

The Ability of Islamic Cultural History Teachers in Managing the Classroom: A Review of Preventive and Repressive Measures

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Abstract

One of the abilities that must be possessed by a teacher is to manage the class well so that it can create a conducive learning atmosphere, good classroom management can be done by teachers by taking preventive and repressive actions. This study aims to determine the preventive and repressive actions taken by Islamic Cultural History teachers at MAN Kota Palangka Raya in managing the classroom. This research uses qualitative research with data collection techniques in the form of observation, interviews, and documentation. As for the data sources in this study conducted by researchers consist of two parts, namely primary data sources and secondary data sources. The Islamic Culture History subject teacher of MAN Kota Palangka Raya became the research subject, while the deputy head of madrasah and students as informants in this study. The results of this study indicate that in managing the classroom good teacher skills are needed, such as teachers can show responsiveness and attention to all students, teachers can also prepare lesson plans using a variety of methods so that students are more motivated to learn, especially Islamic Cultural History subjects. The teacher's ability in preventive action can also be done by adding class rules agreed upon by all class members and providing positive behavior reinforcement. As for repressive actions taken by MAN Kota Palangka Raya teachers in Islamic Cultural History lessons, namely by giving verbal warnings to students who behave poorly and educational sanctions to problematic students so that teachers can also take an individual approach. So it can be concluded in this study that the teacher's ability to manage the class is very necessary in learning.

Keywords: *Teacher Ability; Managing the Class; Preventive Action; Repressive Action*

Abstrak

Salah satu kemampuan yang harus dimiliki oleh seorang guru adalah mengelola kelas dengan baik sehingga dapat menciptakan suasana belajar yang kondusif, pengelolaan kelas yang baik dapat dilakukan guru dengan melakukan tindakan preventif dan tindakan represif. Penelitian ini bertujuan untuk mengetahui tindakan preventif dan represif yang dilakukan guru Sejarah Kebudayaan Islam di MAN Kota Palangka Raya dalam pengelolaan kelas. Penelitian ini menggunakan penelitian kualitatif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Adapun berkaitan dengan sumber data dalam penelitian ini yang dilakukan oleh peneliti terdiri dari dua bagian yakni sumber data primer dan sumber data sekunder. Guru mata pelajaran Sejarah Kebudayaan Islam MAN Kota Palangka Raya menjadi subjek penelitian, adapun wakil kepala madrasah dan siswa sebagai informan dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa dalam mengelola kelas dibutuhkan keterampilan guru yang baik, seperti guru dapat menunjukkan tanggap dan perhatian kepada seluruh siswa, guru juga dapat menyiapkan perencanaan pembelajaran dengan menggunakan metode yang bervariasi sehingga siswa lebih termotivasi belajar terutama mata pelajaran Sejarah Kebudayaan Islam. Kemampuan guru dalam tindakan preventif guru juga dapat dilakukan dengan menambahkan aturan kelas yang disepakati oleh seluruh anggota kelas serta

memberikan penguatan perilaku positif. Adapun tindakan represif yang dilakukan guru MAN Kota Palangka Raya dalam pelajaran Sejarah Kebudayaan Islam yaitu dengan memberikan teguran verbal kepada siswa yang berperilaku kurang baik dan sanksi edukatif pada siswa yang bermasalah sehingga guru juga dapat melakukan pendekatan individual. Maka dapat ditarik kesimpulan dalam penelitian ini bahwa kemampuan guru dalam mengelola kelas sangat diperlukan dalam pembelajaran.

Kata Kunci: Kemampuan Guru; Mengelola Kelas; Tindakan Preventif; Tindakan Represif

Introduction

One of the benchmarks for achieving maximum learning is the need for teachers to master four competencies including pedagogical competence, personality competence, social competence and professional competence (Saifullah et al., 2023). Managing the class is one of the abilities included in the pedagogical competence that must be mastered by the teacher in achieving learning objectives both in terms of quality and quantity (Astari et al., 2022). As for the learning process, the teacher is one of the learning resources that has a very important role in determining the course of the learning process (Surawan & DLT, 2022). Teachers who are able to manage the class well can minimize distractions and conflicts in the classroom, so that students can focus on learning and achieve optimal results. In addition, effective classroom management also helps in building discipline, order, and positive interactions between teachers and students, which are important elements in the learning process (Christian & Hidayat, 2020). Without good classroom management, even learning materials delivered with the best methods will not be well received by students.

