

The Professionalism Competency of Islamic Cultural History Teachers in Classroom Management

Junaidi Arsyad

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia; junaidiarsyad@uinsu.ac.id

ARTICLE INFO

Keywords:

Classroom management;
cultural history;
teacher professionalism

Article history:

Received 2022-11-15

Revised 2023-01-31

Accepted 2023-08-11

ABSTRACT

This study aims to determine the professional competence of Islamic cultural history teachers in managing the class during the teaching and learning process. The participants in this study were the Deputy Head of the Madrasah for Curriculum, 2 Islamic Cultural History teachers and two students. This study uses primary data and secondary data as data sources. While the data collection tools are through interviews, observation and documentation. Data analysis techniques used are data reduction, data presentation, and drawing conclusions. In order to assess the credibility of the data, it is important to employ several techniques such as prolonging the duration of observation, employing triangulation, exercising meticulous observation, and conducting member checks. These measures ensure that the information acquired can be effectively utilised in research, aligning with the intended meaning conveyed by the informant. The findings of the study indicate that class management strategies were used in two separate manners. Specifically, one teacher of Islamic Cultural History employed a technique aimed at establishing a positive atmosphere by means of ice-breaking activities, while the other teacher utilised a different ice-breaking technique. The instructor of Islamic Cultural History employs effective classroom management strategies, notably through the implementation of dynamic discussion groups characterised by enthusiastic and lively debates.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Junaidi Arsyad

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia; junaidiarsyad@uinsu.ac.id

1. INTRODUCTION

Human resources in Indonesia are determined solely by the productivity of educational institutions, which include both school and non-school pathways, and specifically by the teaching and learning process in the classroom. Teacher competency is one of several factors that can influence educational attainment. According to Law Number 14 of 2005 concerning teachers and lecturers,

competence is defined as a set of knowledge, skills, and behaviours that teachers and lecturers must possess, internalize, and master in order to carry out professional tasks (RI, 2005). Improving the quality of education, in particular, is in the hands of teachers, who serve as the primary facilitators of the learning process in schools. Where the teacher is used as a benchmark for the high and low quality of education in a school, the teacher plays a very important role. As a result, a teacher must equip themselves with knowledge. The competence in question here refers to Islamic cultural history teachers' professional ability to present learning that is more than just transferring knowledge and can also provide examples of commendable behaviors or attitudes in order to produce skills that can build students.

The teacher's role in classroom teaching and learning activities has long been recognized as an important factor in improving student achievement. Furthermore, teachers' roles and competence in the teaching and learning process include teachers as educators, class leaders, supervisors, environmental regulators, participants, expeditors, planners, motivators, and counsellors (Yanti, 2015). Teachers, as professionals, must be able to manage not only learning but also classes, especially regarding creating and maintaining optimal learning conditions in order to achieve teaching goals. Classes are a social aspect of school life. The enthusiasm for the learning process and the enthusiasm for achieving good learning outcomes are highly dependent on the daily habits of life that occur in the classroom between teachers and their students. As a result, good classroom management is the main thing in supporting the creation of a fun teaching and learning process.

Based on the aforementioned information, classroom management can be conceptualised as the teacher's deliberate endeavour to effectively structure various aspects of classroom dynamics. This encompasses activities such as curriculum planning, establishment of procedural frameworks, selection and utilisation of educational resources, optimisation of the learning environment to enhance productivity, monitoring of student advancement, and proactive identification of potential challenges that may arise (Underwood, 2000). In this case, a teacher must be able to control classroom conditions using a variety of approaches, such as authoritarian approaches, intimidating approaches, permissive approaches, prescription approaches, behaviour change approaches, socio-emotional approaches, group approaches, and eclectic or pluralistic approaches, to ensure that the learning objectives requirements are achieved (Nurmalasari, 2019).

