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## CLASSROOM MANAGEMENT IN INCREASING STUDENTS' INTEREST IN LEARNING AT MADRASAH ALIYAH AL-MUKHLISHIN BATU BARA

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### Abstract

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Classroom management encompasses all teacher actions that aim to establish and maintain optimal conditions for teaching and learning, thereby increasing student engagement in the educational process. This study used qualitative research in a descriptive format, focusing on homeroom teachers and grade X students as subjects. Data collection strategies included observation, interviews and documentation. The study findings show that classroom management strategies to increase student engagement involve careful preparation of educational resources, including lesson plans, using diverse teaching methods, and connecting students with real-world experiences to make learning fun rather than boring. The implementation of classroom management to increase students' interest in learning involves teachers using diverse teaching methods, continuously refining appropriate learning models and being prepared to help students, thereby promoting increased student engagement and optimising educational outcomes. Constraints and challenges in classroom management that affect student engagement in learning occur during the last hour of teaching and during key discussions or material that students find challenging. In addition, the limited provision of resources exacerbates the decline in students' interest in learning.

**Keywords:** Classroom Management; Improvement Learning; Interest

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### INTRODUCTION

Learning is an individual's effort to achieve overall behavioural change, which is the result of personal experience in interacting with the environment (Slameto, 2013). The learning process includes several components, including educators, students, learning materials, learning duration, and learning location (Afriza, 2013; Zaki, Al-Qadri, & Akmalia, 2022). According to Adam and Decey in *Basic Principles of Student Teaching*, the responsibilities of educators in the teaching and learning process include teaching, leading the class, guiding, managing the environment, participating, facilitating, planning, supervising, motivating, and counselling. In the context of education, an instructor will face a lot of diversity. This diversity includes variations in cultural background, race, ethnicity, religion, gender, socioeconomic status, and more. Given this diversity of backgrounds, students need to take care to foster a conducive learning environment. This is the obligation of an educator (Yuliani, 2014).

Classroom management aims to foster an active, inventive, creative, effective, and fun learning experience (Erwinsyah, 2017). Therefore, educators must utilise learning innovations in the classroom and have the ability to supervise their classes to ensure a successful learning experience. The teacher's capacity to control the classroom will affect students' learning behaviour (Fadla, Akmalia, Hasri, Putri, & Situmorang, 2022). Student learning activities are equally important in improving the quality of education. When children are engaged in physical activity, their spirits are energised. Students are expected to fully articulate their abilities; thus, they should be given the opportunity to do so independently, according to their aspirations and talents. Being physically active refers to students engaging in various activities associated with physical exertion, including playing, working, conducting experiments, writing and other similar activities. Psychic/mental activity refers to the extent to which students utilise their cognitive abilities during the learning process, including decision-making, analysis and problem-solving (Nurdin, 2008).

Furthermore, to create a learning environment conducive to student activity, several factors must be carefully studied and organised by educators. The physical condition of the classroom and all related facilities. A conducive and pleasant classroom environment can be achieved if educators effectively set the learning atmosphere, prepare students for learning, and use teaching aids. Syaiful Bahri Djamarah states that classroom management is the teacher's ability to create and maintain an ideal learning environment and restore it if there is a disturbance during the teaching and learning process (Djamarah, 2008). Effective classroom management promotes a conducive learning environment that enhances student engagement, thus encouraging more active learning (Afriza, 2013). Classroom management encompasses the establishment of an effective learning environment, incorporating tactics used by educators to foster an enjoyable and productive classroom experience. Effective learning environment strategies include not only the prevention and management of misbehaviour but also the efficient utilisation of class time, the establishment of a supportive atmosphere, and the implementation of activities that stimulate students' intelligence and creativity (Darmadi, 2015).

Classroom management is a deliberate attempt to structure the educational process to run systematically. These deliberate efforts focus on the preparation for learning, the organisation of teaching facilities and aids, the layout of space for learning, the establishment of an environment and conditions conducive to the educational process, and effective time management, which ensure the smooth implementation of the learning process and the achievement of curriculum objectives (Terry, 2003). Effective learning occurs when all components operate cohesively, students feel happy and satisfied with the results achieved, and there are adequate facilities, materials, methods, and educators (Akmalia & Kurnia, 2021). Classroom management significantly affects the quality of learning activities by effectively organising the classroom environment, ensuring that students feel comfortable and engaged in the educational process. As a result, educators anticipate high quality student learning, including the achievement of optimal outcomes, in addition to the effective and appropriate implementation of learning activities.