Educators must have knowledge and skills in managing the classroom. Gunawan (2019) states that the duties and responsibilities of teachers include three aspects, namely teachers as teachers, teachers as mentors, and teachers as administrators. Teachers as teachers, emphasize more on the task of planning and implementing teaching. Teachers in this task are required to have a set of knowledge and technical skills to manage the class, in addition to mastering the knowledge or material to be taught (Nidawati, 2020). Managing the classroom is not only the teacher arranging student seating when in class but also includes managing student behavior, planning systematic learning in order to create an effective learning atmosphere for students so as to build student learning readiness (Fitriana et al., 2024). In classroom management the teacher carries out a process or stages of activities starting from planning, implementing and evaluating so that what the teacher does is a whole and interrelated unit (Eliningsih, 2021). A teacher is expected to be able to handle problems that cause the class to not be conducive, so they must pay attention to the elements of classroom management when building a good class (Salmiah et al., 2021). Building classroom management means about teachers who are able to manage and utilize all the potential that exists to be used optimally such as the use of media, infrastructure in the classroom so that the learning process runs effectively and fun (Habbah & Husna, 2024). The learning process carried out by teachers and students in the classroom plays a very important role in achieving learning objectives (Furoida & Abdullah, 2023)

The impact of classroom management is very important for learning effectiveness, therefore it is important for teachers to master classroom management skills so that the desired learning outcomes can be achieved optimally. The desired results of the learning process, of course, there are several things that need to be considered by educators, one of which is learning methods because teachers influence student learning situations so

that learning outcomes can be achieved properly. A simple example when having the ability to manage the class well, students will be more interested in participating in learning. Therefore, a classroom management strategy is needed that is in accordance with the learning being carried out such as preventive and repressive actions that are implemented in public and private schools. In implementing this strategy, the teacher becomes the main role in the success of good classroom management because the key to preventive and repressive actions is that the teacher can master the classroom situation. For example, when the cultural background, parenting and individual characteristics of students are different in one scope, the teacher must also be able to understand this matter.

Previous studies tend to emphasize preventive action over repressive action. Studies such as those conducted by Hadi (2023) show that preventive actions in classroom management, such as creating and maintaining optimal learning conditions, are effective in preventing behaviors that disrupt learning activities. Meanwhile, repressive measures are often considered as secondary measures that are only used if preventive measures fail. Research on repressive measures is less frequent or often only discussed as part of broader classroom management strategies, without in-depth exploration of their long-term effectiveness. However, some research suggests that repressive measures applied educationally and in balance with preventive strategies may yield better results in permanently changing student behavior. For example, a study that examined teachers' efforts in conducting repressive measures and behavior modification in low-grade students in Surakarta conducted by Fitriani (2024) found that the right repressive approach can help restore optimal learning conditions. Therefore, there is still a research gap regarding how repressive strategies can be optimized without hindering students' learning process. Further research is needed to explore the implementation of effective repressive measures and their impact on student learning outcomes.

The expected situation does not always go according to the reality that occurs. Teachers in the scope of Islamic Religious Education who teach, especially Islamic Cultural History subjects, often face various complex challenges. Especially what happens at MAN Kota Palangka Raya which has implemented an independent curriculum, there are several obstacles that still need to be overcome related to managing the class which in general students consider bored when the teacher only delivers through the lecture method so that students prefer to talk or do other activities outside the learning process. Poor classroom management makes the classroom atmosphere not run smoothly so that teachers need to take action in order to manage the class optimally (Rukhaiyah et al., 2023). The factors that cause difficulties faced by teachers in classroom management consist of teacher factors, student factors and facility factors (Afianti et al., 2020). Many studies show that teachers often lack adequate basic teaching skills, such as the ability to manage classes, explain material effectively, and facilitate discussions (Abdullah et al., 2024). The interaction between teachers with students and learning resources in a learning environment is very important (Salamah, 2022). A good teaching process can be realized if the teacher delivers the material well using the right methods and media, is able to manage a good class and mutual interaction between teachers and students (Tanjung & Namora, 2022).

