

 — FAI UNISMUH MAKASSAR —	International Conference on Actual Islamic Studies		
	Vol. 4, No. 1,	12/04/2026	e-ISSN: 2988-7925

Pengaruh Manajemen Kelas Terhadap Motivasi Belajar Siswa dalam Pendidikan Agama Islam di SD IT Al-Kautsar Cikarang Kabupaten Bekasi

*The Influence of Classroom Management on Student Learning Motivation in
Islamic Religious Education at Al-Kautsar Islamic Elementary School,
Cikarang, Bekasi Regency*

Harun Eriswandi, Pauzan Haryono^{1,2}

Universitas Islam 45 Bekasi | email haruneriswandikiranaakmal@gmail.com

Universitas Islam 45 Bekasi | email pauzanharyono@unismabekasi.ac.id

Abstrak

Kata Kunci:
 classroom
 management,
 learning
 motivation, Islamic
 Religious
 Education,
 instructional
 strategy,
 elementary
 education

Penelitian ini mengkaji pengaruh manajemen kelas terhadap motivasi belajar siswa dalam konteks pembelajaran Pendidikan Agama Islam (PAI). Penelitian ini didasarkan pada pemahaman bahwa manajemen kelas yang efektif sangat penting dalam menciptakan lingkungan belajar yang kondusif, khususnya dalam pendidikan agama yang mencakup aspek kognitif, afektif, dan spiritual. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif-korelasional. Data dikumpulkan melalui observasi kelas, angket motivasi belajar siswa, serta wawancara dengan guru PAI dan siswa kelas atas (kelas V dan VI) di SDIT Al-Kautsar Cikarang, Kabupaten Bekasi. Hasil penelitian menunjukkan adanya korelasi positif yang signifikan antara praktik manajemen kelas yang efektif dengan meningkatnya motivasi belajar siswa dalam pembelajaran PAI. Faktor utama yang berkontribusi meliputi penataan fisik kelas yang baik dan bernuansa religius, penerapan disiplin positif yang berlandaskan nilai-nilai Islam, serta pengembangan hubungan yang suportif antara guru dan siswa. Hasil ini menunjukkan bahwa manajemen kelas yang baik tidak hanya mendukung aspek teknis pembelajaran, tetapi juga berperan penting dalam menumbuhkan motivasi intrinsik dan keterlibatan religius siswa.

Abstract

Keywords: classroom management, learning motivation, Islamic Religious Education, instructional strategy, elementary education

The present study investigates the impact of classroom management on students' learning motivation within the context of Islamic Religious Education (IRE). Recognizing that effective classroom management is essential in fostering a conducive learning environment, particularly in religious education which encompasses cognitive, affective, and spiritual dimensions, this research adopts a quantitative approach using a descriptive-correlational design. Data were collected through classroom observations, student motivation questionnaires, and interviews with IRE teachers and upper elementary school students (grades V and VI) at SDIT Al-Kautsar Cikarang, Bekasi Regency. The findings reveal a significant positive correlation between effective classroom management practices and enhanced student motivation in IRE learning. Key contributing factors include well-organized and religiously contextualized physical classroom settings, the implementation of positive discipline rooted in Islamic values, and the development of supportive teacher–student relationships. These results suggest that sound classroom management not only facilitates the technical aspects of instruction but also plays a pivotal role in cultivating students' intrinsic motivation and religious engagement.

INTRODUCTION

In the world of modern education, classroom management plays a very important role. important in determine quality process Study teach. A class A well-organized environment is not only a place for the transfer of knowledge, but also a space for the growth of positive interactions, character, and a learning culture. In the context of primary to secondary education, especially in the subject of Education In Islamic Religion (PAI), classroom management has greater urgency. This Because PIE No only

focus on delivery material in a way cognitive,

but Also in the formation values spiritual, morals, and social Which rooted in Islamic teachings.

PAI aims to form students who are not only intellectually intelligent, but Also own morals glorious, faith Which sturdy, as well as attitude living in harmony with Islamic principles. Therefore, an orderly, safe, and religious classroom environment is a primary requirement to support the achievement of these goals. Effective classroom management can create a

pleasant learning climate, provide space for active student participation, and encourage the growth of a religious spirit. Teachers who are able to manage their classrooms effectively Good will more easy implant values Islam, Because message The morals conveyed are not hindered by behavioral disturbances or non-conductive classroom situations.

