



Transformation of Teacher Strategy in Classroom Management to Enhance Islamic Cultural History Learning

Euis Ismayati Yuniar¹, Trikawati², Taufik Imron³, Nurjaman⁴, Lia Nurliana⁵

^{1,3} Universitas Primagraha, Serang, Indonesia

^{2,4,5} Universitas Faletehan, Serang, Indonesia

E-mail: ismayatiyuniar92@gmail.com¹, trikawati.sakti@gmail.com²,
imronsanwani123@gmail.com³, aqifdifa@gmail.com⁴, nurlyana.mkdu@gmail.com⁵

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Abstract

Classroom management is a crucial factor in enhancing learning effectiveness and creating a conducive learning environment, particularly in the subject with SKI. This study is important because effective classroom management can increase student engagement and achievement; however, its practice still varies among teachers. The objective of this study is to describe the strategies of teachers in managing the classroom during SKI learning in Class XII Social 3 at State Islamic Senior High School 1 Serang. This study employed a descriptive qualitative approach with a field study design, and data were collected through observation, questionnaires, and documentation. The results indicate that the teacher implements classroom management strategies that encompass the physical classroom arrangement, student behavior management, the use of learning media, active student engagement, a communicative personal approach, and collaborative seating arrangements. These strategies enhance student participation, discipline, and learning comfort. The novelty of this study lies in its practical presentation of classroom management strategies based on social interaction in SKI subjects that can serve as a reference, with implications for improving the quality of learning in Madrasah Aliyah.

Keywords: Transformation of Teacher Strategies, Classroom Management, Learning of Islamic Cultural History

Abstrak

Manajemen kelas merupakan faktor krusial dalam meningkatkan efektivitas pembelajaran dan menciptakan lingkungan belajar yang kondusif, terutama pada mata pelajaran SKI. Penelitian ini penting karena manajemen kelas yang efektif dapat meningkatkan keterlibatan dan prestasi siswa; namun, penerapannya masih bervariasi di antara para guru. Tujuan penelitian ini adalah untuk mendeskripsikan strategi guru dalam mengelola kelas selama pembelajaran SKI di Kelas XII Ilmu Sosial 3 di SMA Negeri Islam 1 Serang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi lapangan, dan data dikumpulkan melalui observasi, kuesioner, serta dokumentasi. Hasil penelitian menunjukkan bahwa guru menerapkan strategi manajemen kelas yang mencakup penataan ruang kelas secara fisik, pengelolaan perilaku siswa, penggunaan media pembelajaran, keterlibatan aktif siswa, pendekatan komunikatif yang personal, serta penataan tempat duduk yang kolaboratif. Strategi-strategi tersebut meningkatkan partisipasi siswa, kedisiplinan, dan kenyamanan belajar. Keunikan penelitian ini terletak pada penyajian praktis strategi manajemen kelas yang didasarkan pada interaksi sosial dalam mata pelajaran SKI, yang dapat menjadi acuan serta memiliki implikasi bagi peningkatan kualitas pembelajaran di Madrasah Aliyah.

Kata kunci: Transformasi Strategi Guru, Manajemen Kelas, Pembelajaran Sejarah Budaya Islam



A. INTRODUCTION

One of the vital factors determining instructional success is the capability of teachers in classroom management. Classroom management is not merely about arranging seating or maintaining order; rather, it encompasses creating a conducive and enjoyable learning environment that motivates students to actively participate in the learning process (Iskandar et al., 2024). Teaching is an art of simultaneously building relationships, reading situations, and managing the learners' psychological dynamics. A personal approach to students serves as the key to establishing an emotional closeness that supports a positive learning atmosphere. When students feel valued, attended to, and given space to engage actively, they grasp the instructional material more rapidly without experiencing excessive stress.

