

**JOURNAL OF PROCEEDINGS
SOCIAL SCIENCE AND POLITICAL SCIENCE
DHARMAWANGSA UNIVERSITY**

**IMPLEMENTATION OF CLASSROOM MANAGEMENT IN IMPROVING THE EFFECTIVENESS
OF LEARNING IN AL-ISLAM SUBJECTS IN CLASS X TKJ 2 SMK MUHAMMADIYAH 9 MEDAN**

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Abstract

The study aims to find out: The implementation of classroom management in improving the effectiveness of learning in Al-Islam subjects in class X TKJ 2 SMK Muhammadiyah 9 Medan. This study used a qualitative research model. In the study using two data, namely primary and secondary data sources, primary data is information obtained from the principal of the curriculum of SMK Muhammadiyah 9 Medan, Al-Islam teachers of SMK Muhammadiyah 9 Medan, dan siswasiswi kelas X TKJ 2 SMK Muhammadiyah 9 Medan, While secondary data sources can be obtained from media information that is not directly obtained. The data collection process used in this study was carried out by data reduction, data presentation, and conclusion. The results of research analysis conducted by researchers have shown that the implementation of classroom management is very important in the teaching and learning process in schools, Al-Islam teachers must address problems in the classroom especially to students to create and maintain a conducive classroom atmosphere. Therefore, the learning process can take place effectively. Classroom management is expected to facilitate the task of teachers to get maximum results in increasing learning effectiveness.

Keywords: Implementation, Classroom Manager, Learning Effectiveness, Al-Islam

Introduction

Science and technology are always developing and progressing in accordance with the times and the development of the human way of thinking. The Indonesian nation as one of the developing countries will not progress as long as it has not improved the quality of our nation's human resources. Human resources are abilities possessed by every human being that are integrated from the thinking power and physical power possessed by individuals, (Hasibuan 2008) Therefore, the quality of life of the nation will improve if supported by an established education system. The learning system and curriculum that are always updated aim to improve the quality of students, but if one of the instruments in the system does not work well, it will affect the results or outputs of these students, one of the learning outcomes can be supported by

discipline and maintenance of classroom order, The maintenance of order and discipline are two adjacent concepts.

The maintenance of order is related to the ability of oneself to be orderly in accordance with existing social and legal constructions, while discipline is the ability of oneself to obey, obey, and commit to what is considered good and right.(Damsar 2011) Therefore, the role of teachers is very important in managing the classes faced so that the learning system can be implemented properly.

Islamic religious education subjects in Muhammadiyah schools commonly called Al-Islam are one of the compulsory lessons for every Islamic school which is an integral part of the curriculum shared in every Islamic educational institution, in the hope that it can affect the character and noble morals of students both during the educational process especially after they graduate later, (Suriadi 2020) and in general education is organized to meet the demands of society. Therefore, after graduation, it is hoped that children can help develop society or take part in meeting needs for the welfare of society, one of which is Islamic religious education, not only providing knowledge about Islam, but more importantly instilling a love for Islam so that they have a mindset that is in accordance with the values of the teachings Islamic religious education, so that they gain great confidence in religion and they are able to change values and attitudes that are not in accordance with the teachings of the religion they already know, but in this school for Al-Islam subjects tend to be ignored by students, because for some students Al-Islam subjects are very monotonous and boring subjects.

Melihat fenomena seperti itu menumbuhkan tantangan tersendiri bagi guru pendidikan agama Islam dalam meningkatkan proses pembelajaran sehingga siswa berpendapat bahwa mata pelajaran Al-Islam ialah mata pelajaran yang menyenangkan dan siswa dapat termotivasi untuk belajar lebih giat dan kualitas pembelajaran dapat meningkat. Tujuan daripadanya adalah agar kegiatan proses pembelajaran Al-Islam dapat berjalan dengan efektif dan efisien, and the ultimate goal of Al-Islam material can be mastered by learners., and the ultimate goal of Al-Islam material can be mastered by learners.

The success of teaching and learning activities is largely determined by the teacher's ability to manage the class, this is because the classroom is a learning environment that is part of the school environment that needs to be organized. In order to create the expected classroom conditions, teachers need to know in advance the efforts made by a teacher so that the class looks conducive.

