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Class Management In An Effort To Improve The Effectiveness Of The Teaching Process Of Islamic Religious Education At Vocational School Of Padindi West Jakarta

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ABSTRACT: This research aims to find out and test empirical data related to classroom management in an effort to improve the effectiveness of the teaching process of teaching Islamic religious education at SMK Padindi kamal west Jakarta. The results of the study prove that there is an increase in the effectiveness of the teaching and learning process and is very significant between class management in an effort to increase the effectiveness of the teaching and learning process of Islamic religious education at SMK Padindi Kamal, West Jakarta, reaching 47.43% which is included in the quite satisfactory category given by respondents based on research on opinions about classroom management applied from the principals and teachers of Islamic Religious Education at SMK Padindi Kamal, West Jakarta.

Keywords: Classroom Management, Improving Effectiveness, Teaching and Learning Process of Islamic Religious Education

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INTRODUCTION

1. Islamic Religious Education

The role of classroom learning management is an art knowledge of classroom management, is a view, technical knowledge, and communication. Management is skills that can be learned and developed through studies because it is more of an art than a science. On this basis, things that need to be considered in classroom management are student behavior (psychological aspects), a comfortable and pleasant learning atmosphere in the classroom and good interpersonal relationships between teachers and students and students (Audi & Smith, 2023; Bakti et al., 2021; Pollack & Pickel, 2007).

The stages of learning relate to a series of activities carried out by teachers and students by relying on the available facilities for satisfactory results so that learning can be optimal. So that the teaching and learning process can be realized with good results if there is good communication between teachers and students or with other learning materials. Therefore "teaching and learning is said to be successful or successful when there is sufficient communication and interrelationship that is

quite maximal" (Auriol & Platteau, 2017; Bužeková & Uhrin, 2020; Gamza & Jones, 2021; Shi et al., 2022; Shinde & Olsen, 2023).

There are also problems or obstacles experienced by teachers in carrying out the teaching and learning process, for example the condition of students, total students, inadequate facilities and infrastructure, school geography, so that a teacher is required to have skills/expertise that can create a comfortable, interactive classroom atmosphere in implementing learning process, and what is expected to produce maximum and optimal learning outcomes as possible with the aim of creating learning effectiveness in accordance with the ideals of education itself.

Implementation of classroom management involves students in the classroom to determine shared principles, procedures and rules for common goals. Students are involved through positive learning activities such as discussions, oral reports, research, simulations, field trips, case studies, role plays, multimedia presentations and so on. Through these learning activities it is intended that students are motivated to think actively, critically and creatively. In addition, these activities can increase interaction between students.

This article attempts to describe the extent of the role of classroom management evaluation in improving the PAI teaching and learning process at Padindi Kamal Vocational High School, West Jakarta. So that the role of classroom management that motivates students who are more active in learning will be better at achieving the achievements achieved. Because of how important classroom management is with its series of benefits in teaching and learning activities, Padindi Kamal Vocational School tries to be part of the research on how to implement this classroom management, especially in learning Islamic Religious Education.

Training can be interpreted as demonstrations (objects, techniques, and so on) for teaching and further implies information about teaching, or following (training) the body, mind, etc. In the GBPP PAI in public schools, it is explained that Islamic guidance is a conscious effort to plan students to accept, understand, live and practice Islam through direction, education or the possibility of preparing for training by offering thoughts on different directions of appreciation of religions.

In order to get a fairly complete understanding, this discussion will examine (1) the meaning of Islamic taqwa, (2) the meaning of the hard word as shown by the General Change Guidance Agency (KKPN), (3) the meaning of Islamic symbols. in accordance with the Directorate of Islamic Education and Training Development in State-funded Schools. (Ditbinpaisun).

First, Islamic Education and Training is an effort to foster and care for students with the aim that later after graduating from school they can understand and practice Islamic teachings and make them a way of life. Second, Madrasah Ibtidaiyah is training that is carried out in accordance with Islamic religious lessons. Third, Islamic teachings are coaching through Islamic religious lessons, especially as coaching and nurturing for students so that later after graduating from school they can see, live and practice the Islamic religious lessons they have received as a whole, and make

Islamic lessons imaginable. Islam is his way of life for welfare and government assistance in life in this world and in the hereafter.
The meaning of Islamic teachings by experts changes widely, but each has the same relationship, especially madrasah is a method involved in managing the destiny of students in achieving life goals successfully and competently. In general, the notion of Islamic teaching alludes to the significance of the words that compose it, saying that the school itself is in accordance with Islam. There are three terms commonly used in Islamic education, in particular: Al-Ta'lim, At-Tarbiyah and Al-Ta'dib.