A friendly, patient, and communicative teacher demeanor not only fosters an orderly classroom but also nurtures students' intrinsic enthusiasm for learning (Ateh & Ryan, 2023). Furthermore, the role of a teacher is highly complex, demanding the capacity to act as a manager, facilitator, and moral guide, thereby instilling theological values derived from the Qur'an and Hadith (Fatimah et al., 2025). Especially within the context of Islamic Cultural History (SKI) instruction, teachers must not only theoretically convey Islamic values but also demonstrate exemplary conduct in their daily attitudes, speech, and interactions (Decristan et al., 2024). This requires optimal integrity, patience, and social sensitivity (Ridwan, 2025). Consequently, it is crucial to continuously develop managerial competence in handling classrooms where students actively think, ask questions, and interact (Madum & Isnaini, 2025).

Classroom management poses a unique challenge in the context of learning at State Islamic Senior High School, particularly in the subject with Islamic Cultural History. This is due to the inherent nature of SKI content, which tends to be narrative and historical, requiring teachers to deliver engaging material for students. Therefore, instructional strategies that not only convey historical facts but also internalize noble life principles into students' lives are needed. In Class XII Social 3 at State Islamic Senior High School 1 Serang, SKI instruction is aimed not only at achieving academic targets but also at shaping students' attitudes and character based on Islamic historical values. In this context, the educator's role exerts a profound influence on creating a dynamic classroom and fostering educational interaction between students and the material. An in-depth

academic study is required to describe how teacher strategies in classroom management contribute to the effectiveness of SKI learning. This research is important both as a reflection and as an evaluative basis for enhancing the quality of education.

Preliminary observations at State Islamic Senior High School 1 Serang revealed that although the teacher had implemented various strategies, the level of active student participation and engagement in SKI learning remained variable. This indicates a gap between current classroom management practices and ideal conditions that encourage maximum student involvement. The underlying causes of this problem include the narrative nature of SKI material, academic pressure on final-year students, limited creativity in teaching methods, and the teacher's need to simultaneously manage student behavior, time, and interactions. In this study, the focus is restricted to the strategies of teachers in managing the SKI classroom in Class XII Social 3 at State Islamic Senior High School 1 Serang, without covering other subjects or educational levels.

Beberapa penelitian sebelumnya relevan dengan topik ini. Misalnya, (2022). Menekankan hubungan manajemen kelas dan kejelasan instruksional dengan emosi akademik siswa menggunakan analisis kuantitatif lintas negara, namun pada penelitian ini belum spesifik pada SKI (Chen & Lu, 2022). menyoroti hubungan antara pengelolaan kelas dan motivasi belajar, namun belum ada fokus pada kelas XII IPS (Iskandar et al., 2024), dan membahas strategi guru dalam meningkatkan keterlibatan siswa di jenjang menengah, akan tetapi belum ada analisis strategi berbasis interaksi sosial (Salama et al., 2025). Berdasarkan kondisi tersebut, masih terdapat kesenjangan penelitian mengenai bagaimana strategi guru dalam mengelola kelas berbasis interaksi sosial untuk meningkatkan efektivitas pada pembelajaran SKI di tingkat Madrasah Aliyah, khususnya pada kelas XII.

Several previous studies are relevant to this topic. For instance, research has emphasized the relationship between classroom management and instructional clarity and students' academic emotions using cross-national quantitative analysis, although it was not specific to SKI (Chen & Lu, 2022). Another study highlighted the link between classroom management and learning motivation but did not focus on Class XII social studies (Iskandar et al., 2024). Additional research stressed the importance of a learning environment that supports students' executive functions and discussed teacher strategies to increase student engagement at the secondary level, yet lacked an analysis

of strategies based on social interaction (Salama et al., 2025). Based on these conditions, a research gap remains regarding how social interaction-based teacher strategies in managing classrooms can enhance the effectiveness of SKI learning at the State Islamic Senior High School level, particularly in Class XII.

The novelty of this research lies in mapping SKI-based classroom management strategies. This encompasses physical classroom management, student management, active supervision, learning media use, active student involvement, a personal-communicative approach, and collaborative seating arrangements. This study links these strategies with student responses regarding active participation, discipline, and learning comfort. The objective of this research is to describe the strategies of teachers in managing the SKI classroom and to provide practical recommendations for improving the quality of learning in IHS.