The author's observations show that Madrasah Aliyah Al-Mukhlishin faces several problems: teachers fail to establish or enforce classroom order through discipline, which requires creating a conducive learning environment in accordance with established guidelines. Furthermore, educators must effectively plan and implement quality learning strategies, encourage desirable student behaviour while minimising undesirable behaviour, and foster a well-organised classroom structure. Utilising classroom management allows educators to establish conducive learning environments and group dynamics, facilitate optimal student development, reduce various barriers to effective

learning interactions, and increase student engagement in the learning process. Educators should have the ability to create an optimal environment for teaching and learning. Classrooms should effectively support students in improving their skills to facilitate their learning activities. Effective classroom management can overcome barriers that hinder interaction in the teaching and learning process. Assist students in acquiring knowledge systematically. A structured classroom environment is the aspiration of every educator.

## **METHODS**

This research uses qualitative methodology. Sugiyono (2017) asserts that qualitative research methods are based on positivist philosophy and are used to investigate natural phenomena, with researchers as the main source of information. Positivism assumes that reality, symptoms, and phenomena can be classified, relatively stable, real, observable, and the relationship between symptoms is causal. The researcher described the classroom management methods used to increase student engagement in learning at Madrasah Aliyah Al-Mukhlishin. This research aims to explain the characteristics and relationships between the phenomena under study. (Sukardi, 2003) argues that descriptive technique is a research approach that aims to describe and interpret things as they are. The researcher presents an outline of the implementation of classroom management that aims to increase student involvement in learning at Madrasah Aliyah Al-Mukhlishin.

## **RESULTS & DISCUSSION**

### ***Results***

#### **Classroom Management Strategies in Increasing Student Learning Interest at Madrasah Aliyah Al-Mukhlishin**

The researcher will ask a number of pre-prepared questions to ascertain the effectiveness of classroom management methods in increasing students' interest in learning at Madrasah Aliyah Al-Mukhlishin. The initial questions related to the documents submitted to the homeroom teacher of class X at Madrasah Aliyah Al-Mukhlishin, specifically how to approach building an appropriate teaching and learning environment. The response from the homeroom teacher was as follows:

"Making the classroom a pleasant place in accordance with the lesson plan, choosing the right learning model so that learning objectives can be achieved and the best learning outcomes can be achieved, and paying attention to things that affect the teaching and learning environment. Planning and guiding students in a better direction and inspiring them to be more interested in learning is important. Teachers should be able to inspire their students when teaching so that students can better understand what is being taught. Students should also be placed in classes based on their intellectual and emotional development".

Furthermore, regarding the use of school resources and in overcoming problems in the classroom. He revealed that:

"Direct people to use the facilities at a certain time or whenever needed. Always take care of items or facilities in the right way to prevent things that can damage or disrupt them. Regular maintenance should also be done on the facilities to ensure the items remain in good condition and function properly. This is done to help students learn more effectively. There are three ways of teaching in the classroom: the first is to make sure you have everything you need, such as lesson plans, media, and other things. The second is to try different ways of teaching, and the third is to connect the subject to real life to make it more fun".

The researcher also asked students similar questions about how to make students more interested in learning. The truth obtained based on the interview results is:

"Pay attention to the layout of the classroom; arrange the chairs according to the learning model used, and don't group students in different groups. Make the classroom a good place to learn so that the process is easy and fun, and make sure the teacher always gets students excited about learning from the start".

The second question asked about what the homeroom teacher does to keep the class under control. The student revealed:

"Making the classroom a fun place, trying to stop students' bad behaviour, enforcing rules, fostering unity between teachers and students, and dealing with teaching problems in the classroom. Teachers can arrange chairs and desks in a way that makes it easy for everyone, including students, to learn. In this way, everyone can feel relaxed while learning, and the facilities can be used according to the needs of all students".

Furthermore, interviews were conducted with students regarding how homeroom teachers deal with problem students, students explained as follows:

"When a student makes a mistake, the teacher is firm, calls the student to the office, gives appropriate punishment, tells the student not to do it again, and gives extra attention by trying to find out why the student is having problems".

The next question about children's desire to learn was also asked to the homeroom teacher. The following is the result of the interview:

"To get kids more interested in learning, you have to meet them where they are and make sure the classroom is a fun place to be. And using different and non-constant ways of learning that go along with what is being taught so that students don't get bored and are interested in what they are learning".

Furthermore, the teacher also revealed how a teacher can pay more attention to his children to make them more interested in learning. The following answers were given:

"Giving extra attention to children, encouraging them, giving advice, helping them overcome problems, and making them more interested in learning. To help students learn, teachers need to involve them in the learning process, give them enough tasks, and explain things clearly. They should also pay attention to the interests of each student".