On the other hand, poor classroom management can be a major obstacle in the learning process, especially in Islamic Religious Education which demands the internalization of values. in class Can result in student feel No comfortable, lack of focus, or even feel stressed in a way psychological. In condition like That, Students tend to be passive, unenthusiastic, and experience a decrease in enthusiasm for learning. If matter This left alone protracted, so No only aspect academic Which affected, but Also formation character student as personal Muslim Which completely. Students can lose their way in understanding Islamic values and lack the motivation to practice them in their daily lives.

Low learning motivation is one of the real impacts of management. class Which ignored. Whereas motivation is foundation important in learning, specifically in education religion Which emphasize awareness inner and practice of values. Without strong motivation, students will only learn as a formality, attending lessons merely to fulfill an obligation without any involvement.

heart And thought. By because That, strengthening management class is

A must in effort increase quality learning Education Islamic religion and achieving national education goals holistically.

STUDY LITERATURE

Classroom management in the context of education has been discussed by many experts. Burden and Cooper (2014) state that classroom management is a series of teacher activities in creating and maintaining optimal learning conditions. In the context of Islamic Religious Education, classroom management encompasses the spiritual and moral nuances that are built. Teacher. Motivation Study according to Maslow (1987) is encouragement internal and external in self student. In learning PIE, motivation Study No This not only encompasses the achievement of grades but also the practice of Islamic values. Ahmad (2018), Siti (2020), and Latifah (2022) demonstrated that classroom management significantly influences student enthusiasm and participation in religious learning.

METHOD

In educational research, a quantitative approach is often used to systematically and objectively examine the relationships between variables. According to Sugiyono (2017), approach quantitative is method Which used For research a specific population or sample by collecting data using

research instruments, Then analyzed in a way statistics For test hypothesis Which has established. Research This in a way special use type study descriptive correlational, namely a method that aims to determine the extent of the relationship between two variables, without manipulating the variables.

The focus of this research is to determine the effect of classroom management (as the independent variable) on student learning motivation (as the dependent variable) in Islamic Religious Education (PAI). Therefore, a correlational design is used. viewed most appropriate For answer formulation problem submitted .

This research was conducted at S DIT Al-Kautsar, Cikarang Pusat, Bekasi Regency, as a research location that was chosen purposively because the school's characteristics align with the focus of the study, namely the implementation of Islamic values-based classroom management and intensive Islamic Religious Education (PAI) learning. The subjects in this study were fifth and sixth grade students and Islamic Religious Education teachers.

The data collection techniques in this study included several instruments. First, classroom observations were conducted to directly determine how classroom management strategies were implemented by teachers during the Islamic Religious Education (PAI) learning process. Second, a learning motivation scale questionnaire was administered to

students to measure their motivation levels based on indicators such as interest, persistence, attention, and religious values in learning. The questionnaire was designed based on the learning motivation theory developed by McClelland and Maslow. Third, semi-structured interviews were conducted with Islamic Religious Education (PAI) teachers to explore their experiences, obstacles, and strategies used in managing the classroom and fostering student learning motivation.

Data Which has collected Then analyzed use technique Pearson Product Moment correlation analysis. This technique was chosen because it can measure the strength and direction of the linear relationship between two quantitative variables. The results of this analysis are expected to provide a valid and reliable picture of the extent of the correlation. influence management class to motivation Study student in Islamic Religious Education learning.

DISCUSSION

STRATEGY 1: Arrangement Physique Class Which Comfortable And Religious

The physical arrangement of a classroom is a basic yet vital element in creating a conducive learning environment. A good physical environment can provide comfort, a sense of security, and visual stimulation that encourages student motivation to learn. In Islamic Religious Education (PAI) learning, the arrangement room class Which religious And inspiring

become important, Because can creating a spiritual atmosphere that supports the process of internalizing Islamic values .

According to theory environment Study from Weinstein & Mignano, room class A well-organized, clean, and aesthetically pleasing environment can increase student engagement and minimize learning disruptions. that, in Islamic educational approach, atmosphere Study Which full calm And cleanliness is reflection the values that taught Prophet Muhammad May Allah bless him Alaihi Peace be upon you, like importance cleanliness (tahārah) and comfort in seeking knowledge.