In line with this, successful student learning must be supported by competent teachers. In teaching and learning activities, two factors influence the success or failure of a teaching and learning process: classroom management and teaching itself (Faruqi, 2018). This class management exemplifies how teaching and learning activities have distinct goals and responsibilities. According to Nawawi, good classroom management is management that fosters class pride, increasing students' sense of solidarity and desire to participate (Nawawi, 1989). With the solidarity and desire of the students themselves, what is conveyed by the teacher will get a response from the students in the teaching and learning process. That way, teachers must play more roles in the learning system, starting with the planning process and continuing through the implementation stage of learning in the classroom (Akmalia, 2021).

The inability of teachers to manage the teaching and learning process results in low student achievement. Based on the findings of the observations, have Islamic cultural history teachers who are already qualified at Strata 1. Of course, in terms of quality, it is appropriate to say that it is very adequate because the qualifications possessed are in line with the effective subjects. However, interesting facts discovered in the field reveal that Islamic cultural history teachers manage classes in a unique way, with each following a different pattern. It was found that Islamic cultural history teachers in managing classes were still not optimal so that the learning atmosphere was not conducive and students became passive. The method used is not varied and tends to use the lecture method. Furthermore, the teacher rarely reprimands students who are disruptive in class and does not want to reprimand students who frequently excuse themselves in and out of class during the teaching and learning process. Another phenomenon that occurs during observation is that the teacher must first consider the subject matter that will be taught before starting to teach it. This is what prevents students

from achieving success in their studies. As a result, a teacher's knowledge of Islam in elementary school must be maximized in order for learning to be enjoyable, efficient, creative, and innovative (PAIKEM).

Several relevant research findings show that classroom management is a class arrangement led by a teacher to ensure that learning activities run optimally (Nurmalasari, 2019). If the teacher's classroom management is good, the students' learning outcomes are good, and vice versa (Mutiaramses, Neviyarni, & Murni, 2021). Other studies have found that in order to increase the effectiveness of the learning process in classroom management, a teacher must be active (read frequently) in order to thoroughly master the material, master information so that it is not out of date, work commitment (sincere, diligent, and not easy to complain), as well as an example for his students (Mahmudah, 2018). The significance of teacher competence in learning management (Cut Fitriani & Usman, 2017), As a result, there is a significant correlation between teachers' pedagogic competence and professional competence and classroom management (Fitrianova, 2020). In line with this, professional teachers are teachers who have the required competencies to carry out educational and teaching tasks (Helmi, 2015). From the several studies above, no research has been found that examines the professional competence of Islamic cultural history teachers in classroom management. The goal of this study is to determine whether Islamic cultural history teachers are professional in class management and in disciplining students during the teaching and learning process.

2. METHODS

This study uses a qualitative research method with a descriptive research design in order to obtain a clear, systematic, and factual description of the nature and relevance of the problem under consideration in relation to the various existing conditions and situations that arise in educational institutions today. This study uses primary and secondary data sources to obtain data and information. While data collection methods include interviews/interviews, observation and documentation. Interviews were conducted to gather information about Islamic cultural history teachers' professional competence in classroom management. The informants included the Madrasah's Deputy Head of Curriculum, two students in class VII and VIII, and two teachers of Islamic Cultural History (Woman and Man). Observations were conducted to collect data on the activities of Islamic cultural history teachers in classroom management. In this case, the researcher used a notebook to record of all activities that occur in physical documents.

An organization was carried out based on the existing records, which grouped certain sections that were directly related to the professional competence of Islamic cultural history teachers. Researchers used photos and other sources to document the findings. From various sources obtained, researchers organize more specific information as reference material in relation to the research focus from the various sources obtained. This study does not use the population, but rather the situational or social situation, which is comprised of three elements, namely places, actors, and activities that interact with one another.

