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**CLASS MANAGEMENT IN IMPROVING LEARNING
PERFORMANCE IN THE CLASSROOM (DESCRIPTIVESTUDY
AT AL-KHAIRAT KUBU RAYA JUNIOR HIGH SCHOOL 2020/2021)**

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ABSTRACT

This research is motivated by the implementation of classroom management by interesting teachers, namely by changing the student seating model at each meeting. However, the media used by teachers is not adequate in delivering teacher material such as monotony only dictates the material. And there are some students who do not want to play an active role in learning, lazing in class, and talking to their compatriots when the teacher is explaining.

The data sources in this study are teachers of Islamic Religious Education subjects as the main source, and supporting data sources, namely students of class VIII of Al-Khairat Junior High School who were appointed. This form of research uses a qualitatively de-decriminal approach. Using data collection tool techniques: observation, interviews and documentation. Data analysis techniques: data reduction, presentation of data, and drawing conclusions or verifications. While the data validity test technique used is: triangulation and member chek. The results of this study can be concluded: 1) The arrangement of classroom VIII at Al-Khairat Kubu Raya Junior High School in the 2020/2021 School Year has been done by the teacher by: directing students to organize the study room before learning begins and preparing learning facilities. In addition, the teacher changes the model of student seating at each meeting in a way before ending the teacher's lesson shakes the seating model that will be used at the next meeting, the teacher also guides students to maintain the cleanliness and beauty of the class. 2) The management of class VIII that teachers do in the learning process at Al-Khairat Kubu Raya Junior High School of the Year. Lesson 2020/2021 is that teachers use different methods at each meeting and the methods used are adjusted to the material to be taught. In addition to using different methods, teachers also use learning media even though the media used by teachers is only sober. 3) The spirit of learning of class VIII students after the implementation of class management is carried out well at Al-Khairat Kubu Raya Junior High School in the 2020/2021 School Year, which is after the teacher manages the class and provides motivation to students so that students are passionate in learning By giving gifts to the most active students, there are still some students who are passionate and not passionate in learning this is because students feel the teacher's way of teaching is boring.

keyword: management, improving, learning performance

INTRODUCTION

In the process of teaching and learning there are several skills that must be possessed by a teacher, including the skill of managing the classroom. Erwin Widiaworo (2018: 5) said that classroom management is very important for the continuity of the learning process because good classroom management becomes the capital for the success of a learning activity. The effectiveness and quality of learning is not only seen from the achievement of learners' learning outcomes, but also on how the learning process takes place.

Hamid Darmadi (2012: 6) asserts, "Classroom management is a set of activities to develop desired student behavior, repeat or negate unwanted student behavior, with positive interpersonal relationships and socio-emotional climates and develop and facilitate effective classroom organization".

In the management of classes a teacher must be able to do the best possible class management in order to achieve a comfortable learning process for learners because with the ongoing effective and quality learning activities will be able to encourage learners to obtain maximum learning achievement.

According to Rusman (2010: 271) the teacher's activities in managing the classroom include student regulatory activities, place of

learning arrangements, selection of forms of activities, selection of learning media, and assessment. Classroom management is an effort made by teachers, including planning, setting, and optimizing various sources, materials, and learning facilities in the classroom to create effective and quality learning activities for learners (Erwin Widiaworo, 2018: 13).

Some principles that must be considered in the management of the class are: a) Warmth and enthusiasm; b) Challenges; c) Varies; d) Flexibility; e) Emphasis on positive things; and f) self-discipline. In managing the classroom teachers must pay attention to the various components contained in it, ranging from administrative activities, operational activities, to the design of a comfortable room for learners that includes classroom planning activities, classroom organizing, directing, classroom coordination, classroom communication, classroom control, and designing classrooms (Erwin Widiaworo, 2018: 36).

From the explanation above, it can be understood that the teacher's skills in managing the classroom is something that must be mastered and possessed by a teacher. If a teacher does not have the skills to manage a good class, it will have difficulty creating

effective learning conditions. By having the skill capital in managing a good class, it can make it easier for a teacher to realize effective learning conditions and situations, namely a lively and non-passive learning atmosphere, so that teachers and students alike follow learning well.