Conversely, when children are not interested in learning, teachers do the following trick:

"Talk to the child or contact him directly. Then, find out or ask what is happening to the child, both inside and outside of school. Finally, provide the child with motivation, solutions, help or support".

The last question was about difficulties in getting children interested in learning. What was done was:

"Students who don't want to learn, aren't motivated, or don't know what their goals are are some examples of students with problems. The child does not want to learn, and there are people in the child's family who do not care about their education".

The researcher also asked students the same question about how much interest they have in learning. The students' expressions included.

"Improving the learning environment by adjusting to students' needs and knowing students' interests, encouraging students in learning, and rewarding students who are active in learning".

As for how homeroom teachers pay attention to their students so that they want to study harder, homeroom teacher XI revealed that:

"Get to know each student individually, make sure there is harmony between teachers and students, and give students a reason to want to learn. Teachers should also get used to shaking hands with students and not be afraid to greet them first and treat them as equals".

Regarding dealing with children who do not want to learn, the teacher revealed:

"Teachers provide guidance and encourage students to cultivate a passion for learning, offer personalised attention and inquire about the challenges students face".

### **Implementation of Classroom Management in Increasing Student Learning Interest at Madrasah Aliyah Al-Mukhlishin**

To find out the effect of classroom management on increasing students' interest in learning at Madrasah Aliyah Al-Mukhlishin, researchers will ask questions to the homeroom teacher X. related to what strategies will be used to increase student motivation and foster interest in learning. The homeroom teacher revealed that:

"Using a variety of pedagogical approaches and educational activities, facilitating the achievement of student learning

goals, providing assistance for academic success, recognising student achievement, and fostering a supportive and enthusiastic classroom environment as an educator".

Regarding teachers' difficulties in fostering interest in the subject by:  
"Implementing weekly assessments to assess the level of knowledge of the material taught and connecting the content of the lesson to diverse real-world facts, thus increasing the engagement and challenge of teaching and learning activities".

In the implementation of learning, teachers implement strategies to improve and stimulate student learning outcomes through learning models, including:

"We will continue to develop customised learning models for students, consistently evaluate the effectiveness of existing models, and implement innovations to better accommodate students' needs".

Regarding increasing student motivation, teachers also use strategies to inspire students, such as:

"Students should understand the benefits and goals of education, including the benefits of mastering a subject, engaging in a variety of activities, fostering a relaxed and fun learning environment, offering rewards, communicating assessment criteria, providing constructive feedback, and fostering a competitive atmosphere".

As for the difficulties faced by homeroom teachers in encouraging students to be actively involved in the subject matter, this is by:

"Educators engage in discussions on learning materials and their practical applications to enhance the learning experience, making it more interesting and fun, thus fostering greater student enthusiasm. In addition, instructors provide weekly assessments to ensure students remain diligent in their studies. Educators apply various learning models to prevent monotony, which can make learning boring. These various approaches foster students' enthusiasm for the lessons, thereby improving learning outcomes".

### **Constraints and Classroom Management Efforts in Increasing Student Learning Interest at Madrasah Aliyah Al-Mukhlishin**

To investigate the challenges and classroom management strategies in improving student engagement in learning at Madrasah Aliyah Al-Mukhlishin. The researcher asked the homeroom teacher of Grade X at Madrasah Aliyah Al-Mukhlishin, regarding the challenges faced in classroom management, the teacher explained that:

"Indeed, in the last hour of the educational process, student engagement diminishes when faced with discussion topics or lesson problems that are difficult to understand. Students exhibit deviant behaviour and show a lack of awareness of their responsibilities and rights as members of the class".

In the teaching and learning process, every teacher must have encountered problems in the classroom. As for what the teacher does in reducing problems when managing the class, it is as stated as follows:

"Classroom management refers to the efforts made by educators to create optimal conditions for the proper implementation of the teaching and learning process, which can include corrective action. Preventive action involves creating an optimal physical and social-emotional environment to ensure students feel safe and comfortable".

For strategies that can be done to increase student engagement in learning, the homeroom teacher of class X revealed that:

"Focusing on developing an engaging classroom, offering guidance, stimulating interest in education, facilitating opportunities for clarification on misunderstood topics, empowering students to make decisions, fostering a conducive learning environment, changing the educational climate, and demonstrating enthusiasm".

The researcher asked about the challenges faced by educators from Madrasah Aliyah Al-Mukhlishin students. The response was:

"Educators focus on their students, offer guidance and encouragement to foster enthusiasm for learning, allocate time for discussion on subjects that are unclear, and foster a more interesting and enjoyable educational environment".

