

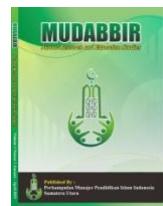


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Analysis of Learning Implementation and Classroom Management at IRA Private Junior High School Medan: An Observation Study of PPL 1

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ABSTRAK

Penelitian ini memiliki tujuan untuk mengevaluasi pelaksanaan pendidikan dan pengelolaan ruang kelas di SMP Swasta IRA Medan berdasarkan pengamatan yang dilakukan selama kegiatan PPL I. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan cara pengumpulan data melalui observasi non-partisipatif, wawancara semi terstruktur, dan dokumentasi atas perangkat pembelajaran serta aktivitas yang terjadi di dalam kelas. Temuan dari penelitian ini menunjukkan bahwa pelaksanaan pembelajaran sudah sesuai dengan prinsip Kurikulum Merdeka, yang ditandai dengan penyusunan perangkat pembelajaran seperti Program Tahunan, Program Semester, dan modul pengajaran, serta penggunaan metode interaktif seperti diskusi kelompok, presentasi, dan latihan berbasis Lembar Kerja Siswa. Pengelolaan kelas juga berlangsung dengan baik, ditunjukkan melalui pengaturan tempat duduk yang fleksibel, pengelolaan waktu yang efisien, penegakan aturan kelas, serta interaksi positif antara guru dan siswa. Namun, terdapat beberapa tantangan, seperti terbatasnya penggunaan media digital, waktu belajar yang singkat, jumlah siswa yang banyak dalam satu kelas, serta penerapan asesmen formatif yang belum konsisten. Secara keseluruhan, praktik pengajaran dan pengelolaan ruang kelas di SMP Swasta IRA Medan sudah cukup baik dan mendukung terciptanya lingkungan belajar yang ideal, tetapi masih perlu peningkatan dalam hal diferensiasi pembelajaran, penggunaan media interaktif, dan penguatan evaluasi proses belajar.

Kata Kunci: Implementasi Pembelajaran, Manajemen Kelas, Kurikulum Merdeka, Observasi PPL.

ABSTRACT

This study aims to evaluate the implementation of education and classroom management at IRA Private Junior High School in Medan based on observations made during the first teaching practice (PPL I). The research method used is descriptive qualitative, with data collected through non-participatory observation, semi-structured interviews, and documentation of learning tools and activities that take place in the classroom. The findings of this study indicate that the implementation of learning is in accordance with the principles of the Merdeka Curriculum, which is characterized by the preparation of learning tools such as Annual Programs, Semester Programs, and teaching modules, as well as the use of interactive methods such as group discussions, presentations, and exercises based on Student Worksheets. Classroom management was also carried out well, as demonstrated by flexible seating arrangements, efficient time management, enforcement of classroom rules, and positive interactions between teachers and students. However, there were several challenges, such as limited use of digital media, short learning time, large number of students in one class, and inconsistent implementation of formative assessment. Overall, teaching practices and classroom management at IRA Private Junior High School in Medan are quite good and support the creation of an ideal learning environment, but there is still room for improvement in terms of learning differentiation, the use of interactive media, and strengthening the evaluation of the learning process.

Keywords: Learning Implementation, Classroom Management, Merdeka Curriculum, PPL Observation.

INTRODUCTION

The implementation of learning and classroom management are two important components that determine the success of the educational process in schools. According to (Rusdiana, 2015) in (Efendi & Sumarsi, 2024) classroom management is an activity carried out by those who have responsibilities in learning activities or assist with the aim of creating optimal conditions during learning to achieve the intended learning outcomes. Classroom management, according to (Rifa'i, 2018) in (Efendi & Sumarsi, 2024), is also explained as all the abilities possessed by teachers as classroom managers in utilizing the classroom well and providing opportunities for students as classroom members to participate in every activity that is focused and creative so that students feel recognized as classroom members. Therefore, these two components are very important and are one of the determinants of the success of the educational process in educational institutions.

According to (Fatmawati, 2021), the curriculum plays an important role in the world of education because it is related to the content, process, and direction of education, which ultimately determines the qualifications of graduates of an educational institution. As times change and society demands more, the world must innovate in the field of education. Educational innovation will be successful and achieve its objectives if educational programs are developed, designed, and implemented in accordance with the demands and conditions of the times. As an implication of the importance of educational innovation, there must be awareness of the role of teachers.