In SDIT Al-Kautsar, strategy management physique class implemented in a way optimal. The teacher arranges the seating in a flexible formation depending on the activity, ensuring lighting and ventilation adequate, as well as displaying quotes verses Al- Qur'an And hadith in wall class as reminder moral daily. Corner class It's designed as an "Islamic corner" filled with religious books, prayer schedules, daily motivational boards, and short prayers that are regularly updated. This environment not only fosters enthusiasm for learning but also reinforces the Islamic nuances that are integrated into daily learning activities.

Results observation show that student become more feel at home is at in class and showed high enthusiasm when the Islamic Religious Education lesson began. They felt that the classroom was not just a place to sit and

study, but also a spiritual space where they could get to know each other. And love values religion. Teachers also involve student in maintaining the cleanliness and tidiness of the classroom, which is part of character learning in Islam.

From an educational psychology perspective, a positive learning environment has an impact direct on improvement focus, comfort emotional, And Student engagement. This is supported by Maslow's theory, which states that the need for safety and comfort is the foundation of the hierarchy of needs before students can achieve self-actualization, including in terms of learning motivation.

Thus, a classroom environment that is not only clean and organized but also has an Islamic nuance contributes significantly to increasing student motivation in Islamic Religious Education (PAI) lessons. This supportive atmosphere become medium Which effective for Teacher For convey values religious education in a more touching and integrated way with students' daily lives.

STRATEGY 2: Discipline Positive And Rule Class Islamic

Discipline is Wrong One component important in management class which serves to create order, discipline, and a conducive learning environment. In the context of Islamic Religious Education (PAI), classroom discipline is not only about enforcing

rules but also serves as a means of internalizing Islamic values into students' daily behavior. Teachers play a central role in building a positive culture of discipline through an approach aligned with Islamic principles.

The implementation of positive discipline based on Islamic values in the classroom is carried out by, among other things, getting students used to saying hello when entering the classroom, maintaining good manners. speak, prioritize permission before speak, as well as show attitude Be polite to teachers and peers. Teachers' exemplary Islamic morals are one of the most effective strategies for developing students' disciplined character while still feeling valued and supported. Teachers are not only instructors but also murabbi (educators who provide spiritual and moral guidance).

This approach is also reinforced by the use of the taushiyah method, which provides gentle and soothing advice when reprimanding students who commit violations. Compared to coercive or humiliating punishments, approach sermon more effective in awaken students' self-awareness and fostering a desire to improve behavior voluntarily. This in accordance with theory behavioristic Which state that behavior man

can be formed through the provision of positive stimuli, but in the Islamic context these stimuli are framed with the values of faith and compassion.

The results of observations at SDIT Al-Kautsar show that students who are involved in rule formation class together Teacher show attitude more They are responsible for their own behavior. Teachers provide an understanding that classroom rules are not a burden, but rather a form of devotion to God through orderly and polite behavior. This strategy has a significant impact on learning motivation. student, Because student feel own control on action they as well as feel emotionally and spiritually valued. Thus, the application of positive discipline based on mark Islamic No only repair behavior, but Also increase self-motivation in learning.

Matter This in line with view Sardiman Which state that Learning motivation is influenced not only by external factors such as rewards and punishments, but also by the emotional experiences and meaning students receive during the learning process. When classroom rules are linked to Islamic values and conveyed through a spiritual approach, students obey not simply out of fear but because they understand the values they embody.

Thus, this strategy strengthens the argument that good classroom management in Islamic Religious Education (PAI) learning must consider the spiritual and emotional dimensions of students. Discipline is no longer merely a means of control, but rather part of a profound and ongoing process of Islamic character education.

Strategy 3: Strengthening Interaction Teacher-Student in Learning PIE

Interaction between Teacher And student is foundation important in Creating a meaningful and sustainable learning process. In Islamic Religious Education (PAI) learning, this interaction is not merely formal and instructional, but also reflects spiritual values and moral role models. Which become core from education Islam. Teacher as educator No only delivering material, but also being a role model (uswah hasanah) who directly influences students' attitudes and behavior.