Basic Essence of Islamic Teachings
Essential words in the language: (Arabic, Standard, English, Establishment, French Latin fundamentum) etymologically imply: basis, main, chief or basis of all presuppositions, lessons, rules. In its basic expression, it contains the meaning as the spring of the presence of something and the broadest suggestion and widest possible meaning which is used as a source of information, education, or regulation.

The Motivation Behind Islamic Strict Instructions
Broadly speaking, strict Islamic teachings are expected to increase students' beliefs, understanding, appreciation and practice of Islam, with the aim that they become Muslim individuals who accept and fear Allah SWT.

Elements of Islamic Education and Training, Developing students' pride to a higher level of regulation, thus, the capacity of Islamic training is the crystallization of the qualities contained in the essential foundations of Islamic schools. Keeping Islamic teachings in a different light, for this situation implies that Islamic lessons remain unchanged, allowed not to be falsified, at the same time being monitored, allowed not to be falsified like the human condition. Regarding translation and its understanding, it must be continuously changed progressively according to the demands of the times and the conditions of society. To save Islamic culture and civilization, with the aim that it is not lost and not eroded by the times and the taste for cultural products and progress achieved by Muslims, including information, beliefs, ethics, regulations, traditions and achievements they have achieved.

Straightforwardly, Islamic schools can be interpreted as training in relation to the quality of Islamic lessons as revealed in the Al-Qur'an and Hadith as well as in the considerations of researchers and in the actions of Muslim history. According to the author, Islamic teachings have a significant position and task in developing the state and society of Indonesia. Meanwhile, its capacity to build the faith and piety of students to Allah SWT has been ingrained in the family climate and is used as a guide for daily life to seek happiness in life in this world and in the hereafter.

2. Classroom Management and Teaching and Learning Process

Management Class comes from two words, specifically from the words executive (management) and class. The executives of the word Board are also changed to administrators, implying the methods involved with using assets actually to achieve goals. What is meant by boardroom learning is the instructor's work to create conditions that are relied upon to succeed if: first, the factors that

can enforce the learning system are distinguished quickly, second, the problems that are relied on to damage the learning environment are known. , the third is dominated by different methodologies in executive homerooms and it is also known when and for which problems a methodology is used. George R. Terry accepts that administration is a science and expertise, so that the executive as a working capacity to achieve clear goals to achieve results or profits, while the board as a scientific capacity to clarify oddities, events, conditions, and provide explanations.
As the Word of Allah SWT:

يُدَبِّرُ الْاَمْرَ مِنَ السَّمَآءِ ؕ ثُمَّ يَعْرُجُ اِلَيْهِ فِيْ يَوْمٍ كَانَ مِقْدَارُهٗۤ اَلْفَ سَنَةٍ مِّمَّا تَعُدُّوْنَ

Meaning: "He arranges affairs from heaven to earth, then (affairs) it rises to him in one day whose level is a thousand years according to your calculations. (QS As Sajadah : 5)

In its application, the role of management is largely determined by these functions which are the core of management itself. These functions are processes that must be carried out by all parties involved in an organization. This cooperation determines the existence of the organization, without cooperation, even though the people are together. These functions also determine the success or failure of performance management.

According to the author, that the relationship between management functions between one and another is interrelated. In other words, they influence each other. The planning function is the foundation of other management functions and has a very close relationship with the control function. The supervisory function cannot be carried out without planning, and vice versa. The management function does not only consist of basic and general functions, the author describes management functions which are essentially the same. And the relationship of each function is actually interrelated and never stand alone, in other words, they influence each other.

The principle of management of Islamic education implicitly leadership is the core of an organizational management. Therefore implicitly the hadith is also concerned with the problem of education management. This is because Islamic education cannot run without the following characteristics: Sincerity, Honesty, Trustworthiness, Fairness and Responsibility, Dynamic, Practical, Flexible, which leaders must have.

Broadly speaking, the management aspect of Islamic education is management which refers to institutional (institutional), structural, personnel, information, technical, and environmental aspects. Islamic educational institutions are urgently needed among the community in order to create a society that is conducive, directed, faithful and devoted to Allah SWT.