According to (Nikmatussaidah, 2020), teachers are essentially role models and play a very important role in classroom management. They are always involved in activities related to the learning process, especially in formal education. In the current era of the Merdeka Curriculum, teachers are required to be able to create a flexible learning process that is centered on students and provides room for differentiation according to learning needs. This makes teachers' ability to plan, implement, and evaluate learning effectively even more crucial. In addition, good classroom management is necessary to create a safe, comfortable, and conducive learning environment so that students can actively participate and achieve learning objectives optimally.

However, in practice, not all teachers are able to implement learning and classroom management in accordance with the standards and principles of the Merdeka Curriculum. Some common problems often encountered in schools include: the use of teaching methods that are still teacher-centered, a lack of variety in learning media, low student engagement in learning activities, and difficulties in maintaining order and focus in the classroom. These challenges are also evident in various private schools, including IRA Private Junior High School in Medan, which has a heterogeneous student body and diverse facilities and infrastructure.

The urgency of this research arises from the need for Learning Implementation and Classroom Management through Field Introduction Practice (PPL) I activities, where students have the opportunity to directly observe learning situations in schools, including the strategies used by teachers in managing classrooms. These observations

are important to determine the extent to which learning implementation has been in accordance with process standards, as well as how teachers deal with classroom dynamics that arise during the learning process. In addition, PPL activities enable students to identify actual problems in the field and analyze best practices as well as shortcomings that need to be improved.

There are several relevant previous studies related to this study, namely the study conducted by (Wiguna & Muhroji, 2022) entitled "Analysis of Classroom Management Implementation in Elementary Schools." The results of this study indicate that teachers' success in classroom management at school is due to the fact that teachers create Lesson Plans (RPP), organize annual and semester programs, and conduct lessons in accordance with the academic calendar prepared by the school. In addition, the physical condition of the classroom and the availability of complete facilities and infrastructure help teachers create well-managed classroom learning that runs effectively, orderly, and comfortably.

Next is a study conducted by (Wahid, Muhardi, & Tahir, 2024) entitled "Analysis of Classroom Management in Improving Learning Satisfaction." The results of this study indicate that for classroom management to be effective, teachers must pay attention to the effective use of two-way communication techniques, use effective teaching methods, strive to create a conducive learning atmosphere in the classroom, use a variety of media in classroom learning, and uphold the principle of openness. Most importantly, learning satisfaction is a concern for improving the quality of learning by paying attention to, explaining the material in a coherent manner, conveying learning objectives, and providing technological facilities that meet the needs.

Based on this background, research is needed that specifically analyzes the implementation of learning and classroom management at IRA Private Junior High School in Medan. This analysis is important because there have not been many studies that describe in depth how teaching practices and classroom management are applied in the context of private schools with real conditions in the field. In addition, this study can also provide an initial overview for student teachers regarding the competencies they need to develop when they later become teachers.

Thus, this study was conducted to answer several main questions, namely: how is teaching implemented at IRA Private Junior High School in Medan, what classroom management strategies do teachers apply, and what are the important findings from the PPL I observations. The results of this study are expected to benefit teachers, schools, and PPL students as material for evaluation and development of more effective teaching practices.

THEORY STUDY

1. Theory of learning implementation

According to (Dakhi & Zigoto, 2022), learning implementation is the process of transferring knowledge from teachers to students as recipients of knowledge. And (Rusman, 2018) in (Syafrin, Kamal, Arifmiboy, & Husni, 2023) explains that learning implementation is the result of interactions between components that have their own functions so that the learning process in the classroom can be achieved optimally. This is reinforced by Law Number 20 of 2003, which explains that learning is carried out through interaction between educators and students using learning resources in the learning environment as a teaching and learning process. The teaching and learning process is an interaction that has normative value with objectives, where teachers adhere to the applicable rules and guidelines in schools in the implementation of learning.

Process Standards are national guidelines that explain how learning should be planned, implemented, assessed, and monitored to ensure that the learning process is effective. In Permendikbudristek No. 16 of 2022, the implementation of learning must meet three main standards, namely planning, implementation, and assessment of learning, which must be inspiring, interactive, and motivating for students. These standards emphasize that planning includes the preparation of learning plans (Prota/Promes, syllabus, RPP/learning documents); implementation includes organizing student-friendly learning activities (active, contextual, student-centered); assessment includes valid, reliable, and diverse forms of process and outcome assessment (formative, summative, authentic).