Schools that are far from the city such as in Kubu Raya regency area sometimes often ignore about good class management. Whereas unprofessional management can also hamper the educational process that takes place and can hamper schools in the process. carrying out their duties and functions as a formal educational institution and can affect the learning outcomes of learners.

However, unlike Al-Khairat Junior High School, although it is far from the city and is in the village of Al-Khairat Junior High School still pay attention to good class management, educators at Al-Khairat Junior High School never ignore about management because good class management is needed for schools to reduce the chance of chaos, boredom, distraction and commotion in the classroom with the aim of creating an interesting learning atmosphere, fun and can control optimal learning conditions for the achievement of learning. The teaching and learning process is effective, and can build a good relationship between teachers and students. With the management of the

class, it is expected that students are eager to learn better, and make changes in their lives, but there are still some students who do not want to play an active role in learning, lazing in class, and talking to their compatriots when the teacher is explaining.

Based on initial observations made by researchers on January 9, 2020, at Al-Khairat Junior High School, Ambawang River Village, In Kubu Raya Regency, in this school researchers found something interesting that was done by teachers in carrying out classroom management, one of the ways that teachers did in Managing classes is By changing the model of student seating at each meeting and it is done at every meeting therefore at each meeting the seating model used is different and the way the teacher determines the model of the shape of the seat is also interesting, but the media used by the teacher is not adequate and in conveying the teacher's material such as monotony only dictates the material. Therefore researchers want to conduct further research to ascertain whether Islamic Religious Education teachers do this.

A. Basic Concepts of Classroom Structuring

1. Understanding Classroom Arrangement

According to Jeanne Ellis Ormrod (2008: 210) said that structuring the classroom means building and maintaining a classroom environment conducive to student learning and achievement. To create an

exciting learning atmosphere, it is necessary to pay attention to the arrangement or arrangement of the classroom. The arrangement of classrooms in the teaching and learning process requires the development of variations both in terms of seating arrangements and equipment that support in achieving goals. Learning. With a good classroom arrangement will cause a spirit of learning and learners are not difficult to achieve learning goals. In particular, classroom arrangement can be interpreted as an effort to organize the classroom into a place of learning that is comfortable and able to reach learning goals for students (John Afifi, 2014: 16).

According to Kustawan and Hermawan (2013: 115) explained that creating an exciting learning atmosphere needs to pay attention to the arrangement or arrangement of the classroom. Classroom layout is a planned and deliberate activity carried out by teachers with the aim of creating and maintaining optimal conditions, so that it is expected that the teaching and learning process can run effectively and efficiently, so as to achieve learning goals. According to Euis Karwati (2014: 45) classroom layout created by teachers needs to meet educational needs in accordance with the growth and development of physical potential, intellectual intelligence, social, emotional, and psychology of learners with

attention to cognitive, affective, and psychomotor aspects.

The physical environment in which learning has an important influence on the results of learning actions. The success of teaching and learning activities is largely determined by the teacher's ability to organize the classroom. Classroom arrangement is an activity to take care of and organize all learning facilities contained in the classroom by teachers. Various learning facilities in the classroom such as tables and chairs, whiteboards, erasers, ruler, attendance board, and so on (Ahmad Rohani, 2004: 127).

From the description above it can be understood that a good classroom can determine an effective learning atmosphere. Effective learning starts from the classroom climate that allows the creation of an exciting learning atmosphere, therefore it is necessary to pay attention to the arrangement of classrooms and their contents. A well-organized classroom environment can allow for active interaction between students and teachers, and between students.

2. Procedures for Structuring Classrooms

The arrangement of classrooms is strongly influenced by the philosophy and learning methods used in the classroom. The arrangement of the classroom itself is an effort made by teachers to create a conducive environment through student regulatory activities and learning facilities. Anita Lie (2002: 50-51) argues that there are several models of seating that can be used in learning, such as:

1. Horseshoe table, students in groups at the end of the table.
 2. Structuring horseshoes, students in one group are placed close together.
 3. Long table.
 4. Group tables, students in one group are placed close together.
 5. Tables lined up, two sitting groups shared one table.
 6. Laboratory desk
 7. Classically, students in one group are placed close together.
 8. Individual bench with his writing desk, the best stylist.
1. Letter U Formation

This formation can be used for a variety of purposes. The learners can see the teacher or see the visual media easily and they can go head-to-head with each other. This arrangement is ideal for sharing the subject matter to learners quickly because the teacher can get into the letter U and walk in different directions with a set of materials.