Based on preliminary observations on Tuesday, May 14, 2024 which researchers conducted, there were teachers who taught Islamic Cultural History lessons still found shortcomings in implementing effective classroom management. There are several classroom management problems experienced, especially those in class XI-D that need to be overcome by the teacher, such as the habit of students being late for class when the teacher is already in the classroom, then when the teacher explains the material there are still students who are busy joking with their friends so that it makes the classroom

situation less conducive. Although there are still difficulties, they can still be corrected by the teacher's skills in managing the classroom in the form of preventive and repressive actions. As a first step of the teacher's ability to manage the class from repressive actions that are usually carried out by Islamic Cultural History teachers at MAN Kota Palangka Raya against students who are often late entering the class, including giving warnings then finding solutions so that these students are not late as a preventive measure. However, it is not fully effective because it is found that there are still students who repeat their actions so that teachers need to find solutions and optimize classroom management skills using preventive and repressive actions from existing problems.

This study aims to identify how the preventive and repressive actions of Islamic Cultural History teachers in managing classes at MAN Kota Palangka Raya. Therefore, researchers want to dig deeper into the preventive and repressive actions of Islamic Cultural History teachers in managing classes at MAN Kota Palangka Raya.

Methods

This research was conducted at MAN Kota Palangka Raya in September-November 2024. The research approach used in this research is qualitative research with descriptive type. Descriptive data is in the form of written or oral data that can be observed through people and behavior. Qualitative data is data in the form of words, sentences, narratives, gestures, facial expressions, charts, images, and photographs. Qualitative research is research that explores the meaning or value behind something that appears and is described and discussed using words or sentences and does not use statistical formulas. The subject of this research amounted to one Islamic Culture History teacher of MAN Kota Palangka Raya who was determined using purposive sampling technique. Informants in this study are the head of the madrasa or deputy to the madrasa and students. The data collection techniques that researchers use are interviews, observations and documentation regarding the teacher's ability to manage the classroom. The data analysis used by researchers is the Miles and Huberman interactive analysis model which involves four stages, namely data collection, data reduction, data presentation, and conclusion drawing.

Results and Discussion

1. Teacher's Ability to Manage Class

Teacher ability is a set of skills or teacher proficiency in training and guiding a person's activities and experiences and helping him develop and adjust to the environment (Fatoni & Anam, 2020). According to Andriyani (2022) some of the basic teaching skills that must be mastered by teachers are eight, but in this study the focus is on the teacher's skills in managing the classroom. Classroom management is various types of activities deliberately carried out by the teacher with the aim of creating and maintaining optimal conditions for the learning process to occur (Budiya, 2021). In general, classroom management aims to create a comfortable classroom atmosphere where learning activities take place. Thus, these activities will be able to run effectively and purposefully so that the predetermined learning objectives can be achieved.

In implementing classroom management skills, it is necessary to pay attention to the skill components related to creating and maintaining optimal learning conditions related to the teacher's ability to take initiative and control learning. Creating a fair, pleasant, and conducive environment for learning, teachers can prevent discipline problems before they arise and provide appropriate corrective action when needed (Kuanine et al., 2023). Managing the classroom is one of the skills that teachers must have in understanding, diagnosing, deciding and the ability to act towards improving the

dynamic classroom atmosphere (Hidayat et al., 2020). Managing the classroom is not only the teacher arranging student seating when in class but also includes managing student behavior, planning systematic learning in order to create an effective learning atmosphere for students so as to build student learning readiness. As for the actions carried out in managing the class to achieve the set learning objectives namely through the planning, implementation and evaluation stages (Ahmadi & Lestari, 2023).

Based on observations made by researchers on October 1, 2024 during the learning process conducted by Mrs. Haisusyi in the subject of Islamic Cultural History in class XI-D, the room looks neat, such as the arrangement of student tables and chairs in accordance with their places, light and air circulation are also good so as to make classroom conditions ready to be used for the learning process. After all students entered, the teacher immediately opened the teaching and learning activities by saying greetings with a loud voice and the students answered excitedly. Furthermore, the teacher provides motivation to students and asks how they are so that it shows a good attachment relationship between students and teachers. If the Islamic Cultural History teacher at MAN Kota Palangka Raya is absent, the teacher usually leaves the assignment to the picket teacher for the students to do during the class time so that the class remains conducive.

