

The impact of good classroom management on students' attitudes in Islamic Religious Education learning

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ABSTRACT

Islamic educational philosophy plays a central role in shaping the character of Islamic boarding school students amid the complex challenges of the modern era, such as globalization, technological advances, and moral crises. This article aims to examine how basic concepts in Islamic educational philosophy can be used as a foundation for shaping the character of Islamic boarding school students to be noble, competitive, and relevant to the times. This research uses a qualitative method with a library research approach and descriptive-analytical analysis. Data was collected from classical and contemporary literature discussing Islamic educational philosophy, the values of tawhid, akhlak, and the integration of religious knowledge and science. The results of the study indicate that Islamic education based on philosophy emphasizes three main aspects: tauhid as a spiritual foundation, akhlak as a moral foundation, and knowledge as a means of social transformation. Additionally, Islamic boarding schools as educational institutions hold a strategic position in instilling these values through role modeling, habit formation, and a supportive environment. This study emphasizes the need for a holistic and adaptive educational approach so that pesantren education can produce students who are not only religious but also responsive to global challenges. This article contributes theoretically to the development of a character education model based on Islamic philosophy, while also advocating for the revitalization of the pesantren education system to remain contextual and transformative.

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1. INTRODUCTION

Islamic Religious Education is a conscious effort to guide the formation of students' character in a planned and practical manner, so that they live in accordance with Islamic teachings, ultimately bringing happiness in this world and the hereafter (Hamdi et al., 2024; Lapasere et al., 2025). Education is a continuous effort and process in instilling educational values between teachers and students, with good morals as the ultimate goal (Fathoni et al., 2024; Salamah et al., 2025; Yanto et al., 2025). The application of Islamic values in thoughts, feelings, soul, harmony, and balance is its main characteristic.

Islamic Religious Education teachers play a supportive role in helping students develop their character. In addition to being knowledge providers, teachers also function as educators who support students in developing the moral, ethical, and religious values necessary to become individuals as expected (Chande, 2023; Suwendi et al., 2024). Teachers, as classroom managers, have a very important role, namely planning activities to be carried out in the classroom. They are also responsible for implementing the planned activities together with the students (Riinawati et al., 2024; Widarko, 2023). Additionally, teachers must make decisions regarding the strategies to be used in various classroom activities. They also need to determine alternative solutions to overcome various obstacles and challenges that arise. Classroom management is essentially the primary responsibility of a teacher in utilizing and organizing everything that occurs during learning activities (Fauziah et al., 2025; Wahib, 2025).

Discipline in learning is a learning condition formed through a process of a series of individual and group attitudes and behaviors that reflect values such as obedience, compliance, loyalty, regularity, and order (Hasanah et al., 2024; Wahib, 2025; Widiawati & Firman, 2025). Discipline in learning is one of the important factors that can determine a person's success in achieving their goals. (Aulia et al., 2025) From this interpretation, it can be concluded that having discipline in learning can help students control themselves from distractions or obstacles during the learning process and can increase student participation in learning activities more optimally.

Monitoring the learning process of students is a means of supporting oneself, preventing and resolving problems related to learning, and striving to create a comfortable, safe, and conducive atmosphere in learning activities so that students can access the specified methods (Fatimah et al., 2023; Murni et al., 2024).

As outlined by Tuo, T in (Asyari et al., 2024), the role of learning is as follows: Learning is achieved through self-awareness that encourages students to succeed in learning. If the learning process does not run smoothly, then learning activities in the classroom will become less efficient. The learning process supports students in achieving peace of mind. This aligns with parents' expectations for students to apply learning, ethics, and life values so that students can develop into individuals of good character and responsibility (Lapasere et al., 2025; Syukur et al., 2024). Learning serves as the foundation for achieving academic success and a bright future for students. Therefore, what is the value of implementing various rules and adhering to them in the teaching-learning process

Every school generally has rules or regulations that must be followed by all students. Some examples of these rules include: class start times, dress code, break times, and homework assignments (Aziz et al., 2025). Additionally, there are guidelines that must be followed and

prohibitions that must be avoided by students during the learning process in the classroom. Therefore, it is important to instill, emphasize, and continuously improve student learning outcomes during the educational process.

Strengthening learning and teaching attitudes in the educational environment should begin at the elementary school level. The success of humanities education at that time becomes the foundation for strengthening students' character at higher levels of education and in social life as a whole (Adela & Ritonga, 2023; Ikhwan et al., 2025; Rekan et al., 2025). Therefore, elementary schools play a very important role in the success of the current project. It is important for schools to engage in self-development. Without discipline, schools become places where various conflicts arise, and chaos becomes an unavoidable consequence. It is hoped that through improved leadership styles, a generation of intelligent, educated, and well-informed young people will emerge in society (Latipah, 2024; Rahmat et al., 2025; Rofiudin et al., 2025).