2. Team Pattern Formation

Teachers group semicircular tables in the classroom to allow learners to have team interaction. Teachers can place chairs around the tables for the most familiar arrangement. If this is done, some learners will have to rotate their chairs in circles facing the front of the classroom to see the teacher, whiteboard or screen. Or the teacher can put down the chair.

semicircular chair so that no learners turn their backs on the whiteboard.

3. Conference Table Formation

This formation is very good if the table is rectangular. This arrangement can reduce

the dominant role of teachers and prioritize the important role of learners.

4. Circle Formation

The learners only sit in a circle without a table or chair to interact face-to-face directly. An ideal circle for full group discussions. If the teacher wants learners to have a place to write, it should be used pharipheal arrangement, namely a table placed behind the learners. Turning the chair in a circle when the teacher wants a group discussion

5. Group Formation for Groups

This arrangement allows teachers to have discussions or to structure role-playing, debating or observation of group activities. The teacher can place the meeting table in the middle, which is surrounded by chairs on the outside.

6. Workplace Formation

This arrangement is appropriate for laboratory-type circles, where each learner sits on a place to perform tasks (such as working on computers, machines, doing laborat work) right after Demonstrated. The facing place encourages the partner to learn to put two learners in the same place.

7. Separate Grouping Formation

If the class is large enough or if the room allows, the teacher can put tables and chairs where small groups can do learning activities based on the team. Teachers can place the arrangement of fragments of groups

far apart so that the teams do not interfere with each other. But it should be avoided the placement of small group rooms too far from the classroom, so that relationships between learners are difficult to maintain.

3. Classroom Structuring Indicator

B. Class Management in the Learning Process

1. Understanding Class Management

According to Abdul Majid (2014: 248) classroom management is the teacher's skill to create and maintain optimal learning and restore it in the event of a disturbance in the teaching-learning process. While according to Dimyati and Mudjiono (2009: 170) class management is the creation of conditions that allow the implementation of learning activities well. Classroom management is a skill that teachers have in doing the learning process in the classroom, teachers manage the classroom so that students feel happy and excited when the learning process takes place.

According to Zulfadrial (2012: 85) asserts that, "Classroom management skills are the teacher's ability to realize and maintain an optimal teaching and learning atmosphere. This ability is closely related to the teacher's ability to create the same conditions. benefit, delight learners and create healthy learning disciplines."

Meanwhile, according to Novan Ardy Wiyani (2013: 59) classroom management is the skill of teachers as a leader and manager

in creating a class climate conducive to the success of teaching and learning activities. Classroom management is important because it can make students comfortable and at home in the process of learning activities. So it is expected to increase and increase the spirit of student learning.

Based on the description above it can be understood that good classroom management can determine an effective learning atmosphere. Classroom management is a skill that must be owned by a teacher in order to create optimal learning conditions so that teaching and learning activities can be carried out properly because the success of teaching and learning activities is not only determined by the ability to master teaching materials but also influenced by the ability of a teacher in managing the classroom so that the teaching and learning process can feel fun and learning goals that have been set. It can be achieved as it should be.

2. Class Management Objectives

According to Zulfadrial (2012: 85-86) The objectives of class management are as follows:

- a) Realizing classroom situations and conditions that allow learners to develop abilities optimally.
- b) Facilitate a stable condition in the classroom atmosphere, so that if there is a disturbance in teaching and learning can be minimized.
- c) Removing various obstacles and disciplinary

violations that can hinder the realization of teaching and learning interactions.

- d) Organize all the equipment and equipment that allows learners to learn according to the social, emotional, and intellectual environment of learners in the classroom.
- e) Serving and guiding individual differences of learners.