As for educators' efforts to increase students' involvement in learning, they use various methods such as:

"A variety of educational models, capable educators, a conducive learning environment, and the creation of a positive classroom atmosphere (relaxed but serious) are very important to encourage effective communication between students and between students and teachers. In a relaxed, serious, fun and safe classroom atmosphere, students can engage in focused learning, so that they can effectively absorb the material delivered by the teacher in accordance with the established curriculum".

In this case the teacher always supervises his students, in accordance with the results of the interview which revealed that:

"Managing the classroom effectively to ensure the achievement of learning objectives, allowing teachers to distinguish between active and passive students, foster self-discipline, and provide guidance tailored to the diverse social, economic, cultural backgrounds and individual traits of students".

The researcher asked similar questions to Madrasah Aliyah Al-Mukhlishin students regarding initiatives taken by educators to increase student engagement in learning. The responses given by the students included:

"Educators use a variety of pedagogical techniques to create a classroom environment that is comfortable, fun, relaxed, yet still maintains a serious tone. Educators consistently provide encouragement at the beginning of each lesson and also adapt to understand all students".

### ***Discussion***

The results show that homeroom teachers manage the classroom effectively to increase students' enthusiasm in learning. Homeroom teachers are highly knowledgeable, professional and diligent in fulfilling their responsibilities. The Class X management strategies implemented by homeroom teachers involve careful preparation of all educational resources in the form of lesson plans, using diverse teaching methods, and engaging students in real-world experiences to ensure that learning is fun rather than boring, thus facilitating the achievement of educational goals (Mulyani, 2015). Teachers create a supportive and pleasant classroom environment and utilise all available school resources according to students' needs while ensuring their well-being. Teachers can increase students' enthusiasm in learning by playing the role of facilitators who fulfil all students' needs throughout the educational process.

Educators focus on increasing students' engagement in learning by offering guidance and encouragement at the beginning and end of lessons, while also finding solutions to challenges faced by their students. In addition, for students who show reduced interest in learning, teachers can address this by providing individualised attention by actively engaging students and finding solutions to increase their motivation to learn. Educators face challenges in engaging students in learning, namely students' lack of interest, motivation and goals to achieve (Darmadi, 2015). The explanation above shows that the classroom management method used by the homeroom teacher of Madrasah Aliyah Al-Mukhlisin X is very effective in increasing student involvement in learning. The homeroom teacher is very dynamic and innovative, and is able to overcome challenges in classroom management to increase student engagement in learning.

Based on the research findings, it was established that the homeroom teacher of Grade X at Madrasah Aliyah Al-Mukhlisin successfully used classroom management strategies to increase students' interest in learning. In addition, she utilises a variety of approaches to better engage students in the educational process. At Madrasah Aliyah Al-Mukhlisin, teachers use a variety of teaching methods and regularly update learning models accordingly. This ensures that they are ready to assist students in increasing their engagement and achieving optimal academic results. The aim is to increase students' enthusiasm in learning. In addition, instructors conduct tests every week to determine students' level of mastery of the educational material. Homeroom teachers have utilised a number of different tactics, and as a result, there has been a marked increase in the level of student participation in the learning process.

The results also show that teachers experience obstacles in classroom management related to efforts to increase class X students' interest in learning during the last lesson hours, as well as when the material or subject matter is considered difficult by students. In addition, teachers are constrained by the limited media available so that student interest in learning decreases. With various efforts made, the homeroom teacher of class X was able to overcome the obstacles faced. The efforts made by teachers in dealing with these obstacles are to arouse students' interest in learning through the application of various learning models, the provision of learning media, and efforts to create a comfortable and attractive classroom atmosphere for students. In addition, teachers always manage the

class as effectively as possible, condition students, and utilise school facilities according to student needs. This makes students' enthusiasm for learning continue to grow.

## CONCLUSION

From the research conducted at Madrasah Aliyah Al-Mukhlishin on classroom management and its effect on student learning motivation, it can be concluded as follows: 1) In order for learning to be interesting and effective, teachers must make detailed lesson plans, include all necessary resources, use a variety of teaching strategies, and connect classroom material to students' daily lives. 2) Using a variety of teaching methods, continuously developing appropriate learning models, and being ready to help students, are ways classroom management can be implemented to arouse students' interest in learning and maximise learning outcomes. 3) Students' learning interest declines as classroom management seeks to increase it in the last hours of learning, when students find the discussion and material difficult, and when accessible media is limited.

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