Numerous studies have found beneficial outcomes from the implementation of humanistic learning programs in schools, including improved academic performance, reduced rates of suspension and dropout, and decreased risky behavior among students (Raikhan, 2024; Sukenti et al., 2024; Wahib, 2025). These results indicate that schools implementing human learning programs are successful in promoting disciplined behavior (Marhumah et al., 2025), increasing student attendance, reducing dropout rates, and decreasing violence, bullying, and escalation of issues. The learning process of students. Success in school

However, in practice, many teachers still face challenges in classroom management, especially when dealing with diverse student characters and backgrounds. If the classroom is not well-managed, the learning process tends to become inefficient. An unsupportive environment and the achievement of religious education learning objectives to shape good behavior will be difficult to realize. Therefore, it is important to conduct a thorough analysis of how effective classroom management can directly influence students' attitudes toward Islamic Religious Education learning.

The formation of student discipline in schools requires a number of strategies, including the application of sanctions, strict enforcement of rules, and group counseling to improve discipline (Nasution et al., 2025) as well as providing discipline training to foster student motivation to learn (Hatija et al., 2025). Various aspects need to be fulfilled to support all needs and shape students' disciplinary attitudes in boarding schools so that they can become a useful generation in society. The success or failure in shaping students' discipline in boarding schools greatly depends on the active role played by school administrators. The carefulness of school administrators in carrying out their responsibilities will lead to positive results in the development of students' disciplinary attitudes (Widiawati & Firman, 2025; Zainuddin et al., 2025).

Considering the background described above, the development of students' disciplinary attitudes at school is closely related to the rules, values, and norms that apply at the school. However, research discussing the formation of students' disciplinary attitudes at school based on existing rules and the active role of school administrators in conducting regular supervision is still rarely discussed. Therefore, the researcher is interested in continuing research on methods of forming discipline and patterns of student discipline in carrying out daily activities at school.

2. METHODS

This study was conducted using a descriptive qualitative approach with library research, namely reviewing theories, previous research results, and relevant literature. This method was chosen because the objective of the study was to theoretically analyze various concepts from previous research findings, as well as relevant scientific literature on classroom management and its impact on students' attitudes in the context of Islamic Religious Education.

The main instruments in this study were analytical note-taking and literature evaluation sheets, which were used to classify, assess the relevance, and filter the content of the selected literature sources. Data validity was maintained through source triangulation techniques, which involved comparing findings from various different references to ensure consistency of information.

Data collection techniques were conducted through documentation and recording of the content of written sources that had been critically reviewed. Subsequently, data analysis techniques used a content analysis approach, where the researcher carefully read each source, identified main themes, categorized the content, and synthesized various perspectives and relevant study results. The collected data were analyzed thematically to find patterns of relationships between classroom management variables and the formation of student attitudes in Islamic Religious Education learning (Creswell & Poth, 2016).

The purpose of this study is to explain and analyze the relationship between good classroom management and student discipline in the context of Islamic Religious Education learning, as well as to provide recommendations to teachers to be more aware of the importance of classroom management strategies that support religious education goals.

3. FINDINGS AND DISCUSSION

A strategy is a comprehensive plan that combines all resources and capabilities with long-term goals to achieve competitive advantage. As stated by (Greene et al., 2004), strategies can easily help us determine the direction of our search. According to (Hunger & Wheelen, 1996), a strategy is a series of managerial decisions and actions that influence a school's long-term performance. From this understanding, it can be concluded that a strategy is a process of setting the direction taken by an organization to achieve its goals. With a strategy, an organization can gain a strong position in its field of work.

The results of the study on good classroom management and its impact on students' attitudes toward Islamic Education learning are as follows:

Table 1. Summary of Strategy and Classroom Management Findings

No.	Aspect	Description
1	Definition of Strategy	-A strategy is a comprehensive plan that combines all resources and capabilities with long-term goals to achieve competitive advantage.
2	Scholars' Views on Strategy	-Strategy helps determine the direction of action or search. -Strategy is a series of managerial decisions and actions influencing an organization's long-term performance.
3	Conclusion about Strategy	-Strategy is a process of setting an organization's direction to achieve goals and gain a strong position in its field.