The data that has been obtained from the interviews is compiled in complete notes after being supported by the results of observations and documentation. The researcher's data analysis technique in this study then refers to Milles & Huberman's concept (Sugiyono, 2013) which is data reduction, data presentation, and drawing conclusions. The data that has been reduced provides a clear picture of the researchers' observations regarding the professional competence of Islamic cultural history teachers in classroom management. The researcher then presents the data that has been systematically organized in the form of narrative text so that it can later be used to draw temporary conclusions that must be verified to obtain objective conclusions. To test the validity of the data, it was extended, triangulated, and carefully observed, and holding member and checks were held so that the information obtained could be used in research according to what the informant meant. Data findings can be declared valid if there is no difference between what the researcher reported and what actually happened to the object under study

3. FINDINGS AND DISCUSSION

3.1 *The Teacher's Understanding of Teacher Professionalism Competence in Classroom Management*

According to the findings of the research, the teacher's understanding of professional competence in classroom management is considered part of the teacher's skill when it is able to control students with diverse personalities. This is according to the findings of an interview with one of the SKI teachers, Mrs. W, who revealed that:

"Based on my understanding, a teacher's ability to manage the classroom is part of a teacher's ability to control students during the teaching and learning process. The uniqueness of each class poses a challenge for teachers because each has a distinct personality. Therefore, these differences cause the teacher's actions in each class to be different. The other side is that every teacher has certainly experienced a condition where the class atmosphere is completely different from the usual character. Now this teacher competence is what is really needed to exercise more control over students, so that the class atmosphere can run normally as usual according to the character of the class."

In line with the preceding statement, the observation results show that the SKI teacher always has a cheerful expression on her face and always stimulates students' learning motivation in class. However, there were differences in the mood of students who were not good, so that they were carried away in the classroom atmosphere, which was caused by two factors, namely: SKI lessons entered in the last tutoring and secondly, the effect was during the day, so that the impact on room temperature increased. In this case, the SKI teacher worked around this by relaxing the students with a 5 attraction, holding for 7 seconds, exhaling for 7 seconds, and then repeating it 2 times in a similar action before beginning to do SKI learning. This is thought to be effective in accelerating the teaching and learning process. SKI teachers are said to be sensitive, which allows them to provide solutions when students are uncomfortable.

Furthermore, interviews with other SKI teachers regarding their level of understanding of teacher competence also revealed that:

"Teacher competence, in my opinion, is a good act of a teacher who is full of new ideas and ideas and above average achievement. As a result, there are those who are referred to or labeled as potential teachers. Teacher competence is comprised of several targets and action points that must be met by each teacher."

According to the findings of observations and interviews, the alignment of actions taken in the classroom is about the teacher's competence in managing the class, namely: the maximum firmness and authority of the SKI teachers during classroom learning. This alignment leads to the conclusion that SKI teachers understand enough about teacher competence in the classroom to manage students effectively.

3.2 *Classroom Management Conducted by Teachers in Islamic Cultural History Learning Activity*

According to the study's findings, classroom management in SKI learning has been managed as well as possible by teachers. SKI teachers use a variety of action patterns as well as techniques and methods to teach and learn in class. This was expressed by the SKI teacher in the interview that:

"Because each class has its own characteristics, class management is also carried out differently in each class with the goal of achieving maximum learning. But for all classes, I always follow the same pattern of class action, which is to make students happy before they begin learning, one of which is with the ice breaking technique at the start of learning. I discovered several advantages to this action, including students' increased readiness to accept learning and increased motivation to learn within themselves".

Meanwhile, according to Mr. S., regarding classroom management that has been done in SKI learning activity said that:

“Usually, I make active class management decisions such as delivering interesting learning so that students are motivated to ask questions and other students are motivated to answer and provide arguments. Classroom management with outputs like this is done with previously formed groups of students. In this lesson, I serve as a moderator”.

The researcher attempts to learn more about the actions taken in an effort to prevent problems in the classroom. According to an interview with an SKI teacher, the teacher explained that:

“The actions you take are determined by the class you are in; especially in this school, there are several classes where the majority of the students are girls and others where the majority of the students are boys. In classes where the majority are women, the act of reminding and reprimanding is effective enough to prevent problems that could potentially arise in the class. However, it is also different from the class where the majority are male, reminding and reprimanding are less effective. Shifting focus, in my opinion, is the best way to avoid potential problems in a class where the majority of the students are boys.”.