In addition to the above opinions, Imam Azhar (2013: 36) argues that the management of classes has a purpose for both teachers and students. The objectives in question are as follows:

- a) The objective for teachers in order to practice skills in:
 - 1) Develop understanding and skills in maintaining the smooth presentation and steps of the lesson appropriately and well.
 - 2) Have an awareness of the needs of students and develop their competence in providing clear direction to students
 - 3) Respond effectively to behaviors that cause minor or mild disturbances and understand and master a set of possible strategies that can be used in relation to excessive or continuously resisting student behavior problems in the classroom.
- b) The purpose for students, means:
 - 1) Encourage students to develop individual responsibility for their behavior and be aware of their own control.
 - 2) Help students understand the direction of behavior that is in accordance with the class

order, and see or feel the teacher's rebuke as a warning rather than anger.

- 3) Causing a sense of obligation to involve themselves in tasks and behave reasonably in accordance with class activities.

3. Principles of Class Management

According to Syaiful Bahri Djamarah and Aswan Zain (2010: 184-186) in order to minimize the problem of disruption in classroom management, teachers must use the principles of classroom management. These principles are as follows:

- a) Warm and enthusiastic

Warm and enthusiastic is needed in the learning process. Teachers who are warm and familiar to students always show enthusiasm for their duties or activities will be successful in implementing classroom management.

- b) Challenge

The use of words, actions, ways of working, or challenging materials will increase students' passion for learning thereby reducing the likelihood of deviant behavior.

- c) Vary

The use of tools or media, teacher teaching style, patterns of interaction between teachers and students will reduce the emergence of distractions, increase the attention of students. This is the key to successfully achieving effective class management and avoiding saturation.

- d) Flexibility

The flexibility of teaching can prevent

the emergence of disturbances such as commotion, no attention, not doing tasks and so on.

e) A response to positive things

Emphasis on positive things, namely the emphasis that teachers do on positive student behavior rather than nagging negative behavior.

f) Self-disciplined planting

The ultimate goal of classroom management is that students can develop self-discipline. Therefore, teachers should be role models of self-control and the implementation of responsibilities. So, the teacher must be disciplined in everything if he wants his students to be disciplined in everything.

4. Approaches in Class Management

Syaiful Bahri Djamarah and Aswan Zain (2010: 179) stated that the problem of students is the main factor directly related in the problem of class management. Because the management of classes carried out by teachers is none other than to increase the excitement of learning students both in groups and individually.

According to Erwin Widiaworo (2018: 30-33) there are several approaches in class management, namely:

1. Power approach

The power referred to in this case is that the teacher has the absolute right to set or make rules against his class, in other words

the teacher is the ruler in his class. Thus, the teacher through this approach can apply discipline to the teacher. members of the class, so discipline is the norm that must be adhered to by students.

2. Teaching approach

This approach is based on the assumption that in planning and implementation will prevent the emergence of problems of learners' behavior and solve the problem if it cannot be prevented.

3. Threat approach

The threat referred to in this approach is as a useful sanction as a control of student behavior as a protégé. The threat can be; prohibition, innuendo, coercion, or even punishment.

4. Freedom approach

Freedom referred to in this approach is, the teacher gives space as a form of students to express their abilities or talents, so that students can be the right place in competing for expression. But the teacher remains as a control over the comfort and harmony of his class members.

5. Behavior change approach

The role of the teacher in this case is to try as much as possible to develop bad behavior. Because in the view of behavioral psychology all good and bad behavior is the result of the learning process, and because in the learning process there is a psychological process, so teachers should repeat programs

that are considered good for the formation of student behavior.

6. Approach to emotional mood and social relationships

The emotional atmosphere and social or *socio-emotional* relationships referred to in this approach are emotional atmospheres and positive social relationships between teachers and students, or between students and students.

7. An electronic or pluralistic approach

This approach emphasizes the potentiality, creativity, and initiative of the homeroom or teacher in choosing various approaches based on the situation they face. The electronic approach is also called pluralistic approach, which is the management of classes that seek to use a variety of approaches that have the potential to be able to create and maintain a condition that allows the teaching and learning process to run effectively and efficiently.

5. Class Management Indicator

Classroom management is not an easy thing to do, therefore classroom management requires good planning before entering the classroom and good organizing when in the learning process. Classroom management planning must be carefully thought out so that when in the classroom educators are able to teach well, manage classes effectively and easily deal with a variety of problems that are appear.

