroom teachers must supervise and guide students in daily activities, including monitoring student behavior and helping students who are experiencing difficulties.
4. Managing the class: the homeroom teacher must be able to manage the class so that the learning process runs smoothly.

Based on observations, homeroom teachers are fully responsible for the classroom. Homeroom teachers must be able to manage their classrooms to ensure the learning process runs smoothly. Each homeroom teacher has their own unique way of managing their classroom, and one of the effects of this classroom management is improving the quality of learning and student achievement.

Based on the interview results, here are several ways and influences of homeroom teachers in managing their classes:

| No. | Class          | How to Manage a Class                                                                        | The Influence of Classroom Management                                                                                                            |
|-----|----------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | 1 Al Faurani   | Arrange lesson and duty schedules, organize class activities, create lesson plans.           | Students become disciplined in time and responsible for all applicable rules.                                                                    |
| 2.  | 1 Al-mutawalli | Monitoring student behavior, monitoring student progress, and monitoring student activities  | The quality of learning is high quality because there is a homeroom teacher who supervises every activity carried out by his students every day. |
| 3.  | 2 Al Ghozali   | Evaluate student progress, evaluate learning effectiveness and evaluate classroom activities | Increasing students' academic achievement, increasing students' social and emotional abilities.                                                  |

Based on the interview results above, it is concluded that effective classroom management can have a significant influence on the quality of learning and student achievement at MI Darun Najah Kemamang.

## CONCLUSION

Based on the results and discussion above, it is concluded that classroom management can be interpreted as the process of managing and organizing teaching and learning activities in the classroom to achieve effective and efficient learning goals.

Based on observations, there are many tasks carried out by homeroom teachers, namely: managing the learning environment, organizing teaching and learning activities, supervising and guiding students, and managing the class.

Based on the results of interviews with homeroom teachers, the classroom management methods that have been implemented greatly influence the quality of learning and student achievement, because a good homeroom teacher will also influence the behavior of his students. The classroom management process at MI Darun Najah Kemamang Balen is considered optimal, as seen from the increase in student achievement and the very effective quality of learning.

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