

CLASSROOM MANAGEMENT IN IMPROVING THE TEACHING AND LEARNING PROCESS OF ISLAMIC RELIGIOUS EDUCATION

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Abstract: This research aims to examine the role of Islamic Religious Education (IRE) in dealing with the teenage identity crisis at MTS Zia Salsabila, which is increasing due to globalization and technology which introduces new values and lifestyles that often conflict with Islamic teachings. IRE is expected to be able to shape students' Islamic character and identity, as well as protect them from negative influences. This research uses qualitative methods with case studies, interviews with IRE teachers, learning observations, and questionnaires to students in grades VIII and IX. The research results show that IRE has a significant role in helping students form a religious self-identity, through personal teacher approaches, religious extracurricular activities, and support from the school environment. Challenges faced include limited time and less-than-optimal teaching methods. In conclusion, IRE plays an important role in overcoming the teenage identity crisis by strengthening Islamic values. It is hoped that improvements in more interactive learning methods and collaboration between schools and parents can optimize the formation of students' Islamic identity.

Keywords: Islamic religious education, identity crisis, teenagers, globalization.

Introduction

Globalization and technological development have had a major impact on people's lives, especially in terms of cultural values and lifestyles. These changes often introduce new values that contradict the teachings of religions, including Islam, which is the moral guidance of the majority of Indonesian society. As a result, serious challenges arise, especially for teenagers who are in the stage of self-discovery. Teenagers are often influenced by external exposures, such as social media, popular culture and modern lifestyles, which are not in line with local values or religious principles. In this situation, identity crisis becomes a frequent phenomenon, where adolescents feel confused in determining the values they should hold on to (Erikson, 1968; Hasanah, 2021).

If left unaddressed, this identity crisis can have a negative impact on the development of adolescent character. Islamic values that should be the foundation of their lives are often replaced by new values that are not in accordance with religious teachings. Therefore, education, especially Islamic Religious Education (IRE), has a very important role in providing students with a deep understanding of Islamic teachings. In addition to building character, IRE also aims to strengthen students' faith and protect them from the adverse effects of globalization (Abdurrahman, 2020).

In the school environment, the success of IRE learning is highly dependent on the effectiveness of classroom management. Classroom management includes various efforts made by teachers to create a supportive learning atmosphere, both physically, emotionally, and socially. A conducive classroom atmosphere can increase students' active participation in learning, making it easier for them to absorb the Islamic values taught. In addition, IRE teachers can use a personal approach to understand students' needs and problems, so that the solutions provided are more relevant. This approach can also be supported by religious extracurricular activities, such as

recitation, commemoration of Islamic holidays, and Islamic competitions, which can strengthen learning in the classroom (Ali, 2019).

This research focuses on MTS Zia Salsabila, a school that faces great challenges in dealing with the adolescent identity crisis due to the influence of globalization. Various efforts have been made by this school to improve IRE learning through organized classroom management and other supporting activities. However, there are several obstacles that need to be considered, such as limited learning time and less innovative teaching methods. Therefore, a more in-depth study is needed regarding how classroom management can be optimized to support the success of IRE. This analysis includes strategies that can be applied by teachers, such as individual approaches, extracurricular activities, and support from the school environment, in building students' religious identity. Thus, this research is expected to contribute to improving the quality of IRE learning and helping students develop a strong Islamic character.

Theoretical Foundation

1. Classroom Management

Classroom management refers to a series of steps taken by teachers to create a learning atmosphere that supports the achievement of learning objectives. Emmer and Evertson (2016) reveal that classroom management includes the arrangement of classroom layout, management of student behavior, and building positive relationships between teachers and students. These components aim to create a comfortable, productive and conducive learning environment for all learners.

2. Islamic Religious Education (IRE)

IRE aims to form students who have noble morals, understand Islamic teachings comprehensively, and are able to apply Islamic values in everyday life. As stated by Abdurrahman (2020), IRE learning that is implemented effectively can have a major impact on the formation of students' character and identity. In this case, IRE is not only a means of teaching religion, but also a vehicle for moral and spiritual development of students.

3. Adolescent Identity Theory

Erik Erikson's theory in (Khadijah & Jf, 2021) adolescence is a period characterized by the search for identity, in which individuals seek to understand who they are and what role they want to play in life. At this stage, identity crises often arise, especially when adolescents face external influences that can affect their internal values. In an Islamic perspective, education that instills religious values has an important role in shaping adolescent identity as a solid moral and ethical foundation. The cultivation of these values helps adolescents in the process of internalizing religious principles into their lives.