C. Islamic Religious Education

Religious education is as a process of conveying information in the framework of the formation of people who believe and fear that humans realize their position, duties and functions in the world by always maintaining their relationship with God, himself, society and the surrounding nature and responsibility to God Almighty. Islamic Religious Education is a conscious effort to prepare students in believing, understanding, living, and practicing Islam through guidance, teaching, or training activities by paying attention to guidance to respect other religions in harmony between religious people in order to realize national unity. (Muhaimin 2001: 75-76).

According to Al-Shaibani in Haitami Salim and Erwin Mahrus (2009: 12) Islamic education is an attempt to change the behavior of individuals in their personal lives or their community life and life in the surrounding world through the process of education, the change is based on Islamic values. Zakiah Darajat in Abdul Majid and Dian Andayani (2004: 130) Islamic religious education is an effort to foster and nurture learners in order to always be able to understand the teachings of Islam as a whole and live the goal that can ultimately practice and make Islam as a view of life. While according to Ahmad Tafsir (2005: 45) defines Islamic religious education as guidance given

by a person so that he develops optimally in accordance with islamic teachings.

Islamic Religious Education can be interpreted as a planned program in preparing learners to know, understand, live, to believe in the teachings of Islam and followed by guidance to Respect the adherents of other religions in relation to harmony between religious people so as to realize the unity and unity of the nation. (Muhammad Alim 2006: 6).

The function of Islamic Religious Education according to Abdul Majid and Dian Andayani (2004: 134) can be formulated as follows:

- a. Development, namely increasing the faith and piety of students to Allah SWT which is instilled in the scope of Islamic education.
- b. Teaching, which conveys functional religious knowledge.
- c. Adjustment, namely to adjust to the environment, both the physical environment and the social environment and can socialize with the environment in accordance with islamic teachings.
- d. Habituation, which is to train students to always practice the teachings of Islam, practice worship and do good.

From the above explanation it can be understood that the existence of Islamic education is not only a field of study taught to students in school but is a planned program for learners to know, believe, understand and

live and practice the teachings of Islam. Islamic education is also a value that shapes a person's personality into a full Muslim and observes islamic sharia. Islamic Education is a source of value, which provides life guidelines for learners to achieve a happy life in the world and the hereafter.

RESEARCH

METHODOLOGY

A. Research methods and approaches

Each study requires a method to be used to search for data and determine answers to the problems studied. Because with the methods used by researchers are useful to search, determine, find, and analyze the problems studied until the achievement of research goals. That is the answer to the problems studied and get a clear picture of a problem using valid and credible data, so that the results of the research can be accounted for.

Bakker (in Nyoman Khuta Ratna, 2010: 41) defines methodology as ways of regulating the perosedur of scientific research in general, as well as its implementation of each science specifically. Research is a process or activity that is carried out systematically, logically, and plan, to collect, process, analyze data, and conclude using certain methods or techniques to find answers to problems that arise (Moh Kasiram, 2010: 37).

So, from the above explanation it can

be understood that the research methodology is a clue how the research is carried out in order to find answers to the problems that arise.

This type of research is research with a qualitative approach and uses descriptive methods, namely to know or describe the reality of the events studied so as to make it easier for researchers to get objective data in order to find out how the implementation of classroom management in improving the spirit of learning in the classroom (Islamic education study at Al-Khairat Kubu Raya Junior High School 2020/2021).

The qualitative method research approach according to Ibrahim is a study intended to describe, describe, or explain the state of the object studied how it is, according to the situation or conditions when the study was conducted (Ibrahim, 2015: 59).

B. Research settings

Researchers chose the location of this study at Al-Khairat Junior High School of Ambawang River Match Village, Kubu Raya Regency. Because Al-Khairat Junior High School is the only Junior High School based on Pondok Pesantren which is an integrated school because in the Al-Khairat foundation institution the existing level of education ranging from early childhood education, Madrasah Ibtidaiyah, Junior High School, and Vocational High School in Korek Village. The reason researchers conducted the

study at Al-Khairat Junior High School is because even though it is far from the city and in the village of Al-Khairat Junior High School still pay attention to the good management of classes. With good classroom management, students are expected to be eager to learn better, and make changes in their lives, but there are still some students who do not want to play an active role in learning, lazing around in class, and talking to their compatriots when the teacher is explaining.