Meanwhile, in an interview on May 23, 2022, Mr. S, stated his thoughts on the steps taken to prevent problems in the classroom:

“During the learning process, the teacher can avoid giving conflicting information to students, as well as avoiding acts of injustice to students. Finally, the teacher has complete control over the learning process”.

Based on the results of the interviews with the two different SKI teachers mentioned above, each SKI teacher has a unique way of managing the class, namely: Mrs. W, makes students happy first by using ice breaking, whereas Mr. S uses active class management in the form of discussion groups and is full of enthusiasm. According to the findings, the method of classroom management used by SKI teachers includes students with a high level of learning focus and students who are stimulated by their interest and motivation in learning.

3.3 The Factors Influencing the Competence of Islamic Cultural History Teachers in Classroom Management

The findings in this research show that the factors that affect the competence of SKI teachers in class management include mastery of the material by the teacher himself, materials, media and teaching materials are sometimes incomplete and SKI teachers only use standard media, namely the main book in learning. This is in accordance with the statement of one of the class VIII students, who revealed that:

“When teaching, SKI teachers rarely use engaging learning media such as YouTube or digital videos. The teaching and learning process in class is carried out using the main book, and rarely use worksheets that are interesting.”

The statement above was also confirmed by the SKI teacher, Mrs. W that:

“The above is also acknowledged as the main factor that affects the competence of SKI teachers, especially me, is the mastery of learning materials. Sometimes I also don't understand learning materials that are rote in nature, such as historical dates in Islam. However, in this case, I always use pocket notes to avoid misunderstandings about the material to be delivered. The following factor is learning media. And, in most cases, I use learning videos tailored to the material, which students are then asked to analyze”.

Meanwhile, Mr. S, explained the factors that influence the competence of SKI teachers in class management as follows:

“Indeed, several factors influence teachers’ competence in classroom management, including the SKI teacher’s own knowledge of how good classroom management is. The next factor is the teacher’s work ethic, teaching experience, and the balance between the workload received by the teacher and the welfare obtained.”

Mrs. W stated in an interview on May 19, 2022, regarding difficulties in managing students in class action said that:

“I divided them into two categories that I frequently encounter when managing students: being influenced by gender differences that are dominated by male gender and being influenced by external factors such as hot weather or time conditions that are closer to the time to leave school”.

Meanwhile, during an interview on May 23, 2022, Mr. S stated the following about the difficulties in managing students in class action:

“The difficulties I frequently experience when there are certain groups in the class that cause low cohesiveness, are less able to follow the rules, exhibit negative reactions to each group, or are more commonly known as certain “gangs,” others from each group frequently exhibit deviant behavior”.

According to the findings and interviews, several factors influence the competence of SKI teachers in classroom management, including the teacher's mastery of the teaching material to be delivered, varied and interesting learning media, the teacher's own teaching experience, and it can be said that teachers who have just completed their undergraduate studies are still nervous about how to induce students in the teaching and learning process. The last factor is that the alignment of the workload with the teacher's welfare is not appropriate. The indicators and research findings are shown in the table below.

Table 1. Table of Research Results

Indicator	Research Result
Teacher's Understanding of Teacher Professionalism Competence in Classroom Management	<ol style="list-style-type: none"> 1. The teacher understands professionalism and classroom management. As a result of being aware of the various personalities of each student, the teacher employs different practices and techniques for each class. 2. There is maximum firmness and authority from the SKI teachers when learning in the classroom.
Classroom Management Conducted by Teachers in SKI Learning	<ol style="list-style-type: none"> 1. Using the Ice Breaking technique, the teacher captivates students' interest in learning. 2. Submission of interest, to inspire students to ask questions.
Factors that Influencing SKI Teacher Competence in Classroom Management	<ol style="list-style-type: none"> 1. Before learning begins, the teacher attempts to create a comfortable environment. 2. Form study groups in the classroom, with the hope of creating an active atmosphere in the classroom.