B. RESEARCH METHODOLOGY

A qualitative approach with a descriptive focus was employed to allow the researchers to understand the phenomenon of classroom management in its natural context without variable manipulation, ensuring that teacher-student interactions and classroom conditions could be directly observed. This design was selected so that researchers could obtain a comprehensive and in-depth picture of the teacher's classroom management practices, including the arrangement of the learning environment, teacher-student interaction, the use of learning media, and the teacher's efforts to create a conducive learning atmosphere. The methods included observation, documentation, and questionnaires. Observation served as the primary technique to obtain data on classroom management practices directly during the SKI learning process. Documentation was used to supplement observation data through review of lesson plans, activity photographs, and other relevant documents. Meanwhile, questionnaires were used as a supporting instrument to gather students' perceptions of teacher-implemented classroom management strategies. Thus, the questionnaire data were not analyzed using inferential statistics, but rather used as supporting data to reinforce the observation and documentation findings through a triangulation process, as shown in the following figure:

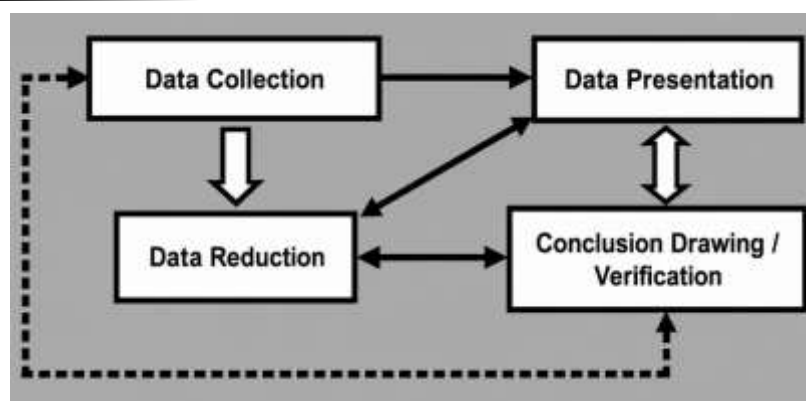


Figure 1. Data analysis technique

Data credibility was maintained through technical triangulation by comparing the results of observation, documentation, and questionnaires so that the collected information was reinforced. In addition, the researchers conducted member checking with the subject teacher to ensure congruence between the interpretations of the researchers and actual classroom teaching practices. The entire research process was also systematically documented as an audit trail, allowing the stages of data collection and analysis to be traced back. The obtained data were analyzed qualitatively and descriptively by presenting findings in narrative form, tables, and illustrations depicting classroom management strategies.

The research instruments included observation sheets, questionnaires, and documentation protocols. Observation sheets were used to record teacher activities in class management, interactions between teachers and students, physical environment arrangements, and media usage. Questionnaires were constructed using a five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree) to gauge student perceptions regarding the clarity of material delivery, atmosphere comfort, variety of teaching methods, student involvement, and media usage. Documentation, such as instructional materials, activity photos, and supporting documents, served to strengthen the observational results.

The data collection techniques used were as follows: First, through direct observation, the researchers directly observed SKI learning activities inside the classroom, including teacher-student interactions, seating arrangements, media usage, and the overall classroom atmosphere. This observation aimed to objectively examine how teachers implemented classroom management strategies. Second, Questionnaires were distributed to Class XII Social 3 students to explore their perceptions of the

classroom management strategies of teachers. The questionnaire items were systematically designed to cover aspects such as material delivery clarity, atmosphere comfort, student engagement, teaching method variety, and media usage. Third, documentation, involving the collection of relevant supporting documents to reinforce the observation and questionnaire findings (Abidin et al., 2023). This documentation served as supplementary data to solidify the primary results.