The first learning tool analysis according to (Ritonga, 2023) is the annual program (Prota), which is a plan that determines the allocation of time during one year to achieve predetermined goals. The time allocation must be determined so that students are able to master all the basic skills in the curriculum. The annual program must be prepared and developed by teachers before the school year begins because it serves as a guideline for the development of subsequent programs: semester programs, curricula, and Lesson Plans (RPP). The purpose of creating an annual program is to organize content in a logical, systematic, and hierarchical manner. Determine the time allocation for each subject. Facilitating an effective and efficient learning process based on predetermined metrics helps teachers understand the curriculum objectives based on the subject.

The function of the Prota, according to (Sumantri, 2021), is as a guide for creating semester programs, syllabi, minimum completion standards, and other administrative tasks such as the evaluation system used by teachers. This is in line with the fact that PROTA needs to be prepared and developed based on teachers' skills before the school year, and PROTA is responsible for the following programs: semester programs (Prosem), curriculum, and learning implementation. This will be useful when preparing it.

According to (Firmansyah, 2024), a semester program is a series of planned actions in learning activities to achieve predetermined objectives in one semester, guided by the annual program and weekly time allocation. As a program, a semester program is certainly not a single activity that can be completed in a short period of time, but rather has close links with other components and requires a continuous process in its implementation. In this regard, there are two semesters in one academic year, which are usually referred to as the odd semester and the even semester. In general practice, the odd semester starts from July to December. Meanwhile, the even semester starts from January to June.

According to (Daradjat, 2012), the semester program as a teaching plan includes various activities, such as: determining needs, followed by determining strategies to achieve objectives, and then determining programs to implement these strategies.

According to (Hamalik, 2008), the benefits of implementation for teachers are as follows:

1. Providing teachers with a clearer understanding of the school's educational objectives and how teaching contributes to achieving those objectives.
2. Helping teachers clarify their thinking about how their teaching contributes to the achievement of educational objectives.
3. Increasing teachers' confidence in the value of the teaching provided and the procedures used.
4. Assist teachers in recognizing the needs and interests of students and encouraging their motivation to learn.
5. Reduce trial and error activities in teaching through better curricular organization, appropriate (effective) methods, and time savings (efficiency).
6. Students will respect teachers who sincerely prepare themselves to teach in accordance with their expectations.
7. Provide opportunities for teachers to advance their personal and professional development.
8. Help teachers have self-confidence and self-assurance.
9. Help teachers maintain their enthusiasm for teaching and always provide up-to-date materials to students.

2. Classroom Management Theory

The word management comes from the English word meaning leadership, management, and administration. The word management comes from the word to manage, which means to organize. Management in this sense refers to the organization, administration, and effective management of resources in order to achieve desired goals (Nurlatifah, Yanah, & Asmoro, 2024).

Kaminsky and Podell Crowl (1997) in (Nurlatifah, Yanah, & Asmoro, 2024) state that there are at least three basic ways to develop learning strategies. First, Advance

Organizers according to Ausubel, which serve as an introduction that helps students prepare for new material and connect what they are going to learn with broader concepts or ideas. Second, Discovery learning, which proposes that learning begins with the teacher presenting a problem so that students can explore and improve their skills in investigating and determining solutions. Third, various learning events, including meaningful learning, where teachers prepare and deliver lesson material clearly and in a structured manner. In this method, students receive a series of ideas presented by the teacher very efficiently. This model emphasizes deductive reasoning, which requires students to first understand principles before recognizing specific things related to those principles. Meaningful learning, according to Ausubel, places great emphasis on active verbal interaction between teachers and students. Teachers begin with an advance organizer, then move on to the core of the lesson, and finally develop the steps used for expository teaching.

According to (Nawawi, 2000) in (Nurlatifah, Yanah, & Asmoro, 2024) classroom management is the ability of a teacher or homeroom teacher to optimize the potential that exists in the classroom by providing the widest possible opportunity for each individual to be involved in creative and organized activities, so that the available time and funds can be used efficiently in carrying out classroom activities related to the curriculum and student development. From the above explanation, it is clear that the class program will develop if the teacher or homeroom teacher maximizes the potential of the class, which consists of three components, namely the teacher, students, and class process or dynamics.