Discussion

The teacher's understanding of the teacher's professional competence in classroom management is the first indicator of SKI teachers' professional competence. Classroom management is an effort made by those in charge of teaching and learning activities or those who assist with the goal of creating optimal conditions for learning activities can be carried out as expected. Classroom management consists of two components: management involving students and physical management (rooms, furniture, and teaching tools). There are three components in classroom management, namely: physical conditions, socio-emotional conditions, and organizational conditions (Salmiah, Rusman, & Abidin, 2022). In other words, special class management deals with the arrangement of students in a class in a teaching and learning relationship. Thus, classroom management arrangements are equivalent to creating a learning environment (W, 2014). In teaching and learning activities, there are two things that determine whether or not a teaching and learning process is carried out, namely class management and class management itself which is considered as part of competence (Budiya, 2021). Understanding this competency is critical for a teacher. The teacher's ability to master learning material broadly and deeply is the professional standard for this competency. Mastery of subject curriculum materials in schools is part of professional competence. In addition, the teacher must understand the scientific substance that covers the material, as well as the scientific structure and methodology.

Based on the observations, the researcher concluded that the teacher used different practices and techniques for each class because she was aware of the various personalities of each student. This situation is carried out in classes that the teacher believes are distinct from the others. As a result, teachers apply strategies at various stages of learning. This was revealed during interviews with various informants. The researcher concludes from the interview results that teachers generally understand the professional competencies that exist in the teaching profession. It also concludes that the SKI teacher exhibits maximum firmness and authority. The second indicator is classroom management in SKI learning by teachers. It is not difficult for teachers with enough teaching experience to manage the class during the learning process. However, the inhibiting factors for classroom management in increasing the effectiveness of the teaching and learning process are in the form of things such as: the authoritarian teacher leadership type, teaching and learning formats that do not vary (monotonous), the teacher's personality is not good, the teacher's knowledge is lacking, and the teacher's understanding of less students (Erwinsyah, 2017). Teachers who are new to teaching, on the other hand, will need to put in extra effort to implement classroom management strategies (Azman, 2020). The class is the most dominant container or location for a group of students to participate in the learning process. Good classroom management entails creating a conducive learning environment and making use of facilities while considering the needs of students both individually and as a group. Because the primary goal of learning activities is to provide students with guidance and services that encourage them to actively participate in the learning process. As a result, individual students have different backgrounds, both in terms of family and intellectual abilities (Kadri, 2018).

Based on the findings of the observations, it was concluded that students have a high level of learning focus and stimulate students' interest in learning. This is proven by the findings of interviews, which show that SKI teachers have solutions to problems that arise during teaching and learning activities. The ice-breaking activity was carried out with the goal of easing the condition of the class and making students better in participating in their learning activities, as revealed by the interview results. Learning activities that previously did not apply ice breaking make learning very boring and boring so that students are not enthusiastic about learning (Zakiyyah, Suswandari, & Khayati, 2022). The SKI teacher revealed that they always pay attention to the class's conditions and conditions. This is done to adjust the teaching techniques used. During the beginning of the learning process, the teacher tries to make students happy. That is, the SKI teacher tries to create a positive first impression, which is obviously done to make students happy before they begin learning. SKI teachers

understand how important this is for the quality of learning that occurs. According to research, teachers always pay attention to classroom conditions. This includes observing each student's circumstances.