Thus in research get ease in the retrieval and collection of data. In order for this study to run in accordance with the plan and the necessary data collected easily, then researchers use the free time of respondents to conduct observations and interviews in a familiar, relaxed and harmonious atmosphere on site research. This is done so as not to interfere with the busyness of respondents, so that the information provided is really accurate.

C. Data Sources and Research Data

There are many definitions and terms of data sources expressed by research methodology experts. According to Ibrahim the data source is a person, object, or object that can provide data, information, facts and realities related / relevant to what is studied or studied (Ibrahim, 2015: 67).

So, from the above explanation it can be understood that the source of data is

everything that can provide information, data, facts and reality that has to do with anything studied.

In connection with that, a study needs to find a valid and objective data source. The existence of valid and objective sources in order to answer the focus of the problem formulated. Thus to get information about the Implementation of Classroom Management in Improving The Spirit of Learning In The Classroom (Islamic Religious Education Study In Al-Khairat Kubu Raya Junior High School 2020/2021). So the data source is the teacher of Islamic Religious Education subjects as the main source, and the source of supporting data is the students of Class VIII of Al-Khairat Junior High School who were appointed.

D. Data Collection Techniques

The tools in data collection used in the study are cameras, interview recorders, voice recorders, and field records. Therefore, to check the data, The use of the tool will make it easier to check it first so that the data becomes good as we expect.

To obtain data related to the focus of research, the techniques and data collection tools used in research are those that are generally used by researchers, namely:

1. Observation

Nyoman Kutha Ratna (2010: 217) argues that observation is one of the most widely performed techniques in research,

both quantitative and qualitative, both social and humanities. The most important factor in observation techniques is the *observer* and the person observed then also serves as an informant i.e. informant. In this study, researchers made observations by observing and recording symptoms that may appear on the object of the study, but the study will not be directly involved and only as an independent observer.

According to Nasution (in Sugiyono, 2014: 310) stated that, observation is the basis of all science. Scientists can only work based on data that is facts about the world of reality obtained through observation.

So, it can be understood that, observation is the observation activity of researchers using the five senses as a tool to get data directly to get important and accurate information. about how the implementation of classroom management in improving the spirit of learning students at Al-Khairat Junior High School.

2. Interview

Esterberg (2014: 317) defines the interview as follows. "*a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular Topic*". That is interview be be meeting two people to exchange information and ideas through

Q&A, so that they can be constructed meaning in a topic certain.

According to Rully Indrawan and Poppy Yaniawati (2017: 136) interviews in qualitative approaches are in-depth. Interviews are used to dig deeper than the data obtained from observations. While according to Koentjaraning (1986) (in Burhan Bungin, 2008: 100) said that interviews are divided into 2 large groups, namely: planned interviews or *standardized interviews*, and unsanitated or *unstandardized interviews*. The difference lies in whether or not researchers compile a list of questions used as guidelines for interviewing informants.

The research will conduct interviews freely and controlled in the concept, so it is expected that extensive, in-depth data will be obtained, but still in reference to the issues studied. "In contrast to conversations, interviews are dominated by interviewer, meaning more passive responden, or answering the attitude of the question asked" (Moehar Daniel, 2003: 143).

This study uses a planned interview or *standardized interview* because before conducting the interview the researcher prepares questions that will be asked to the informant.

3. Documentation

According to Sugiyono (2014: 312) the document is a record of events that have

passed. Documents can take the form of writing, drawings, or monumental works of a person. Documentation is a data source that serves as a complete or supplementary (*Skunder*). This is in accordance with the opinion of Nyoman Kutha Ratna (2010: 235) said that in qualitative research documents are generally used as a source of skunder. In addition, in this study, the implementation of classroom management in improving the spirit of learning in the classroom can be seen from the activities carried out, so that with this documentation method researchers can know things related to the implementation of classroom management in improving the spirit of learning in the classroom.