According to Ahmad (1995:2), the objectives of classroom management are as follows:

1. Creating an atmosphere and conditions in the classroom, both as a place of learning and as a learning group that supports students in developing their potential to the maximum.
2. Overcoming various obstacles that can interfere with the interaction between the learning and teaching processes.

3. Providing and organizing learning facilities and infrastructure that support students so that they can learn in accordance with their social, emotional, and intellectual contexts in the classroom.
4. Nurturing and guiding students by taking into account their social, economic, cultural backgrounds, and individual characteristics.

According to Syaiful Bahri Djamarah in (Kadir & Fatimah, 2020), ideal learning conditions can be achieved by organizing students and teaching facilities and managing them in a pleasant environment to achieve teaching objectives. Through good classroom management, it is hoped that an optimal learning atmosphere and a pleasant classroom atmosphere will be created during the learning process. He also explains that classroom management is a key requirement for effective learning by creating a supportive situation. A supportive learning environment can be achieved when teachers organize students and teaching facilities and manage them in a pleasant atmosphere to achieve teaching objectives, accompanied by good interpersonal relationships between teachers and students, and among students themselves.

And (Semiawan & Conny, 1992) in (Armansiah & Hafidah, 2021) explained that teachers function as guides and directors who help steer the boat, but the energy to move the boat must come from the students who are learning. The boat here represents a student. The learning process is complex and involves many interrelated aspects. Therefore, to create a creative and enjoyable learning experience, a variety of skills are needed. Among these skills is the ability to teach or facilitate learning.

According to (Kesawan, Nur, & Rosmidar, 2025). Classroom management skills are a teacher's ability to create and maintain a good learning atmosphere. This atmosphere should help in achieving educational goals by maintaining order, student engagement, and creating a positive learning climate. This ability consists of three main aspects, namely prevention, correction, and support. The prevention approach involves taking preventive measures to avoid problems by careful planning, such as establishing clear classroom rules and setting student expectations from the outset. The remediation approach is applied to deal with problems that arise by providing appropriate and constructive responses. On the other hand, the support approach aims to create an

atmosphere that motivates students so that they feel valued, inspired, and comfortable during the teaching and learning process.

RESEARCH METHOD

1. Approach Study

This study uses a qualitative descriptive approach, which aims to systematically describe the implementation of learning that took place during the PPL I observation activities at IRA Medan Private Middle School. This study understands the learning phenomenon naturally and as it is. According to (Creswell, 2018), a qualitative approach focusses on exploration deep to experience man, process social, and the learning context without variable manipulation. Creswell also explained that qualitative researchers must be *the “primary instrument”* in collecting and interpreting data so they can capture the meaning that emerges from the learning process itself.

This opinion is strengthened by (Moleong, 2017) who states that qualitative research emphasizes meaning, understanding, and detailed description of a context, so that very suitable for use in naturally occurring classroom observation activities. Thus, a qualitative approach is relevant to describe the implementation of learning and classroom management at IRA Medan Private Middle School in detail and comprehensively.

2. Subject and Object Study

- a) The research subjects included teachers who taught in the observed classes and students from several levels (grades VII-IX).
- b) The research objects are focused on: implementation of learning in the classroom, learning planning (Prota, Promes, Teaching Module), learning steps used by the teacher, media and learning methods, and assessment activities carried out by teachers.

The research will be conducted at IRA Medan Private Middle School, which have 9 classes, with each class containing between 30-35 students.

3. Research Location

The research will be conducted at IRA Medan Private Junior High School, located at Jalan Pertiwi No. 53-B, Medan Tembung. This school implement the

Independent Curriculum, so learning planning and implementation must need to adhere to the teaching modules and the principles of differentiated learning.

4. Data Collection Technique

The research will use three data collection techniques, namely:

1. Class Observation

Observations will be conducted non-participant, meaning the researcher will be present and will observe the learning process without directly participating in class activities. The observations will include the teacher's activities in opening, delivering the main lesson, and closing the lesson, as well as student responses during the learning process. Direct observation **provides** an accurate picture of teacher and student behavior in real contexts (Bogdan & Biklen, 2007).