The third indicator is the factors that influence SKI teachers' competence in class management. Factors that influence teacher pedagogical competence in managing the classroom include: lack of student awareness of the importance of learning the Islamic religion, inadequate facilities and infrastructure, and non-optimal class hours (Khairlina, 2021). Teacher readiness factors must be studied thoroughly and transparently, even if the educational curriculum is excellent, but teachers lack competence or do not want to demonstrate their competence, so do not expect the quality of education to change over time. If the textbooks are of high quality, but the teachers who teach them are not equipped or empowered to teach effectively, education becomes a game between teachers and students. If the educational facilities and infrastructure are very complete, but the teacher lacks the ability to operate all of the existing facilities due to "stuttering" technology because they are helpless by their circumstances and also not empowered, then the expected quality of education is only "wild" talk from time to time that will not lead to quality improvement (Hartini, 2006).

According to Hartini (Hartini, 2006) several things that affect teacher competence are work ethic, teaching experience, education, welfare, employment status, teaching load, involvement in MGMP, and school infrastructure. Many factors will be found in the continuity of this teacher's professional competence, according to this explanation. This stems not only from the teacher's side, but also from external factors involving the teacher or teacher activities outside of teaching hours. As a result, this is an important aspect for every teacher to consider when carrying out their professional duties.

According to the findings of interviews and observations of SKI teachers, there are two distinct teacher characters in the classroom management pattern. Female SKI teachers are more likely to apply an equality pattern to their students, resulting in exciting and enjoyable classroom management. Meanwhile, male SKI teachers are unique in that they apply superior patterns through interpersonal assertiveness, resulting in conducive and focused classroom management. This distinction in characteristics is not a problem. Because the analysis found a similar achievement of the two teacher characteristics, namely students who can capture information or learning well and have high learning motivation. According to Mahmudah (Mahmudah, 2018), effective learning can be accomplished by motivating students to always be involved and participate in the classroom learning process. One way to create an effective learning environment is to create a sense of comfort, which becomes a driving force and encouragement for students to be even more active in their learning.

In managing the class, the skills possessed by the SKI teacher based on the teacher's ability assessment tool show that the SKI teacher already has good skills, as evidenced by the assessment format, which is used as a reference as a tool for assessing the teacher's ability to manage the class. Teacher mastery of teaching materials, learning media, teacher knowledge, teacher work ethic, teaching experience, alignment of workload with teacher welfare, and completeness of school infrastructure are factors that influence SKI teachers' competence in classroom management.

4. CONCLUSION

The competence of Islamic Cultural History teachers in managing classes can be said to be adequate in accordance with the teacher's characteristics. This is demonstrated by student achievement, namely increased student learning outcomes, which go hand in hand with high learning motivation, as evidenced by students' dexterity in receiving information properly. Class management was carried out in two distinct ways: one SKI teacher used a technique to raise students' moods first using ice breaking, while the other SKI teacher used active class management in the form of groups. In the debate, there is lively debate. The teacher's more dominant mastery of teaching materials, as well as interesting media and teaching materials, are factors that influence the competence of SKI teachers in classroom management. Further research can be conducted on the constraints faced by

teachers in classroom management by using teacher professionalism competencies. The results of this study can be used as a reference for learning resources in the classroom.