2. Effectiveness of Teacher's Preventive Measures in Classroom Management

Preventive action is an effort made by teachers to prevent disruptions in learning (Solkanuddin et al., 2020). The effectiveness of preventive actions taken by teachers is proven to be effective in creating a conducive learning environment. Teachers who apply clear rules and build active student engagement report reduced disruptions during the learning process. This can be seen from the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher, when she provides preventive measures such as clear rules for students and building positive relationships with students, it will reduce disruptive behavior in the classroom so that when learning activities take place it will remain conducive (Interview, September 30, 2024)

This is reinforced by Gilang as a student of class XI-D, who stated that Mrs. Haisusyi always provides preventive measures to students so that learning activities can run smoothly. Mrs. Haisusyi also always builds a positive relationship with us as students such as giving praise or appreciation for good behavior (Interview, October 7, 2024)

Preventive strategies in classroom management have proven effective in creating a conducive learning environment. Teachers who implement clear rules and build active student engagement report reduced disruptions during the learning process. Based on an interview with a secondary school teacher, she stated that preventive actions such as building positive relationships with students and rewarding good behavior can significantly reduce disruptive behavior in the classroom. The teacher also emphasized that proactive measures are more effective in maintaining classroom order compared to corrective measures taken after the disruption has occurred. The results show that the preventive measures implemented by teachers include:

a. Careful Learning Planning

Teachers develop clear lesson plans with varied methods to keep students focused and motivated (Faradila, 2024). Teachers prepare teaching modules for each meeting with methods that are appropriate to the material being taught. This is in accordance with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher, I always compile teaching modules to determine objectives, methods and variations in learning according to student needs. I also conduct an initial assessment to see the extent of student's knowledge of the material to be taught. I can do the initial assessment orally and in writing. This can help me to develop a lesson plan and determine which method is right for students (Interview, September 30, 2024).

This is reinforced by Mr. Miftah as the deputy head of madrasah in the field of curriculum stated that the teaching modules made by teachers are in accordance with the curriculum and teachers are free to use any methods, strategies and variations according to student needs (Interview, October 7, 2024).

Teachers apply various efforts to make careful lesson planning, namely by compiling modules and planning initial assessments to measure and determine student needs. Lesson planning plays a very important role in improving the quality of teaching (Nadlir et al., 2024).

b. Class Rule Making

Teachers together with students set class rules from the beginning to create a conducive learning environment (Asmadawati, 2024). Making class rules is useful for creating a disciplined learning environment so that students feel comfortable and learning activities can run smoothly. This is in accordance with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher stated that at the start of the new semester, I usually often make rules in the classroom, these rules apply when learning activities take place. I make these rules so that the process of learning activities can run properly, so there is an agreement between me and the students that I will teach before entering the initial learning material (Interview, September 30, 2024)

This is reinforced by Gilang as a student of class XI-D stated that Mrs. Haisusyi made several rules in the classroom, so we made an agreement before starting the lesson (Interview, October 7, 2024)

Based on analysis of the interviews above, teachers make class rules that have a positive impact on the course of learning activities. In the world of education, the application of class rules is a crucial aspect in creating a conducive learning environment (Masfufah et al., 2023). Class rules are not just rules that limit students' movements, but as guidelines for creating an orderly and effective learning atmosphere.

c. Application of Interactive Learning Methods

Teachers use discussion-based learning strategies, group work, and technology to increase student participation. In accordance with the learning applied by Mrs. Haisusyi, she usually invites students to watch the material being taught so as to build students' enthusiasm to listen, especially during the afternoon lesson. This is in accordance with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher usually use several learning strategies and media to overcome student boredom and boredom in the afternoon hours. Moreover, Islamic Cultural History material is a lot about stories and history that has happened, so if it is only explained, it will certainly make students bored. One example that I apply is like discussing in groups and watching videos and movies related to learning material (Interview, September 30, 2024)

This is reinforced by Gilang as a student of class XI-D, who stated that Mrs. Haisusyi applies several teaching methods such as group discussions. However, if we feel bored, Mrs. Haisusyi usually invites us to watch videos related to the learning material (Interview, October 7, 2024)

Based on analysis of the interview above, the application of interactive learning methods carried out by the teacher is able to keep students focused and build students' enthusiasm for listening to learning materials, thus making the class conducive. This can be seen from the changes in students who were initially bored and sleepy when participating in daytime learning to become enthusiastic and focused in paying attention to the material being taught. Existence of learning motivation in students, there will be an urge to take actions related to achieving learning goals (Suparman & Junaidin, 2023).