Methods

This research uses a qualitative method with a case study approach. The research subjects were IRE teachers and students in grades VIII and IX at MTS Zia Salsabila.

1. Data Collection Technique:

- a. In-depth interviews with IRE teachers to understand the strategies and approaches used in classroom management.
- b. Observation of IRE learning process to identify the implementation of classroom management.
- c. Questionnaires to students to find out their views on IRE learning and its impact on the formation of religious identity

2. **Data Analysis:** Data were analyzed using thematic analysis techniques, with steps of data reduction, data presentation, and conclusion drawing.

Results and Discussion

1. IRE Role in Shaping Students' Religious Identity

The results showed that Islamic Religious Education (IRE) has a strategic role in building students' religious identity, especially in a formal education environment. IRE not only functions as a subject that provides an understanding of Islamic teachings, but also as a means of building student character based on religious values. The IRE learning process is directed at helping students understand Islamic principles in depth, as well as practicing them in everyday life (Abdurrahman, 2020).

In practice, IRE teachers often use a personal approach to ensure that each student receives guidance that suits their needs and conditions. Individual guidance, such as personal consultation sessions or giving special attention to students who have difficulty understanding the material, helps strengthen the process of internalizing Islamic values. This approach allows teachers to build closer relationships with students, so that the values taught can be accepted more effectively (Hasanah, 2021).

Furthermore, IRE also acts as a medium to overcome various challenges faced by students in the era of globalization, such as identity crises and exposure to values that conflict with religious teachings. Through a holistic approach, IRE not only focuses on cognitive aspects, but also on affective and psychomotor aspects. This approach aims to create a balance between students' intellectual understanding of Islamic teachings and their application in daily behavior (Ali, 2019).

In addition, innovative approaches in IRE learning, such as the integration of digital technology and project-based learning methods, can increase students' interest in understanding and practicing Islamic teachings. For example, the use of Islamic-based educational applications or the development of religious projects that actively involve students can be an effective way to motivate students in the learning process (Rahman & Hidayat, 2021).

Research also shows that strengthening religious values through IRE has a significant impact in preventing negative behavior among students. Students who have a strong understanding of Islamic values tend to show more positive behavior, such as honesty, tolerance and responsibility. Thus, IRE not only functions as an educational instrument, but also as an important element in forming a generation with Islamic character (Zubaedi, 2020).

2. Classroom Management that Supports IRE Learning

Effective classroom management plays an important role in creating a learning environment that supports the success of the educational process. One of the main elements of classroom management is the physical arrangement of the classroom, such as seating arrangements that allow students to interact actively, both with their peers and the teacher. For example, circle or small group seating arrangements can encourage more interactive and collaborative group discussions. This approach not only helps students focus more on the material being studied, but also improves their communication and collaboration skills (Emmer & Evertson, 2016).

Apart from the physical setting, a conducive classroom atmosphere is also an important factor in supporting learning. Teachers need to create an environment that is comfortable and free from distractions so that students can concentrate fully during the learning process. This includes effective time management, providing clear directions, and implementing mutually agreed class rules to maintain order and discipline (Marzano, 2018). Lebih lanjut, manajemen kelas yang baik tidak hanya terbatas pada aktivitas di dalam kelas, tetapi juga mencakup upaya guru untuk memanfaatkan kegiatan ekstrakurikuler sebagai bagian dari strategi pembelajaran. Dalam konteks

pendidikan agama, kegiatan seperti pengajian, perlombaan Islami, dan program keagamaan lainnya dapat digunakan untuk memperkuat pembelajaran yang dilakukan di kelas. Kegiatan ekstrakurikuler ini memberikan siswa kesempatan untuk menerapkan nilai-nilai yang telah dipelajari dalam kehidupan nyata, sehingga memperdalam pemahaman mereka tentang ajaran agama sekaligus mengembangkan karakter yang berlandaskan nilai-nilai keislaman (Hidayat & Zain, 2020).

Research shows that student involvement in religious extracurricular activities not only increases their motivation to study, but also forms a more positive mindset towards religious education. By taking part in programs such as Islamic recitations or competitions, students not only get an enjoyable experience, but also strengthen their spiritual and social aspects. Therefore, integration between good classroom management and extracurricular activities can be an effective strategy for creating holistic and meaningful learning (Rahman & Anwar, 2021).

Thus, optimal classroom management, supported by enrichment through extracurricular activities, can have a significant impact in improving the quality of learning. Teachers who are able to manage the class well and make maximum use of the potential of extracurricular activities can help students achieve their best potential, both academically and character-wise.