2. Interview

Semi-structured interviews will be conducted with several teachers to obtain additional information regarding learning planning, obstacles that will be faced, classroom management strategies, and how teachers will conduct assessments. According to (Kvale, 1996), semi structured interviews allow for more flexible data collection without straying from the research focus.

3. Documentation

Documentation will be obtained through learning tools such as the Annual Program (Prota), Semester Program (Promes), Teaching Modules, Student Worksheet (LKS), facilities and infrastructure, photos of learning activities, class schedules, and attendance lists. Documentation will serve as a cross-check observation and interview data (Sugiyono, 2017).

4. Research Instrument

a. Observations sheet

Contains indicators of learning implementation steps based on Gagné's principles and the Independent Curriculum (Gagné, 1985).

b. Interview guidelines

Compiled to gather information related to the implementation of learning, selection of methods, media, and assessments.

c. Documentation

Used to verify documents such as teaching modules, LKS, and other learning tools.

5. Data Analysis Techniques

Data analysis using the (Miles, Huberman, & Saldaña, 2014) model which includes:

a. Data reduction

b. Selecting and grouping important data from observation notes, interviews, and documentation

c. Data Presentation

Compile data in the form of narrative descriptions according to the themes: teacher preparation, learning implementation steps, media, methods, and assessment.

d. Drawing Conclusions

Interpret patterns and trends in learning implementation based on theory and observation findings.

RESULTS AND DISCUSSION

According to (Evertson & Weinstein, 2006), classroom management involves creating structured environments, emotional support systems, clear expectations, and positive teacher-student relationships. The implementation observed at SMP Swasta IRA Medan aligns with these theoretical elements, as teachers are able to maintain order, encourage collaboration, and support students' emotional needs.

Moreover, the observed learning process reflects the principles set out in Permendikbud No. 22 of 2016, which emphasizes interactive, enjoyable, and student-centered learning. Teachers' ability to apply varied instructional strategies demonstrates alignment with national process standards. The overall approach also reflects the professional competencies required by Law No. 14 of 2005 on Teachers and

Lecturers, which states that teachers must plan, implement, evaluate, and guide learning with pedagogical and professional responsibility.

Based on the observations conducted during the PPL program at SMP Swasta IRA Medan, classroom management is implemented effectively and supports a conducive learning environment. Classroom management is a crucial aspect of the teaching and learning process because a well-organized classroom allows learning activities to run efficiently and comfortably. In this school, classroom management is reflected in the arrangement of seating, time management, implementation of classroom rules, and strategies for managing interaction between teachers and students.

The teacher adjusts students' seating arrangements based on learning needs. At times, seats are arranged in rows for individual learning and assessment, while for collaborative activities, students are seated in small groups to support discussion, teamwork, and peer learning. This flexible seating strategy aligns with the core principles of the Merdeka Curriculum, which emphasizes collaborative learning, student-centered instruction, and the development of social and communication skills (BSKAP, 2022).

Time management is carried out systematically. Learning typically begins with greeting, prayer, attendance checking, and explaining learning objectives. During the main activities, teachers apply multiple strategies, such as group discussion, questioning, guided practice, and hands-on exploration, depending on the subject. Learning concludes with reflection, reinforcement of key points, and assignment of follow-up tasks. This aligns with Permendikbud No. 22 of 2016, which states that learning must be interactive, inspiring, enjoyable, and motivating.

Classroom rules are clearly communicated, including maintaining cleanliness, respecting one another when speaking, being attentive, and participating actively. When disturbances occur, teachers respond with constructive verbal reminders rather than punishment. This approach is consistent with (Djamarah & Zain, 2010), who argue that effective classroom management aims to remove barriers to learning and create a safe and comfortable learning environment.

Additionally, teacher-student interaction in the observed classrooms is positive and communicative. Teachers frequently use motivational phrases, praise, and verbal reinforcement to encourage student participation. According to (Uno, 2011), positive reinforcement increases students' motivation and engagement, leading to better academic and behavioral outcomes.