4	Findings on Classroom Management	-Classroom management greatly impacts students' attitudes toward Islamic Education learning.
4.1	Planning Stage	- Teachers plan classroom management by: 1) Preparing teaching materials 2) Checking student attendance 3) Maintaining classroom cleanliness 4) Arranging seating and duty rosters 5) Keeping student records and classroom rules. Includes organizing facilities, learning activities, and student management.
4.2	Implementation Stage	- Classroom management aims to create a safe and comfortable environment, fostering positive relationships among students and teachers. Steps include management, record-keeping, and documentation. Regular recording simplifies supervision and data collection.
5	Wiyani's (2013) Principles of Effective Classroom Management	1-Warmth and Enthusiasm – Teachers should be friendly and enthusiastic, making learning more enjoyable. 2. Challenges – Provide tasks and activities that stimulate curiosity and motivation. 3. Variety – Use diverse teaching styles, intonation, gestures, and media to prevent boredom. 4. Flexibility – Adapt teaching methods to student needs and class conditions; avoid monotony. 5. Focus on Positive Aspects – Emphasize positive student behaviors through support and encouragement. 6. Positive Outlook and Feedback – Praise and belief from teachers boost student confidence. 7. Instilling Discipline – Develop students' self-discipline; teachers act as role models by demonstrating punctuality, neatness, proper communication, and responsibility.

First, teachers always plan classroom management during the learning process. A teacher's responsibilities in classroom management include: 1) preparing teaching materials, 2) checking and reviewing the attendance list of students, 3) maintaining classroom cleanliness, 4) arranging seating plans, duty rosters, student attendance records, student books, and classroom rules. Administrative implementation, Classroom management planning carried out by teachers includes arranging facilities, organizing learning activities, and managing students and educational plans (Azizah et al., 2025; Supriyanto et al., 2025).

Second, Classroom Management plays a crucial role in enhancing the learning process. Begin the learning process in the classroom by creating a safe and comfortable environment to facilitate participation in the learning process, fostering good relationships among students and between students and the teacher. Classroom Management Strategies In implementation, there are steps involved, including: management, record-keeping, and document storage. Effective planning and organization will streamline the management process. Recording must be done regularly and on time to make supervision and data collection easier (Muluk & Dahliana, 2024).

According to Wiyani (2013: 73), there are six principles that teachers need to understand in implementing effective classroom management, as follows. First, a warm and enthusiastic attitude;

all students will enjoy participating in classroom learning activities if their teachers show a warm and enthusiastic attitude toward them. Materials that are considered difficult by some people can become easier for students if the teacher shows a friendly and enthusiastic attitude towards them. Warmth in classroom management means an attitude full of enthusiasm and affection towards students. Meanwhile, enthusiasm in classroom management refers to a positive and enthusiastic attitude in the learning process (Tajuddin et al., 2025).

Next, challenges; every student tends to like various challenges that can trigger their curiosity. Teachers can provide a variety of challenges by utilizing words, behavior, teaching methods, and lesson materials that are specifically designed to challenge students. The ability of educators to provide challenges to students can increase their motivation to learn, thereby reducing the likelihood of inappropriate behavior.

Third, variety; In classroom learning activities, diversity in teaching methods is very important because it can prevent boredom and monotony. Variations in teaching styles, such as differences in voice intonation, body movements, facial expressions, positions when teaching in class, and the selection of teaching methods and media are also very important. In front of students, these variations are seen as positive and dynamic, enthusiastic, enjoyable, and all closely related to achieving optimal learning outcomes.

Fourth, flexibility; in the context of classroom management, flexibility refers to the ability of teachers to adapt teaching methods to the needs of students and classroom situations in order to prevent potential disruptions in the learning process and to create a conducive and effective learning environment. Often, teachers complain about students who are restless, noisy, sleepy, or even frequently absent from class. Of course, a wise teacher should not simply punish students after blaming them. Teachers need to reflect on the teaching methods they have been using, as their teaching process tends to be monotonous.

Fifth, focus on positive aspects; Focusing on positive aspects involves the teacher's attention to students' positive behavior. This emphasis can be achieved by providing positive support and increasing the teacher's awareness to avoid mistakes that may hinder the teaching and learning process.

Sixth, in addition to good feedback, a teacher's positive outlook is also crucial. Many students gain confidence in their performance and abilities thanks to the praise given by their teachers. A teacher's positive outlook can be interpreted as a belief in their students.

Seventh, instilling discipline; The primary goal of classroom management is for students to develop self-discipline, thereby creating a conducive learning environment in the classroom. Therefore, it is hoped that teachers can motivate their students to practice discipline and serve as examples in self-control and fulfilling responsibilities. Teachers need to be role models for their students by demonstrating positive behavior, both in the classroom, at school, and in the community. For example, a teacher enters the classroom on time, dresses neatly, does not wear excessive accessories, communicates using proper language, drives in accordance with traffic regulations, and so on.