E. Data Collection Tools

Data collection tool is a *human instrument* that according to Lexy Moleong (2005: 4) has memory limitations to facilitate re-checking of the information collected then need aids. The tools in data collection used in this study are cameras, interview pendoman, interview guidelines recording devices (voice recorder), and others. Therefore, to check the data, the use of the tool will make it easier to check it first so that the data becomes good as we expect.

F. Data Analysis Techniques

Data analysis in qualitative research is carried out from before entering the field, while in the field, and after completion in the field. According to Miles and Huberman in

Sugiyono (2014: 337) suggested that the activity in qualitative data analysis is carried out interactively and continuously until complete, so that the data is saturated. Activities in data analysis, namely *data reduction, data display, and conclusion drawing* /verification. Discussion of Research Results. After presenting the interview data and findings that researchers found at Al-Khairat Kubu Raya Junior High School, the next step of the researcher will present theories that support the data that has been obtained. Systematics of this discussion will be presented descriptively in accordance with the statement or focus of the research.

1. How Teachers Arrange Classroom VIII At Al-Khairat Kubu Raya Junior High School 2020/2021.

Teachers organize classrooms to create a conducive classroom atmosphere where the arrangement of classrooms is done by teachers so that the classroom atmosphere looks interesting and not boring therefore teachers arrange classrooms at each meeting to create and maintain optimal learning conditions. According to John Afifi (2014: 16) the arrangement of classrooms can be interpreted as a series of efforts that make the classroom a neatly organized, uncluttered, and comfortable place of study for students. In particular, the arrangement of classrooms can be interpreted as an effort to organize the classroom into a place of learning that is

comfortable and able to reach learning goals for students.

Based on the results of observations, interviews and documentation that researchers conducted how teachers organized classroom VIII at Al-Khairat Junior High School, namely teachers arranging learning rooms by directing students at each meeting to change the model of seating shape in accordance with the results of the meeting and mutual agreement between teachers and students, in addition, teachers also prepare facilities that support learning and directing students to always maintain the cleanliness and beauty of the classroom.

The results of the research conducted in accordance with the theory that researchers can which according to Abdul Majid (2012: 165) said there are at least seven indicators of classroom arrangement that must be considered to create a conducive and pleasant learning climate, namely: 1). Study room. 2). Setting up learning facilities. 3). Seating arrangements. 4). Lighting. 5) Temperature. 6). Warming before entering the material to be studied 7). And build an atmosphere in learning. In addition, the results of the study are also in accordance with the theory of Suharismi Arikunto (2008: 304) who said that an educator in organizing the classroom must pay attention to several procedures for setting

up the classroom, namely: 1). The teacher arranges the student seat. 2). The teacher arranges the props in the classroom. 3). The teacher organizes and pays attention to the discipline of students. 4). The teacher organizes the physical classroom of the classroom. 5). The teacher arranges the cleanliness and beauty of the class. 6). The teacher organizes and pays attention to the completeness of the class. 7). The teacher organizes and pays attention to the classroom display.

From the above explanation it can be concluded that between the theories that researchers can with the same research results, namely teachers before starting learning to organize classrooms by arranging classrooms and changing the model of seating shapes, preparing facilities and maintaining the cleanliness and beauty of the classroom.

2. Management of Class VIII That Teachers Do In The Learning Process At Al-Khairat Junior High School Kubu Raya Year of Study 2020/2021.

To create good learning conditions in the learning process a teacher must do class management where the management of classes that teachers do aims to realize classroom situations that allow learners to develop their abilities optimally. According to Abdul Majid (2014: 248) classroom management is the teacher's skill to create and maintain optimal learning and restore it in the

event of a disturbance in the teaching-learning process.

Based on the results of observations, interviews and documentation that researchers conducted in the management of class VIII that teachers did in the learning process at Al-Khairat Junior High School, namely teachers using different learning methods at each meeting in accordance with the material taught and teachers also use varied learning media that are adapted to the methods and materials taught but the methods and media that teachers use are not fully maximal.

The results of the research conducted in accordance with the theory that researchers can which according to Masfufah (2016: 26) reveals that good class management can be done in six ways as follows: 1). Creation of a conducive physical environment of the class. 2). Structuring the study room as a learning center. 3) Creation of a learning atmosphere conducive. 4). Establishing learning methods and. 5). Use of media and learning resources. 6). Assessment of learning outcomes.