According to the humanistic theory developed by Carl Rogers, warm, empathetic, and accepting interpersonal relationships (unconditional positive regard) between teachers and students can increase student motivation and engagement in learning. In the context of Islamic Religious Education (PAI), this is further strengthened by Islamic values emphasizing the importance of etiquette, respect for teachers, and compassion in the educational process.

At SDIT Al-Kautsar, strengthening teacher-student relationships is achieved through various strategies. Teachers are not only present as instructors in the classroom, but also involve self in religious activities like prayer congregational prayer, spiritual guidance, and Islamic discussions outside of class hours. Through this personal approach, students feel more valued and

understood, making it easier to be open and enthusiastic about learning.

For example, in one of the Islamic Religious Education activities, the teacher opened a discussion about the students' religious experiences at home, such as how they perform prayers. or help people old fast. This activity create an atmosphere Positive emotional connection and strengthening the bond between teacher and student. Observations show that students who are close to their teachers tend to be more active in asking questions, answering questions, and expressing opinions during lessons .

This strengthening of relationships also impacts students' intrinsic motivation. Students perceive religious learning as more than just an obligation, but also part of the process of growing into a good Muslim. This aligns with Ryan and Deci's Self-Determination Theory, which states that intrinsic motivation grows when someone feels valued, has autonomy, and experiences meaningful social connections within their learning environment.

Furthermore, teachers who are able to set moral examples (uswah) will have a long-term influence on the lives of their students. This exemplary behavior emerges not only from words, but especially from the teacher's actual attitudes and behaviors. life daily. With thus, strengthening interaction teacher-student in Islamic Religious Education learning, it has been proven effective in

increasing learning motivation and forming a stronger religious character in students.

Conclusion

Based on the research results and discussions that have been conducted, it can be concluded that classroom management has a significant influence on students' learning motivation in Islamic Religious Education (PAI) subjects. class Which Good No only functioning For create order and comfort during the learning process, but also becomes a strategic tool in building a religious, enjoyable, and meaningful learning environment for students.

Three strategy main Which proven effective in increase motivation Study students are:

1. Arrangement physique class Which clean, organized, And filled nuances Islamic able to create a spiritual atmosphere that encourages comfort and enthusiasm for learning.
2. The implementation of positive discipline and classroom rules based on Islamic values provides a sense of moral responsibility and strengthens students' affective involvement in the learning process.
3. Strengthening warm, open, and exemplary teacher-student interactions makes Teacher as figure central Which motivating student in a way emotional and spiritual.

Third strategy the contribute in form motivation Study which is not only external (such as following orders), but also develops into intrinsic motivation, namely the drive from within the student to learn and practice. values religion in life daily. With thus, management class Which effective in context learning PIE No only impact on success academic student, but Also on formation character Islamic holistic .

Results study This expected can become reference for for Teacher, especially Islamic Religious Education teachers, in evaluating and designing more appropriate classroom management strategies, touching on the affective and spiritual aspects of students, and in line with the overall goals of Islamic education.

BIBLIOGRAPHY

- Ahmad, R. (2018). Management Class And Its influence to Motivation Study. *Journal of Islamic Education*, 10(1), 45–59.
- Siti, L. (2020). Strategy Teacher PIE in Increase Motivation Student. *Journal Education*, 9(2), 112–125.
- Latifah, N. (2022). Connection Interaction Teacher And Student in Learning PIE. *Islamic Education*, 8(1), 77–90.
- Burden, P. R., & Cooper, J. M. (2014). *Classroom Management: Creating a Successful K-12 Learning Community*. Pearson Education.
- Maslow, A. H. (1987). *Motivation and Personality*. Harper & Row.
- One, H. B. (2011). *Theory Motivation And The measurement*. Jakarta: Earth Aksara.
- Sugiyono. (2017).

- Educational Research Methods.
Bandung: Alfabeta.
- Mulyasa, E. (2009). Management And
Leadership Head School. Jakarta:
Earth Aksara. Hamzah, BU (2014).
Motivation Theory and Its
Measurement. Jakarta:
- RajaGrafindo Persada. Sardiman,
AM (2018). Interaction and
Motivation in Teaching and
Learning. Jakarta: Rajawali Pers.