For further clarification, here is an explanation of learning implementation at IRA Private Junior High School in Medan:

1. Learning Implementation

The results of the observation show that the teacher has prepared learning tools in the form of: Annual Program (Prota), Semester Program (Promes), Teaching Modules according to the Independent Curriculum, Student Worksheets (LKS), PowerPoint slides (in classes where LCD is available)

2. Learning Steps

a) Preliminary Activities

The teacher opens the lesson with the following steps: greetings and prayers, student absence, apperception in the form of connecting questions to the material, delivery of learning objectives.

This in accordance with the initial stages of effective learning according to (Gagné, 1985): gaining attention and informing learners of objectives.

b) Core Activities

In core activities, the teacher applies the following methods: interactive lecture to provide initial explanation, group discussion to encourage student collaboration, working on LKS as an understanding exercise, and presentation of group work results.

This method is in line with (Joyce, Weil, & Calhoun) active learning principles, which emphasize the importance of interaction and collaboration in core activities.

However, some important notes were found: large classes make it difficult for teachers to monitor all students, some students are less active in discussions, group activities have not run optimally due to time constraints, students sitting at the back are less engaged.

This finding is in line with research by (Blatchford, Bassett, & Brown, 2011) which explains that “Classes with large numbers of students tend to reduce the effectiveness of teacher-student interactions.”

c) Closing Activities

The teacher closes the lesson with: summarize the material, provide an opportunity for brief reflection, submitting follow-up assignments, provide motivation before closing the lesson.

Student reflections are still general in nature and do not delve deeply into the difficulties.

3. Learning Media

The media used by teachers during observations include: LCD projector, Laptop and presentation slides, whiteboard, student textbooks, students worksheet (LKS).

Interactive audio or multimedia media has not been used due to limited facilities. However, research by (Atibrata, Widyastuti, & Santoso, 2019) and (Rasmita & Pohan, 2024) shows that “interactive media can significantly improve student motivation and learning outcomes.”

4. Learning Assesment

- a) Teachers carry out assessments in the following ways:
- b) Oral through questions and answers: Used to quickly check understanding.
- c) LKS Examination: As a form of formative assessment.
- d) Individual/group assignments: To assess students' ability to apply concepts.

However, assessments are not always conducted in depth at each meeting and are often only simple checks of understanding.

5. Conformity with the Independent Curriculum

The implementation of learning has demonstrated the elements of the Independent Curriculum:

- a) Student-centered learning,
- b) There are discussion, presentation and reflection activities,
- c) The material is delivered flexibly according to student needs,
- d) Teachers provide space for critical and collaborative thinking.

However, the differentiation aspect has not been fully implemented due to the short learning time (40 minutes) and large number of students.

There are several strengths were identified based on observation findings:

- a) Varied learning strategies such as discussion, collaborative tasks, and structured practice.
- b) Positive interpersonal interaction between teachers and students, supporting emotional comfort.
- c) Effective classroom climate, characterized by respect, cooperation, and discipline.
- d) Good time management, ensuring smooth transitions and completion of learning objectives.
- e) Consistent use of positive reinforcement, improving student motivation and engagement.

These strengths demonstrate a high level of teacher professionalism and pedagogical competence. And although classroom management is generally strong, several aspects require improvement for optimal result:

- a) Limited utilization of digital learning media, such as interactive videos, simulations, and educational platforms.
- b) Classroom seating arrangements could be diversified further to support differentiated instruction.
- c) Minor classroom disturbances still occur among some students, requiring consistent behavioral management.
- d) Formative assessment is not consistently applied in every meeting, affecting continuous monitoring of student progress.

These improvements are important to fully align with Merdeka Curriculum expectations and 21st-century learning skills.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the teaching and learning process and classroom management at IRA Private Junior High School in Medan shows good quality and is in line with the principles of the Merdeka Curriculum. Teachers have prepared complete learning tools and carried out learning activities using various methods, such as discussions, group work, and presentations, thereby increasing student participation in learning. Classroom management also appears to be effective through flexible seating arrangements, regular time management, positive communication, and the implementation of classroom rules that help create a comfortable and supportive learning environment. However, there are still several aspects that need improvement, such as the limited use of digital media, inconsistent implementation of formative assessments, and suboptimal application of differentiated learning due to time constraints and large class sizes. Therefore,

improving teachers' skills in using interactive media, differentiated learning strategies, and continuous assessment is essential to enhance the quality of the learning process and improve the overall effectiveness of classroom management.

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