METHOD

This research was conducted at Padindi Kamal Vocational High School, West Jakarta. The research approach was carried out qualitatively and quantitatively, using a survey method, measured using a questionnaire/questionnaire instrument. Thus the population referred to in this study were students of SMK Padindi Kamal, West Jakarta, totaling 356 students and 2 teachers of Islamic religious subjects. The questionnaire consists of 20 types of questions in one variable, the researchers limit the respondents to 50 respondents who represent them.

In this research, the researcher acted as an observer who participated actively, namely by directly teaching PAI subjects at the school to find out how class management is in an effort to increase the effectiveness of the teaching and learning process of Islamic religious education at Padindi Kamal Vocational High School, West Jakarta. This aims to find out about classroom management in an effort to describe planning, class evaluation, implementation of class management and in increasing the effectiveness of the teaching and learning process of Islamic religious education.

RESULT AND DISCUSSION

Methods of interviews and questionnaires/questions to obtain data regarding Classroom Management in Efforts to Increase the effectiveness of the Teaching and Learning Process at SMK Padindi Kamal Kalideres West Jakarta, The questionnaire consists of 20 types of statements in one variable, namely Classroom Management in an effort to increase the effectiveness of the teaching and learning process at Padindi Vocational Schools kamal kalideres West Jakarta, the questionnaire was given to 20% of the total population, namely 356 Padindi Vocational School students, consisting of 11 classes and a total of 356 Padindi Vocational students.

After distributing the data via questionnaire to a sample of 55 respondents who represent it. After all the data is complete, the writer checks and then processes it in order to get the expected results. The following is a table of student questionnaire results, in order to facilitate and analyze the results of the research, a table was made for each statement item, previously the data obtained was processed by presenting each answer item from one statement at a time, so that the data that has been explained one by one can be understood, The following is a representative of table 4: 20

Representative examples of Table 1 of 18 tables
Respondents' answers regarding the teacher in delivering PAI material

No	Option	Siswa	Persentes %
1	Very satisfactory	14	25,4 %
2	Satisfying	24	43,6 %
3	Good enough	12	21,8 %
4	Less satisfactory	5	9 %

This means that regarding the teacher in delivering Islamic education material that is satisfactory.

From the results that have been achieved from research on classroom management in an effort to increase the effectiveness of the teaching and learning process, that the role of class management at Padindi Vocational High School is going quite well, this is based on research that has achieved that students feel satisfied with class management performance.
Namely by means of numbers after knowing the score, then the next will be discussed regarding the data analysis, to find the average value of the overall score divided by the number of respondents, the results are:

Average value: 2.609 = 47,43 %
55

Thus it can be said that the average values of class management in an effort to increase the effectiveness of the teaching and learning process at SMK Padindi Kamal West Jakarta reach 47.43% which is in the quite satisfactory category given by respondents regarding class management implemented by SMK schools padindi.

CONCLUSION

Implementation of class management consisting of lesson planning, implementation of learning, and learning evaluation at Padindi Vocational High School West Jakarta is 'adequate' because the average grade of class management in an effort to increase the effectiveness of the teaching and learning process at Padindi Kamal Vocational High School West Jakarta reaches 47.43.

Class management planning in the teaching and learning process of Islamic religious education at Padindi Vocational High School is, Individual Problems: students do not have their own handbooks; lack of student concentration on lessons: students are less active in learning activities, learning is less interesting. Group Problems: some students react negatively to one of their members, some groups of students tend to be easily distracted from the task at hand so that learning enthusiasm is low.

The author has a hope for the Padindi Kamal Vocational High School, West Jakarta, that the implementation of classroom management at the school will be better in the future than the present, namely that it can improve the implementation of classroom management that is more effective and in accordance with the current situation and conditions.

Learning is considered good and of good quality if it educates and advances the life of the nation's children, is able to form students as the next generation who are intelligent, have character, have personality and morals. On the other hand, quality learning is preparing learning methods that are able to create a fun and challenging learning process that students can develop and optimize themselves according to their interests, talents and abilities.

Short Profile of Padindi Vocational High School

The Padindi Education Foundation was founded in 1980 AD, in Warkas Tanjung Priuk, then opened a branch in 1999 AD in the Prepedan area which opened a Middle and High School, Vocational School in 2008 consisting of 4 (four) schools namely: Elementary School (SD), Junior High School (SLTA), Vocational High School (SMK) which is located in the Kamal sub-district area, Kalideres District, West Jakarta Municipality. The building with an area of 1,116 m2 and has 2 floors with its own status is located at Jalan Prepedan No. 47 Kallideres, Kota Madya, West Jakarta.

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