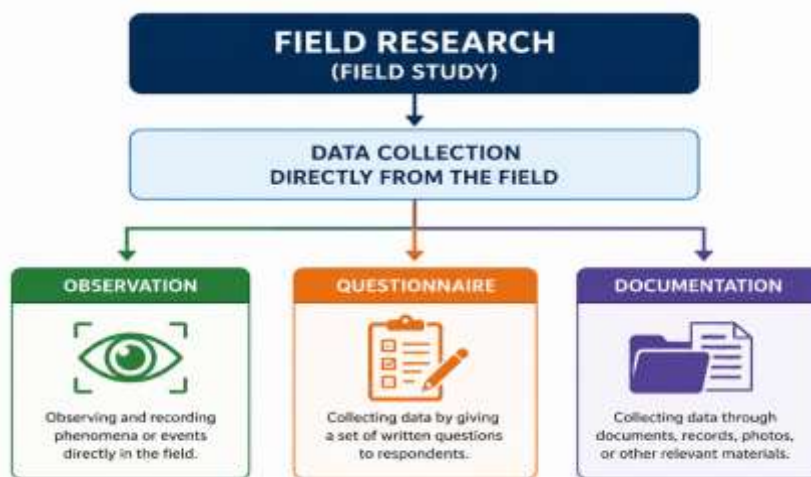


Figure 2. Data collection techniques

Through these three data collection techniques, comprehensive and detailed data regarding teacher strategies in class management were obtained. The collected information was analyzed using a descriptive qualitative method to provide a thorough overview of classroom management practices within the context of SKI learning. Data analysis followed the interactive model by Miles and Huberman, which includes data condensation, data display, and conclusion drawing and verification. Open coding was applied to observation notes, documentation, and questionnaire responses during data condensation to identify themes related to classroom management strategies. Codes sharing similar meanings were grouped into several categories, such as physical environment management, student behavior management, learning media utilization, teacher communication, and active student involvement. Subsequently, each category was analyzed interpretively by comparing multiple data sources to obtain a complete understanding of teacher classroom management strategies in SKI learning. The results of the analysis were then presented as descriptive narratives supported by tables, figures, and field documentation.

C. RESULTS AND DISCUSSION

Results

Teachers who act as facilitators in directing children's social interactions can help build communication skills, teach empathy, and promote inclusive group behavior (Wijaya et al., 2023). Teachers can adapt appropriate approaches based on student character and needs to create meaningful, enjoyable, and impactful learning. Questionnaire results administered to 34 students of Class XII Social 3 indicated that most respondents gave positive evaluations regarding the teacher's classroom management strategies during SKI learning. These evaluations encompassed aspects of material delivery clarity, teaching method variety, learning media utilization, student involvement, and classroom comfort.

As shown in Figure 3, the trend in respondent answers was dominated by the "Agree" and "Strongly Agree" categories across almost all measured indicators. This finding indicates that the teacher's classroom management strategies received a positive response from students. Such perceptions demonstrate that the teacher successfully created a learning environment that supports active student participation through varied teaching methods, open communication, and media use tailored to the characteristics of SKI content.

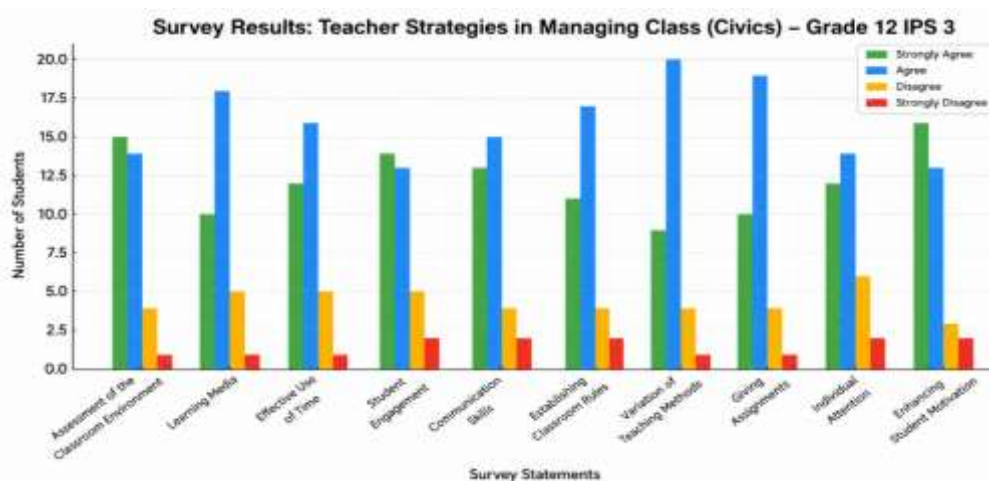


Figure 3. Transformation of Teacher Strategy in Classroom Management

Source: Questionnaire Results on Teacher Strategies in Classroom Management in SKI Subject, Class XII Social 3, MA Negeri 1 Serang