Teachers have the function of designing the learning process in classroom management, as organizers, as motivators of learning, and also as supervisors of learning. The teacher's function as a learning designer includes arranging the classroom, seating arrangements, organizing the learning area, and beautifying the classroom. Meanwhile, the role as an organizer involves teachers in

building organizational structures, scheduling tasks, and creating study groups for students (Sitepu et al., 2025). Additionally, in their role as motivators, teachers inspire students by giving applause, praise, sharing stories, and engaging in icebreaker activities.

The discipline of students is developed in schools as educational institutions that implement certain policies in the form of rules and regulations. Every student is expected to behave in accordance with the rules that apply in their school. According to Tulus Tuu (in Sa'adah, 2017), discipline means order and obedience in controlling behavior, as well as training to improve attitudes in order to enhance mental quality.

To form more orderly and obedient individuals, the application of punishment is necessary. Sanctions are imposed to guide or correct behavior. Discipline can also be interpreted as the systematic and gradual process of shaping a child's character and mindset. This will make the child an individual who can control themselves and be beneficial to society (Ikhwan et al., 2025; Susanto et al., 2023). Discipline has characteristics that are guiding and create an environment and conditions that support student development and compliance. This situation will make students obedient in following existing rules, thereby encouraging the development of awareness of disciplinary attitudes.

Foucault explains that discipline is the ability acquired to train individuals to become part of a society that is obedient and behaves in accordance with prevailing norms (Sholikhah, 2015). By habituating orderly and disciplined behavior, such attitudes will be instilled in students so that they can behave similarly in society. Various factors influence the development of students' disciplinary attitudes in boarding schools. One important factor is the active role and supervision of the teachers in guiding and instilling applicable values and norms. In practice, educators must strive to understand each student well. The goal is for the process of instilling values in students to occur naturally through student awareness. In the process of disciplining, it is necessary to develop good behavior in students.

Behavior development is an effort made by schools to enforce discipline among students. This process aims to help students interact more effectively in their social environment. Behavioral development is chosen as a method to influence and shape students' interaction attitudes. Behavioral development practices may include punishments that produce a deterrent effect and indirect disciplinary processes for students (Daheri et al., 2022).

Foucault also outlined a disciplinary mechanism called the Panopticon. Panopticism is a surveillance model that can be realized through strict and disciplined methods or tools, such as those designed by J. Bentham with architectural concepts. The Panopticon is one example of a modern surveillance system in a school environment. In the learning process at school, the Panopticon mechanism can facilitate teachers in monitoring their students' activities (Fernando & Zumratun, 2025; Tsani et al., 2024). There are various forms of Panopticon systems, including registration systems, recording reports of student violations, the use of uniforms in accordance with applicable regulations, compliance with rules and regulations, and the establishment of strict schedules.

The various activities and learning experiences planned at school will create patterns of behavior and discipline among students. Michel Foucault's panopticon theory is applied in this study to show how student discipline is formed through surveillance by school administrators. The disciplinary mechanisms described by Foucault regarding the imposition of punishment and

enforcement of existing rules can show how students' disciplinary attitudes in boarding schools are formed. Furthermore, with the implementation of supervision and disciplinary enforcement mechanisms, students' responses as individuals who are taught disciplinary attitudes through various daily activities they undergo during the educational process in boarding schools can be identified.

Previous studies have extensively explained how students' disciplinary attitudes are formed in schools and boarding schools. Discipline makes students feel safe because they can distinguish between good and bad before taking action, enabling them to regulate their behavior. This requires students to have a regular study schedule and high discipline, which ultimately shapes them into more independent and professional individuals in achieving academic success (Zarkasi et al., 2024).

Teachers at schools and Islamic boarding schools, as the parties responsible for developing students' disciplinary attitudes, set a direct example so that students can behave in a disciplined manner. They perform prayers on time, stand at the front during prayers, use polite language, and wear neat clothing. These habits are gradually imitated by the students. Students also imitate the teachers in dressing neatly and politely when engaging in activities at school, in Islamic boarding schools, and when performing religious rituals. Students are expected to wear collared clothing (such as shirts and blouses), wear a cap or turban, and iron their clothes before attending religious lessons.

Murtini in (Sunardi & Satori, 2024) highlights three aspects of discipline: discipline within the family, discipline in the school environment, and discipline in society. Examples of disciplined behavior in studying at home include: (1) utilizing study time effectively; (2) completing homework assigned by teachers; (3) studying religious texts or attending tutoring sessions at home; and (4) utilizing time for rest.