From the above explanation it can be concluded that between the theory that researchers can with the same research results, namely where in conducting classroom management a teacher must establish learning methods and utilize existing media and learning resources and it

has been done by Teachers of Islamic Religious Education, but not yet maximal because there are still students who feel bored with the way teachers teach and the media that is Teachers use limited because the facilities provided by the school are not adequate.

3. The Spirit of Learning of Class VIII Students After Class Management Is Well Implemented In Al-Khairat Kubu Raya Junior High School 2020/2021.

Classroom management is carried out by teachers so that students feel happy and excited when the learning process takes place. To foster the spirit of learning, there is a need for motivation in learning which is the force that encourages someone to do something to achieve goals.

According to Wina Sanjaya (2010: 249-250) affirms that, "the motivational learning process is one of the most important dynamic aspects. Often the student who is underachieving is not caused by his lack of ability, but because there is no motivation to learn so that he does not try to direct all his abilities. The strength of the weak or the spirit of the effort made by a person to achieve the goal will be determined by the strength of the weak motivation that the person has"

Based on the results of observations, interviews and documentation that researchers conducted the spirit of learning of Class VIII students after the management of

the class. It is well implemented at Al-Khairat Kubu Raya Junior High School, which is after the teacher manages the class in the learning process and provides motivation to students so that students are passionate in learning by giving gifts to the most active students. As well as creating a conducive learning environment by structuring the classroom, there are still some students who are passionate and not passionate in learning it is because there are students who feel bored with the way teachers teach.

The results of the research conducted in accordance with the theory that researchers can which according to Hamzah B. Uno (2011: 23) said that indicators of learning motivation can be classified as follows: 1). The existence of desire and desire to succeed. 2). There is a drive and need in learning. 3). There are hopes or ideals of the future. 4). There is an appreciation in learning. 5). There are interesting activities in learning. 6). There is a conducive learning environment, so that it allows a student to learn well.

In addition, the results of the study are also in accordance with the theory according to Euis Karwati and Donni Juni Priasa (in the thesis of Nia Adil Mahrifatun, 2018: 4) revealed that learning motivation plays a very important role in giving passion, passion and pleasure in learning so that students who have high motivation have a lot of energy to carry

out learning activities that will eventually be able to achieve good.

From the results of the research, after the teacher conducted class management by organizing the study room and providing motivation to students so that students are passionate in learning and reward students who are active in the learning process by providing liveliness value in the student assessment, and for the most active students will be given prizes it turns out there are some students who are passionate and not passionate in the process. Learning.

From the above explanation it can be concluded that between the theories that researchers can with the same research results, in addition to managing the teacher's class also provides motivation to students so that students are passionate in learning by giving gifts to the most active students and teachers also create a conducive learning environment so as to allow students to learn well.

Conclusion

From the results of the exposure of data and discussion of the previous, it can be concluded the following:

1. The arrangement of classroom VIII at Al-Khairat Kubu Raya Junior High School in the 2020/2021 School Year has been done by teachers by way of: directing students to organize the study room before learning begins and preparing learning facilities. In

addition, the teacher changes the model of student seating at each meeting in a way that before ending the teacher's lesson shakes the model of seating to be used at the next meeting, the teacher also guides students to maintain the cleanliness and beauty of the class which is with the arrangement of the room. Classes conducted by teachers the atmosphere of the classroom becomes less boring and students are more concentrated in learning.

2. The management of class VIII that teachers do in the learning process at Al-Khairat Kubu Raya Junior High School in the 2020/2021 School Year, namely teachers use different methods at each meeting and the methods used are adjusted to the material to be taught. In addition to using different methods, teachers also use learning media even though the media used by teachers is only sober.
3. The spirit of learning of class VIII students after the implementation of class management is carried out well in Al-Khairat Kubu Raya Junior High School in the 2020/2021 School Year, which is after the teacher manages the class and provides motivation to students so that students are passionate in learning by giving gifts to the most active students, there are still some students who are passionate and not passionate in their lives. This learning is because students find the teacher's way of teaching boring.

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