d. Responsiveness

The teacher demonstrates presence with students by paying attention to their activities, reprimanding when necessary, and responding quickly to classroom disruptions. During the learning process Mrs. Haisusyi can recognize the signs of students who have difficulty concentrating on classroom distractions. This is in accordance with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher can recognize the signs of students who have difficulty concentrating in class through observing their behavior, such as daydreaming, restlessness, and slow in completing tasks. So, I overcome it with preventive measures, namely approaching students personally, creating a comfortable learning environment and doing ice breaking (Interview, September 30, 2024)

This is reinforced by Keyla, a student of class XI-D, who stated that Mrs. Haisusyi is always responsive if there is noise in the classroom and disrupts learning activities, so usually Mrs. Haisusyi immediately reprimands and approaches students personally so that the class conditions remain orderly and conducive so that we students can stay focused on learning. In addition, the mother also often plays games or ice breaking in between teaching if we look bored in participating in learning (Interview, October 7, 2024)

Based on analysis of the interview above, the Islamic cultural history teacher has a high responsiveness to his students. The teacher immediately responds if there are things that interfere with the learning process. The responsive attitude possessed by the teacher is very important because it is through this responsive attitude that the teacher is able to react to the behavior carried out by students. By having a good responsive attitude by the teacher, the teacher will know the involvement or non-involvement of students in activities that occur in the classroom. Through the responsive attitude possessed by the teacher, it will make students feel enthusiastic in learning activities.

e. Dividing Attention

Teachers are able to manage various activities in the classroom simultaneously, giving attention to all students both visually and verbally. Usually teachers divide attention to students by communicating regularly to all students to build attachment during the learning process (Sulthoni & Pernawati, 2024). This is in accordance with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher divide my attention by recognizing the needs of each student, both through observation and communication. When teaching, I make sure all students are engaged by approaching them, giving clear instructions, and adjusting learning methods. If there are students who understand the material quickly, I provide additional challenges, while those who need more help I guide specifically. I also use technology and various learning resources so that all students can follow the lesson in the way that suits them best. Most importantly, I create an inclusive classroom environment where every student feels supported and cared for (Interview, September 30, 2024)

This is reinforced by Mr. Miftah as Deputy Head of Madrasah, who stated that the school always supports learning activities in the classroom by providing several facilities that support teachers so that all students can take part in learning activities in the most appropriate way for students (Interview, October 7, 2024)

Based on interview analysis above, the teacher's ability to divide attention is good. This is because the teacher has a professional attitude so that he is able to control the class through the distribution of attention to student behavior, the teacher is able to share attention through providing eye contact with students and providing explanations, questions, and comments to students. Teachers are able to apply these skills well because teachers always try to be good facilitators in the classroom so that learning activities can take place optimally. All forms of reactions carried out by teachers will affect the learning climate, teachers are required to be able to be balanced in dividing attention while in the classroom both to positive student behavior and negative behavior.

f. Focusing Group Attention

The teacher maintains students' participation by giving clear instructions, reminding tasks, and reinforcing positive behavior. During group learning, the teacher goes around and makes sure each group understands the instructions. This is in accordance with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher ensure that all study groups remain focused by giving clear instructions before starting the task, reminding them of the learning objectives, and dividing the roles in the group so that all students are involved. During the discussion, I circulate around to observe, give direction if needed, and make sure every member contributes. In addition, I use positive reinforcement techniques, such as praise or appreciation for groups that work well. If anyone started to get out of focus, I reminded them immediately in a way that did not disrupt the dynamics of the class (Interview, September 30, 2024)

This is reinforced by Keyla as a student of class XI-D stated that Mrs. Haisusyi when the group discussion took place went around to each group to monitor, observe, and provide direction. So that we feel we are still focused on the group discussion learning process. If someone is noisy, she immediately reprimands the student (Interview, October 7, 2024)

Based on analysis of the interview above, the ability to focus group attention possessed by the Islamic cultural history teacher is good. This is because the teacher is able to direct students to be able to complete group assignments well, the teacher conditions the class before the material is delivered, and the teacher always instills a sense of responsibility in students. Before the learning activity takes place the teacher also carries out the activity of focusing the attention of students so that learning activities can start well. Focusing the attention of the group is very necessary to keep students focused on following the lesson and the behavior of students can be controlled. Focusing attention is one of the teacher's efforts in providing reinforcement of the material presented.