School managers need to create a happy / pleasant atmosphere in the school environment

through classroom management, because by establishing familiarity between teachers and students, teachers can direct students more easily to encourage and motivate students' enthusiasm for learning. In addition, it is also intended to create a conducive learning environment for students so that teaching goals are achieved effectively and efficiently. (Zain 2020)

It is within this framework that management to improve the effectiveness of the teaching and learning process appears as an effort to improve the quality of education through:

- a. Increased independence, flexibility, participation, openness, cooperation, accountability, sustainability, and school initiatives in managing, utilizing, and empowering available resources
- b. Increase the awareness of school residents and the community in the provision of education through joint decisions
- c. Increase the responsibility of schools to parents, communities, and governments about the quality of their schools
- d. Increase healthy competition between schools about the quality of education to be achieved.

So the teaching and learning process can be realized well if there is interaction between teachers and students or with other media, in other words teaching and learning is said to be effective if there is an interaction between teachers and students. However, there are obstacles experienced by teaching teachers in carrying out teaching and learning activities, including seating arrangements, and not all students are interested in Al-Islam subjects because they are considered monotonous by students, so as to foster motivation and student interest during the lesson teachers are required to have certain skills to be able to create a classroom atmosphere that supports the teaching and learning process, in order to create a classroom atmosphere that supports a comfortable, conducive teaching and learning process, it is hoped that optimal learning results and as much as possible in accordance with the objectives of the education.

Literature Review

According to the Big Indonesian Dictionary: implementation is implementation and application, (Compiler 1999) Meanwhile, according to Muhammad Joko Susila that implementation is an application of ideas / 'concepts, policies, or innovations in a practical action so that it gets an impact, both in the form of impact, both in the form of changes in knowledge, skills, able values and attitudes. (Sulistiyorini 2012)

a. Definition of Classroom Management

Classroom management is administrating, organizing or structuring an activity, etymologically classroom management is the activity of planning, organizing, directing, coordinating, and controlling students carried out by the teacher to achieve learning objectives. As for the definition of class management in terminology as expressed by Wilford, Classroom management is a complex set of behaviors that teachers use to organize and maintain classroom conditions that will enable students to achieve learning objectives, while according to Sudirman "Classroom management is an effort to utilize the potential of the class". The classroom has a certain role and function in supporting the success of the educative interaction process in order to provide encouragement and stimulation to students to learn, Therefore, the class must be managed as well as possible by the teacher. Based on these several understandings, it can be concluded that classroom management is a series of actions taken by teachers in an effort to create positive and productive learning environment conditions so that the teaching and learning process can run according to its goals. In other words, classroom management is an effort to maximize the potential of the class through teacher skills to create a good, positive, and productive learning climate and be controlled from interference during the learning process to provide the best results in the learning process so that satisfactory results are obtained.(Bakhruddin et al. 2021)

There are types of classes that we can observe which are as follows:

1. The kind of class that is always rowdy. Teachers have to struggle all day to master the class but it doesn't work out completely, hints and threats are often ignored and punishment seems ineffective.

This type of class is rowdy but the atmosphere is more positive. Teachers try to make school a fun place for their students with fun games and activities, but this type of class also still causes problems, many students still lack attention in class and school assignments are not completed properly.

2. The type of class is calm and disciplined, both because the teacher has created many rules and those rules must be obeyed. Violations must be recorded and followed by stern warnings and if necessary accompanied by punishment, but the atmosphere of the classroom becomes uncomfortable, such calm is only visible on the surface because when the teacher leaves the classroom, the class will become rowdy and chaotic.
3. A type of class that runs by itself. Teachers spend most of their time teaching and not enforcing discipline. Students follow the lesson by themselves without having to be

supervised by the teacher, students involved in work tasks interact with each other so that sounds appear from several places. But the sound can be controlled and the students become active and do not disturb each other, The teacher gave a little warning and the class became calm and conducive. Anyone seeing a class like this will be so warm and produce proud achievements.(Mahmudah 2018)

b. Purpose of Classroom Management

The main purpose of classroom management is essentially contained in the purpose of education itself, but in general classroom management is the task of education providers to provide various facilities for student learning activities that include social, emotional, and intellectual environments both in the classroom and in the school environment. Such facilities allow students to learn, create a social atmosphere that provides decisions, an atmosphere of discipline, emotional and attitude and appreciation to students, so that the purpose of classroom management so that every child in the class can work in an orderly manner to achieve teaching goals effectively and efficiently can be realized properly.