Schools enforce discipline through the following methods: (1) attending school on time; (2) always showing respect and politeness to teachers; (3) completing tasks assigned by teachers; (4) enforcing discipline and rules; (5) maintaining the school's reputation; (6) studying diligently and responsibly; and (7) asking questions about material that is not understood.

Based on the aspects of discipline explained by Murtini (2010) which have been described, they can be grouped into five indicators that show student discipline as follows:

Table 2. Indicators of Student Discipline Based on Murtini

No.	Indicator of Discipline	Description
1	Discipline in School Attendance	Students attend school regularly and are never absent. They arrive before the bell rings and enter the classroom on time after the break. Regular attendance reflects students' commitment and responsibility toward learning.
2	Discipline in Participating in Learning at School	Students are actively involved in classroom learning activities, paying full attention to the teacher's explanations, not disturbing others, and completing exercises or tasks given by the teacher both individually and in groups.
3	Discipline in Completing Tasks	Students complete assignments consistently and independently, even in the absence of the teacher. They obey exam rules by working honestly and independently, submit assignments on time, and adhere to the established deadlines.

4	Discipline in Learning at Home	Students study independently and actively at home without external pressure. They complete homework at home (not at school), avoid plagiarism, and allocate time effectively for studying to achieve optimal learning outcomes.
5	Discipline in Following School Rules	Students wear the appropriate uniform according to the schedule, attend school ceremonies as required, bring necessary school tools daily, maintain cleanliness and order in the school environment, and complete class duty (picket) according to the set schedule.

(1) Discipline in school attendance, which means that students actively go to school. They attend school regularly and are never absent. They arrive at school and start class on time. Students must go to school before the bell rings, and they must arrive on time. They must enter the classroom after the break period.

(2) Discipline in participating in learning at school, namely actively involved in the lesson process, that is, students are always actively involved in the learning process in the classroom without interrupting. Friends during the lesson are in progress, and observe the explanation of the teacher with. Wholeheartedly, as well as working on practice questions given by the teacher, both individually and in groups.

3) Discipline in completing tasks, namely consistently and independently completing the work. The tasks given by the teacher show that students must remain consistent and independent in completing the work. Assignments are accepted even though the teacher is not present in the classroom. Discipline in obeying the test, meaning that students can show a disciplined attitude during the test by working on exam questions independently, not cheating during the test, and trying to solve it themselves based on their abilities. Collecting assignments on time, that is, students are expected to complete assignments according to the schedule. The time that has been set.

4) Discipline in learning at home means that students must learn actively and independently in the home environment. Keep trying to do learning independently at home without any pressure from the surrounding environment. Doing homework given by the teacher means that students do homework at home, not at school. Studying at school and not plagiarizing friends' homework. Allocating time to study at home in an effective way. Optimal means that students always make time to study at home.

5) Discipline in following the rules at school, namely wearing the appropriate uniform. This regulation requires students to wear uniforms according to the schedule set by the school. Attending ceremonies, namely students always follow. ceremonies are carried out according to a predetermined schedule. Bringing school tools every day. Maintaining order and cleanliness in the school environment means that students always maintain the order and cleanliness of the educational environment. Carry out picket work, that is, students always complete picket tasks according to a predetermined schedule.

4. CONCLUSION

This study states that good classroom management has an important impact on student attitudes in the learning process of Islamic Religious Education (PAI). Teachers have a role that is not only limited to delivering lessons, but also as classroom managers who build a learning

atmosphere that is comfortable, safe, and supports the process of internalizing Islamic values. Teachers' accuracy in planning, organizing, and adjusting classroom management strategies according to the students' situation has been proven to increase students' discipline, active participation, and positive attitude towards the learning process. Students' disciplinary attitudes are formed through a combination of role models from teachers, the application of clear rules, consistency in implementing regulations, and continuous supervision. By applying principles such as friendliness and enthusiasm, providing challenges, variety in methods, resilience, emphasis on positive aspects, and cultivation of discipline, a teacher can effectively influence student behavior and character.

In addition, Foucault's concept of the panopticon model of supervision provides a view that discipline formation can be achieved through structured supervision mechanisms that are embedded in students' daily activities. A well-organized environment, systematic schedules, and routine activities all play an important role in establishing strong and sustainable discipline. Thus, improving teachers' ability to manage the classroom and designing appropriate strategies are important steps to realize an effective Islamic Religious Education (PAI) learning process and produce a generation of students who are moral, disciplined, and responsible.

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