3. Effectiveness of Teacher's Repressive Action in Classroom Management

Repressive actions are taken when classroom disruptions have occurred (Paramaswasti et al., 2023). Their effectiveness depends on how they are applied. Teachers who use repressive approaches, such as verbal reprimands or academic consequences, report that they can control student behavior in the short term. However, their impact in the long term is debatable. Repressive approaches can instill discipline and a sense of responsibility in students, especially if they are consistent and fair. However, there are also those who feel that this kind of action can create fear and reduce students' motivation to learn. This is in line with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher, I have applied a repressive approach in the classroom, such as giving a stern warning or academic sanctions for students who break the rules. In the short term, this method is indeed effective in maintaining order. However, I realized that some students became more closed and less willing to ask questions. Therefore, I began to combine the disciplinary approach with a more positive approach, such as building better communication with students and rewarding them for changes in their behavior (Interview, September 30, 2024)

The interviewed teacher explained that measures such as verbal reprimands or academic consequences can help control student behavior in the short term. However, she also stated that punishments that are not accompanied by an educative approach tend to only provide temporary compliance. In her opinion, repressive measures combined with reflection and guidance are more effective in helping students understand the consequences of their behavior. Repressive approaches may still be necessary in certain situations, but their effectiveness will be maximized when combined with a more supportive and understanding-based approach to student needs. Based on the results of the study, the repressive actions applied by teachers include:

a. Verbal Warning

Teachers give verbal reprimands in a way that does not demean students to maintain discipline, for example, such as students being late for class, disturbing friends or making noise in class. This is in line with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher, I give verbal reprimands in a calm tone and polite language, focusing on behavior, not on the student's personality. I clearly mention the mistakes made without embarrassing them in front of their friends. If possible, I approach the student and speak privately so that they feel valued. In addition, I use facial expressions and eye contact that are firm but still show concern. If the behavior repeats, I remind in a more serious way, but still within educational limits. With this approach, discipline is maintained without making students feel demeaned (Interview, September 30, 2024)

This is reinforced by Keyla as a student of class XI-D stated that Mrs. Haisusyi when verbally reprimanding always reprimands firmly but does not demean or yell at students. In addition, Mrs. Haisusyi can also use a personal approach so as not to embarrass students in front of other friends (Interview, October 7, 2024)

Based on analysis of the interviews above, the Islamic cultural history teacher has given verbal reprimands well, namely by not yelling and not demeaning students who violate the rules and disrupt the learning process but still firm so that students can introspect themselves that they made a mistake. This has an impact on the effectiveness of students in receiving the material taught because the learning process is not interrupted. Students also feel that they are not demeaned and humiliated by the teacher if they are reprimanded nicely.

b. Educational Sanctions

Teachers apply consequences according to the level of offense, such as additional assignments or written reflections. In giving this sanction, the teacher sees the level of the student's offense, for example talking to a classmate when the teacher is explaining, the teacher automatically gives a reprimand to be able to focus on listening to the explanation. This is in line with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher I apply consequences according to the level of offense in a fair and educational way. For minor offenses, such as not focusing or talking while the teacher is explaining, I

usually give a verbal warning or reminder for them to return to the lesson. If the offense is repeated, I ask students to do a written reflection, where they write down the reasons for their behavior and how to improve it. For more serious offenses, such as not doing assignments or disturbing friends, I give consequences in the form of additional assignments that are still related to the learning material. If the problem persists, I discuss privately with the student, involve parents, or work with the homeroom teacher and school counseling guidance teacher to make the solution more effective. Most importantly, every consequence is given with the aim of educating, not just punishing (Interview, September 30, 2024)

Based on analysis of the interviews above, the provision of educational sanctions by the Islamic cultural history teacher is in accordance with the level of student violations. The provision of educational sanctions is expected to improve student behavior. This is in accordance with the opinion of Hasan & Rusydiana (2018) the purpose of educational sanctions is to provide education to students who violate and deterrent effect so that they do not commit the offense again.