2. Obstacles Faced

The main obstacle in learning Islamic Religious Education (IRE) is faced with several challenges that affect its effectiveness in forming students' religious character and identity. One of the main obstacles that often arises is the limited time allocated for this subject. With limited time, teachers often find it difficult to study material in depth, making it difficult to give sufficient attention to each student. This time limitation also affects students' understanding of religious teachings as a whole, as well as limiting opportunities to engage in deeper discussions or interactions with learning material (Wahyuni, 2019).

Apart from that, the use of the lecture method which is still dominant in IRE teaching is also an obstacle in creating interactive and interesting learning. A one-way lecture approach, where the teacher is the main source of information, tends to reduce students' active participation in the learning process. This often makes students feel less engaged and less motivated to explore the material further. As a result, the learning process becomes less interesting and cannot maximize students' potential in understanding and internalizing Islamic values in depth (Mulyasa, 2019).

To overcome this problem, innovation is needed in teaching approaches that prioritize student interaction and active participation. Methods based on discussions, case studies, or projects can be an effective solution for increasing student involvement in learning. For example, through group discussions or case analysis regarding contemporary religious issues, students can more easily understand and apply Islamic teachings in their lives. The use of technology in learning, such as online platforms or interactive learning applications, can also enrich students' learning experiences and encourage more active engagement with the material (Suwarsih, 2020).

Innovative approaches to IRE learning can also include more personalized and contextual ways. Connecting IRE material with students' daily life situations or with values that are relevant to their social context will increase students' understanding and motivation to implement Islamic teachings in their lives. In this way, IRE learning can be more effective in forming students' character and religious identity (Abdurrahman, 2020).

Thus, to overcome these various obstacles, it is important for IRE teachers to continue to innovate in teaching methods. By increasing interactivity in the learning process, utilizing technology, and adopting a more personal approach, IRE learning can become more effective, interesting, and have a greater positive impact in building student character.

3. Collaboration Between School And Parents

Collaboration between schools and parents is very influential in forming students' Islamic identity. Comprehensive religious education does not only teach material in the classroom, but also involves applying these values in everyday life, including family life. Active parental involvement in supporting religious activities at school can strengthen the religious teachings received by their children. Parents who are actively involved outside of school, for example by providing support for religious teaching at home, contribute greatly to deepening students' understanding of religious teachings. This also provides an opportunity for children to discuss and reflect on religious values in their daily lives (Nata, 2020).

Continuous interaction between the school and parents also supports the creation of a more harmonious environment in the formation of student character. When parents are directly involved in religious activities held at school, such as recitations or other religious events, this helps strengthen the material taught in class. In this way, students can see that religious teachings are not just knowledge obtained at school, but also life values that must be applied at home, in their social environment, and in everyday life (Alfian & Hayati, 2021).

The success of this collaboration also depends on how the school communicates with parents and the surrounding community. Schools that have good communication with parents can form solid partnerships to support students' religious education. Through regular meetings or discussion sessions held between teachers and parents, schools can provide guidance to parents on how to support the implementation of Islamic values at home (Munir, 2019).

Parents who participate in supporting religious education at home have an important role in helping their children understand Islamic teachings more deeply. Activities such as group worship, reading the Qur'an, or discussions about the application of Islamic values in daily life can integrate the religious education received at school with the religious practices implemented at home, strengthening students' Islamic identity as part of their broader lives. wide (Supriyadi, 2020).

Apart from that, good collaboration between schools and parents can also strengthen students' sense of social responsibility. Religious activities that involve parents and students, such as social service or fundraising for humanitarian activities, help instill a sense of empathy and social awareness in students. This not only supports the formation of students' religious identity, but also shapes their social character, which is in line with Islamic teachings about caring for others (Sari, 2021).

Therefore, strong collaboration between schools and parents plays a very important role in shaping students' Islamic identity. Through parents' active involvement in religious activities at home and at school, Islamic values will be more easily implemented in students' lives and have a positive impact on their spiritual and moral development.

Conclusion

Effective classroom management has an important role in improving the IRE teaching and learning process at MTS Zia Salsabila. IRE has been proven to be able to help students form a religious identity through the teacher's personal approach, religious extracurricular activities, and support from the school environment. The obstacles faced, such as limited time and less than optimal teaching methods, can be overcome with more interactive learning innovations and collaboration between schools and parents. Thus, effective IRE learning is the key to overcoming the identity crisis of teenagers in the era of globalization.

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