REFERENCES

- Akmalia, R. (2021). Intensitas Motivasi Berprestasi Melalui Pembelajaran Daring. *Pionir: Jurnal Pendidikan*, 10(3), 1–11. <https://doi.org/10.22373/pjp.v10i3.12174>
- Azman, Z. (2020). Pengelolaan Kelas dalam Pembelajaran. *Edification*, 2(2). Retrieved from <https://media.neliti.com/media/publications/294863-pengelolaan-kelas-dalam-pembelajaran-67c5da1c.pdf>
- Budiya, B. (2021). Manajemen Pengelolaan Kelas Masa Pandemi di SD Ta'miriyah Surabaya. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 4(1), 50–54. <https://doi.org/https://doi.org/10.54069/attadrib.v4i1.129>
- Cut Fitriani, M. A., & Usman, N. (2017). Kompetensi profesional guru dalam pengelolaan pembelajaran di MTs Muhammadiyah Banda Aceh. *Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah*, 5(2).
- Erwingsyah, A. (2017). Manajemen kelas dalam meningkatkan efektifitas proses belajar mengajar. *TADBIR: Jurnal Manajemen Pendidikan Islam*, 5(2), 87–105.
- Faruqi, D. (2018). Upaya meningkatkan kemampuan belajar siswa melalui pengelolaan kelas. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 2(1), 294–310.
- Fitrianova, N. (2020). Studi Korelasi Kompetensi Pedagogik dan Kompetensi Profesional Guru dengan Pengelolaan Kelas di MIN 2 Ponorogo. *Southeast Asian Journal of Islamic Education Management*, 1(1), 51–59. <https://doi.org/https://doi.org/10.21154/sajiem.v1i1.7>
- Hartini, S. (2006). *Faktor-Faktor Strategis Untuk Meningkatkan Kompetensi Guru Dalam Pembelajaran Di SMP Negeri Se-Salatiga* (Universitas Muhammadiyah Surakarta). Universitas Muhammadiyah Surakarta. Retrieved from <http://eprints.ums.ac.id/7418/1/Q100050099.pdf>
- Helmi, J. (2015). Kompetensi profesionalisme guru. *AL-ISHLAH: Jurnal Pendidikan*, 7(2), 318–336.
- Kadri. (2018). Pentingnya Pengelolaan Manajemen Kelas dalam Pembelajaran. *BIDAYAH: Studi Ilmu-Ilmu Keislaman*, 9(1).
- Khairlina, N. (2021). KOMPETENSI PEDAGOGIK GURU PENDIDIKAN AGAMA ISLAM DALAM MENGELOLA KELAS SMP MUHAMMADIYAH 47 SUNGGAL MEDAN KRIOKABUPATEN DELI SERDANG SUMATERA UTARA. Fakultas Agama Islam, Universitas Islam Sumatera Utara.
- Mahmudah, M. (2018). Pengelolaan kelas: Upaya mengukur keberhasilan proses pembelajaran. *Jurnal Kependidikan*, 6(1), 53–70.
- Mutiaramses, Neviyarni, S., & Murni, I. (2021). Peran Guru dalam Pengelolaan Kelas terhadap Hasil Belajar Siswa Sekolah Dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 6(1), 43–48. <https://doi.org/https://doi.org/10.23969/jp.v6i1.4050>
- Nawawi, H. (1989). *Organisasi Sekolah dan Pengelolaan Kelas*. Jakarta: Haji Masangun.
- Nurmalasari, N. (2019). Pendekatan Dalam Pengelolaan Kelas. *Jurnal Pendidikan Islam Al-Ilmi*, 2(1), 175–189.
- RI, P. UU No. 14 Tahun 2005, *Tentang Guru dan Dosen.*, Pub. L. No. UU No. 14 Tahun 2005 (2005).
- Salmiah, M., Rusman, a. A., & Abidin, Z. (2022). Konsep Dasar Pengelolaan Kelas dalam Tinjauan Psikologi Manajemen. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 13(1), 41–60. <https://doi.org/https://doi.org/10.47766/itqan.v13i1.185>
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Underwood, M. (2000). *Pengelolaan Kelas yang Efektif*. Jakarta: Arcan.
- W, D. D. (2014). Pengelolaan Kelas yang Efektif. *Mitra Manajemen*, 6(1). Retrieved from <https://journal.universitassuryadarma.ac.id/index.php/jmm/article/view/544>
- Yanti, N. (2015). Keterampilan Guru dalam Pengelolaan Kelas. *AL-ISHLAH: Jurnal Pendidikan*, 7(2), 347–360.
- Zakiyyah, D., Suswandari, M., & Khayati, N. (2022). Penerapan Ice Breaking Pada Proses Belajar Guna Meningkatkan Motivasi Belajar Siswa Kelas IV SD Negeri Sugihan 03. *Journal of Educational Learning and Innovation (ELIa)*, 2(1), 73–85. <https://doi.org/https://doi.org/10.46229/elia.v2i1.333>