c. Individualized Approach

Teachers approach problematic students personally to understand the causes of their behavior and provide appropriate solutions. Through a personal approach, problematic students will be more open to the teacher and have a sense of trust to tell about the problems they face and the teacher will also find it easier to overcome and find solutions to these student problems (Hamdanah et al., 2024). This is in line with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher, I approach students with problems in a calm and non-judgmental way. I usually invite them to talk privately at the right time, for example after class or when the atmosphere is more conducive. In the conversation, I try to build trust by listening without immediately blaming, while asking what they feel and what causes their behavior. After understanding the situation, I help students find appropriate solutions, for example by providing additional support in learning, offering further guidance, or inviting them to reflect on their actions. If needed, I also work with the homeroom teacher, counseling teacher, or parents to find the best approach. The aim is for students to feel supported and motivated to improve their behavior, rather than feeling punished or shunned (Interview, September 30, 2024)

Based on the analysis of the interviews above, the Islamic Cultural History teacher takes repressive action in the form of an individual approach to students by building attachment and good relationships so that students can share the problems they face at school with the teacher without feeling judged. Thus the teacher can overcome and find the right solution to the student's problem by coordinating with the school and parents if necessary. The individualized approach is also an important part of the teacher's mastery of classroom management.

d. Behavior Modification

Teachers analyze and modify student behavior by systematically applying reinforcement strategies. Students behaving like this usually need more attention so that teachers can find out the core of the problems faced by their students. This is in line with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher, I identify inappropriate student behavior in class by observing their behavior patterns, such as often disturbing friends, not paying attention to the lesson, or not following the agreed rules. If the behavior is repeated and disrupts the learning process, I find out the cause by approaching the student personally or communicating with the

homeroom teacher and parents. I use several strategies to change students' negative behavior into positive behavior without disrupting the classroom dynamics. First, I provide examples and positive reinforcement by praising and giving appreciation to students who show good attitudes, so that other students are motivated to imitate. Second, I apply a preventive approach by creating clear and consistent classroom rules and reminding students of the consequences of their actions. If there are students who behave negatively, I reprimand them in a calm manner and do not embarrass them in front of their peers. Third, I try to understand the cause of the behavior by approaching the students personally and offering appropriate solutions, such as giving more interesting assignments or special roles that make them feel more valued. If necessary, I work with the homeroom teacher, counseling guidance teacher, or parents to ensure that the behavior change can be effective (Interview, September 30, 2024)

This is reinforced by Mr. Miftah as the deputy head of the madrasa in the field of curriculum at MAN Kota Palangka Raya, who stated that if the level of student violations is severe and it is deemed sufficient to summon parents then this can be done, but previously it will be resolved first from the subject teacher, homeroom teacher to counseling guidance teacher. So that changes in student behavior can lead to a positive direction (Interview, October 7, 2024)

Based on the results of the analysis of the interview above, the actions taken by the teacher in modifying student behavior by reminding as a first step, but if it is not heard then by reprimanding and warning the student concerned personally without making the student feel embarrassed in front of his friends. However, if this also still does not make the student's behavior change, the final action is to coordinate with the counseling guidance teacher.

e. Group Problem Solving Approach

Teachers can handle conflicts between students in the study group that can disrupt the learning process. Teachers can organize variations of learning with friends so that students can learn together in groups. This is in line with the following statement:

According to Mrs. Haisusyî as the Islamic Cultural History teacher, conflicts in study groups are natural. Differences of opinion or communication problems can trigger friction. As a teacher, I try to first understand the root of the problem by listening to all parties. Then, I facilitate open discussions where students can express their opinions without fear. I act as a neutral mediator, helping them find solutions together. I also teach conflict resolution skills, such as effective communication and mutual respect. The goal is for students to learn to solve problems constructively. In addition, I create a positive classroom atmosphere where all students feel comfortable and valued. In essence, I don't just want the conflict to be resolved, but I also want students to learn and grow from the experience. They learn to respect differences, work together, and solve problems well (Interview, September 30, 2024)

Based on the results of the interview analysis above, the Islamic cultural history teacher in the group problem solving approach often places himself as a facilitator so that when there are differences of opinion, the teacher becomes a neutral mediator for problem solving. In this way the teacher can find out the problems and overcome them in a group.

f. Finding and Solving Behavioral Problems

The teacher identifies the root cause of the student's behavior and looks for appropriate solutions so that the behavior does not recur. In situations like this, teachers can also collaborate with counseling guidance teachers and fellow subject teachers as well as the student's homeroom teacher. This is in line with the following statement:

According to Ibu Haisusyi as the Islamic Cultural History teacher, she identifies the root causes of students' behavior problems by consistently observing their behavior patterns and finding out the causes through a personal approach. I usually invite students to talk casually outside of class hours to understand how they feel and the factors that influence their behavior, such as learning difficulties, personal problems, or lack of motivation. If needed, I also coordinate with homeroom teachers, counselors, or parents to get a more complete picture. After finding the root of the problem, I look for the right solution by adjusting the approach according to the student's needs. For example, if the student has difficulty understanding the material, I provide additional guidance. If the cause is an emotional issue, I provide moral support and build a more positive relationship. I also implement strategies such as positive reinforcement, additional responsibility, or written reflection so that the student understands the impact of his behavior and is motivated to change. Most importantly, I make sure the solutions provided are educational and help students develop, not just punitive (Interview, September 30, 2024)

Based on the results of the analysis of the interviews above, the Islamic Cultural History teacher in taking action in finding and solving behavioral problems by inviting problematic students so that they can find out the root of the problem, then the teacher can find the right solution to overcome problems such as learning difficulties, personal problems or so on so that the teacher can direct these students to behave more positively.

4. Challenges in Implementing the Preventive and Repressive Approach

Although preventive and repressive strategies have their benefits, teachers face some challenges in implementing them. This is consistent with the following statement:

According to Mrs. Haisusyi as the Islamic Cultural History teacher, one of the biggest challenges is getting support from students and parents. There are students who reject the rules applied, even showing a challenging attitude. On the other hand, there are also parents who do not always support school discipline measures. In addition, balancing preventive and repressive strategies in a class with a large number of students is also a challenge (Interview, September 30, 2024)

Based on the analysis of the interview results above, one of the main challenges mentioned by the teacher is that the teacher's authority is sometimes questioned by students and parents, especially in a school environment that emphasizes student freedom. She revealed that she sometimes faced difficulties in implementing discipline rules due to resistance from students or lack of support from parents. Student resistance to the rules implemented in the classroom is often an obstacle to effective classroom management. The teacher explained that some students show resistance to the rules by ignoring instructions or showing a defiant attitude. In this situation, she tries to find a more persuasive approach so that students can better accept the rules given. In addition, parental influence is also an important factor in the successful implementation of classroom management strategies. In some cases, parents do not always support the discipline policies implemented by the school, especially if they feel that the measures taken are too harsh on their children. The teacher revealed that she had faced challenges in communicating with parents who felt that their children should not get certain consequences, which could ultimately undermine the effectiveness of classroom management strategies. The teacher also mentioned that preventive strategies require a lot of time and consistency to be effective, while repressive strategies risk reducing learning motivation if not applied wisely. In a school environment with a large number of students, she often finds it difficult to divide attention and balance these two

approaches. In terms of choosing the second strategy approach, the Islamic cultural history teacher has the following opinion:

According to Mrs. Haisusy as the Islamic Cultural History teacher, prefers preventive strategies because the impact is more positive in the long run. Students become more disciplined without feeling pressured. However, if the situation cannot be controlled with a preventive approach, I still have to apply repressive measures that are firm, but still educational (Interview, September 30, 2024)

Based on the results of the interview above, the interviewed teacher stated that she prefers preventive strategies over repressive strategies because of their more positive impact on the learning atmosphere. She revealed that the preventive approach helps build good relationships with students and create a more harmonious learning environment. However, she also recognizes that in certain situations, repressive measures are still needed to overcome disruptions that hinder learning.

Conclusion

Based on the results of the study, it can be concluded that the ability of Islamic Cultural History teachers at MAN Kota Palangka Raya in managing the class is very influential on the effectiveness of learning. This can be proven by seeing changes in student behavior that show better behavior after the teacher applies preventive and repressive actions in Islamic Cultural History subjects such as reprimanding students when they do not pay attention to the teacher explaining, giving warnings when there are given assignments to be collected on time, making class rules during Islamic Cultural History subjects and teachers can overcome problems in the classroom when they occur such as giving educational sanctions to students who commit violations so that learning objectives can be achieved optimally. A balance between preventive and repressive measures is essential in creating an effective learning environment. Effective implementation of preventive measures can promote positive discipline in the classroom, create good relationships between teachers and students, and increase learning motivation. Meanwhile, repressive measures applied with a thoughtful approach can help students understand the consequences of their behavior without feeling excessively punished. Thus, the teacher's ability in classroom management is needed to create a conducive learning atmosphere.

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