The findings of the questionnaire were subsequently confirmed by observational data, showing alignment between student perceptions and actual classroom teaching practices. Thus, the questionnaire data not only reflected student evaluations but also reinforced observational findings regarding classroom management implementation during SKI instruction. Based on observations conducted in Class XII Social 3 at MAN 1 Serang, the classroom environment was generally observed to be orderly, clean, and conducive to learning (Hoekstra et al., 2023). Light blue tones dominated the classroom walls, creating a calm and soothing impression for students. Psychologically, this color helps reduce tension and enhance learning focus. Large windows equipped with adjustable drapes or blinds allow for natural lighting control.



Figure 4. Physical Condition of the Classroom

Student desks and chairs were neatly arranged in small group formations to facilitate student discussions. This layout supports collaborative learning and increases peer interaction. The teacher's desk was positioned at the center of the classroom, facilitating full classroom supervision and systematic lesson flow management (Panjaitan, 2024). A large whiteboard in the front center enhanced the visual representation of the material, making it clearly visible to all students (Widodo et al., 2023). The walls were decorated with educational posters and a class organizational structure, creating an educational atmosphere and instilling a sense of ownership over their learning space among students. Natural ventilation through windows and proper air circulation ensured student comfort (Panjaitan, 2024). The floor appeared clean and

well-maintained, reflecting the school and students' attention to environmental cleanliness. Overall, the physical room conditions at State Islamic Senior High School 1 Serang provided strong support for teaching and learning activities, concentration, and motivation.

The presence of the teacher played a central role in cultivating a learning atmosphere that supports positive social interaction (Major et al., 2024). As a facilitator, the teacher directed social interaction to help build communication skills, convey empathy, and promote inclusive behavior within groups (Wijaya Erik et al., 2023). An educator's role extends beyond content delivery; they must effectively manage the classroom so that learning proceeds in an orderly, effective, and meaningful way, thereby increasing student competence, confidence, and enthusiasm (Chen & Lu, 2022). Good classroom management enables students to understand SKI material transformatively—not merely factually but also internalizing Islamic history's moral values.

Observations at Serang State Islamic Senior High School 1 indicate that classroom management strategies fostered a highly conducive learning climate. SKI lessons significantly contribute to shaping the personality of students and provide insights regarding the progression of Islamic civilization. Through SKI learning, students are not only introduced to historical facts but are also guided to draw moral lessons and noble values from historical figures and events. Thus, SKI instruction must be designed to be transformative rather than merely informative. In practice, classroom management strategies heavily influence success. Management goes beyond physical room setup to encompass interaction dynamics, selection of teaching methods, and creation of learning climate.

Discussion

The strategy combines a humanistic approach and firm yet flexible management. These findings underscore the importance of the use of structured, student-centered classroom management. Classroom management comprises a series of teacher efforts to organize the learning environment, student behavior, and instructional dynamics to create a conducive atmosphere aligned with learning goals. Modern classroom management has evolved beyond maintaining order into a pedagogical strategy that emphasizes adaptive, creative, and responsive environments tailored to student

characteristics and educational technology developments (Clark et al., 2023) (Decristan et al., 2024). Classroom management remains an ongoing challenge for teachers. Strategy determines the extent to which students actively engage, feel comfortable, and internalize instructional material, requiring teachers to be creative and adaptive (Seufert et al., 2022). Given these factors, investigating strategic classroom management in SKI learning is essential, particularly in Class XII Social 3 at MA Negeri 1 Serang, where an adaptive and communicative approach is required for diverse student personalities.



Figure 5. Five main aspects of teacher management strategy

This management strategy consists of five interconnected key aspects: First, active supervision by the teacher, demonstrated through active movement around the classroom during the learning process. When students perform tasks or exercises, the teacher does not remain seated at the front but moves from desk to desk to provide direct guidance (Abdullah et al., 2019). The physical presence of teachers among students fosters a feeling of being attended to, encouraging focus, task discipline, social skill development, and emotional intelligence (Major et al., 2024). This strategy also strengthens interpersonal relationships between teachers and students while minimizing classroom disruptions (Yuniar et al., 2025). Second, using learning media, such as textbooks, whiteboards, and information and communication technology (ICT)-based tools, leverages information technology to support educational processes (Yuniar et al., 2024). Computers, laptops, and smartphones hold a central position in modern instruction (Yuniar et al., 2022) by enabling more efficient and optimal learning through textual, visual, audio, and video formats (Tucholka & Gold, 2025) that boost student interest during instruction (Trikawati, et al., 2025).

Facilitating active student involvement in the teaching-learning process. Project-based learning strengthens student engagement by offering opportunities to achieve academic goals, deepen conceptual understanding, and apply theory to real-world contexts (Santoso, 2023). This strategy has been proven to enhance student confidence, develop communication skills, and solidify understanding through direct experience (Putri & Laili, 2024). Furthermore, group discussions are facilitated to reinforce cooperation and maintain active participation throughout the lesson. Fourth, effective communication teaching. The teacher employs a friendly, open, and empathetic communication style (Juniarti, 2023). Rather than giving sole instruction, the teacher opens dialogic space and offers verbal encouragement such as "Great job!" or "That's correct!", which reinforces student motivation (Surya, 2025). This personal approach builds a supportive classroom climate that nurtures psychological well-being, encouraging students to ask questions, voice opinions, and discuss. This positive environment is a critical factor that contributes to overall instructional effectiveness. Fifth, collaborative seating in small groups is arranged (Soraya et al., 2022). This arrangement differs from traditional row seating in that it emphasizes peer interaction and collaboration (Neliwati et al., 2025). Small group seating facilitates discussion and task collaboration (Hoekstra et al., 2023), thereby cultivating a positive classroom climate (Purwanti & Vania, 2021).

Together, these strategies reflect a collaborative learning approach that positions students as active learning agents. The five aspects complement each other and serve as a vital foundation for creating a dynamic, participatory, and orderly classroom. The teacher's role expands beyond facilitation to include motivating and guiding students, adapting teaching styles to student needs and characters (Abute et al., 2022). Education serves as the primary vessel for shaping a generation with noble character, knowledge, and morality. Teaching and learning activities play a central role in fulfilling educational goals. Therefore, instructional effectiveness relies heavily on the capability of teachers in both content delivery and optimal classroom management (Hettinger et al., 2021).

D. CONCLUSION

Based on the findings, the teacher's classroom management strategies in Islamic Cultural History (SKI) instruction in Class XII Social 3 at State Islamic Senior High School

1 Serang successfully created a conducive, effective, and active learning environment. Positive student responses, sustained discipline, and increased participation throughout the learning process reflect this. The classroom management strategies implemented by teachers encompass three primary dimensions:

First, physical management: the classroom environment was maintained in an orderly and conducive manner. Students appeared focused, cooperative, and disciplined through the teacher's active supervision approach and balanced dynamic between individual assignments and group discussions. Second, student management: The teacher successfully established positive interpersonal relationships with students. Personal approaches, such as direct desk-to-desk guidance, open communication, and simple verbal praise, created a sense of value among students. This positively impacted learning motivation and active participation in learning activities. Third, using varied media and teaching methods: combining interactive lectures, whiteboard writing exercises, and group discussions provided students with well-rounded learning opportunities.

Overall, the teacher's classroom management strategies demonstrated a high level of effectiveness. It is recommended that schools provide training and mentoring for teachers to develop humanistic and flexible classroom management strategies while maintaining order and instructional efficacy. Future research may explore the impact of classroom management on other student competencies or use experimental designs to compare the effectiveness of different management strategies. In addition, studies could be conducted across other-grade levels or educational institutions to enhance the generalizability of the findings.

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