The explanation of classroom management as explained can also be viewed in terms of communicative interaction, meaning that in order to create active communication between teachers and students and vice versa, a teacher is required to be able to regulate all conditions that occur in the classroom during learning, this aims to facilitate and ease the task of the teacher or homeroom teacher.(Purnomo 2019)

Suharsimi Arikunto believes that the purpose of classroom management is so that every student in the class can work in an orderly manner so that teaching goals effectively and efficiently can be achieved. Furthermore, class management for Usman class management has two objectives: (Purnomo 2019)The purpose of classroom management is so that every child in the class can work in an orderly manner so that teaching goals are achieved efficiently and effectively. An indicator of an effective class is if:

1. Setiap anak terus bekerja, tidak macet, artinya tidak ada anak yang terhenti karena tidak tahu tugas yang harus dilakukan atau tidak dapat melakukan tugas yang diberikan kepadanya.
2. Setiap anak terus melakukan pekerjaan tanpa membuang waktu, artinya setiap anak akan bekerja secepatnya supaya lekas menyelesaikan tugas yang diberikan kepadanya, apabila ada anak yang walaupun tahu dan dapat melaksanakan tugasnya tetapi mengerjakannya kurang bergairah dan mengulur waktu bekerja, maka kelas tersebut dikatakan tidak tertib

then the class is said to be disorderly.

c. Scope of Classroom Management

The classroom is always dynamic in the form of behavior, deeds, attitudes, mental and emotional students, therefore teachers must know the scope of classroom management in order to manage the class well, the scope of class management is as follows:

1. Management of the physical environment of the classroom

One important factor in learning is the environment. Teachers must create a classroom environment that helps the development of their educational subjects (students), the physical environment of the classroom must be clean and healthy, the classroom as much as possible must be a beautiful and pleasant place. In addition, the influence of seating in the classroom must also be adjusted to class conditions, so that the classroom becomes a comfortable and pleasant place to learn.

2. Management and enforcement of classroom discipline

Discipline management is meant as an effort to regulate or control student behavior to achieve educational goals because there are behaviors that are prevented or prohibited or vice versa must be done.

3. Management of Student Behavior

Student behavior is a problem because it is closely related to effective learning from distractions, students can use time for classroom learning activities, disruptive behavior of one student can distract other students from learning, inappropriate behavior must be addressed immediately to prevent such behavior from continuing to develop and spread. (Purnomo 2019)

Classroom management serves to make changes in the classroom, so that students can work together and develop self-control. Students must be able to control themselves and develop an active attitude, especially in learning, the cooperation of class members is needed to encourage the enthusiasm of learning students, for that students need to develop an attitude of cooperation in the classroom to foster the spirit of learning of its members. In this regard, Teachers must be able to manage students related to the development of an attitude of cooperation in learning activities. (Widiasworo 2018)

In its implementation, the management function must be adjusted to the philosophical basis of education (learning, teaching) in the classroom. Managerial functions according to George R. Terry and Liesli W that must be performed by teachers include:

1. Planning, determining the goals to be achieved during a future and what must be done in order to achieve those goals.
2. Organizing, grouping and determining important activities and giving power to carry out those activities.
3. Staffing, determining human resource requirements, direction, screening, training, and workforce development.
4. Motivating, directing or channeling human behavior towards goals Creative Goals.
(Nurtanto et al. 2023)

Research Methods

Qualitative research is research that aims to understand the phenomena experienced by research subjects. For example, behavior, perception, motivation, action, and so on, holistically in a descriptive way in a specific, natural context without human intervention and by making optimal use as a commonly used scientific method. (Sidiq, Choiri, and Mujahidin 2019) The presentation in this study is to describe or present data that is interview-based, described in detail and systematically in accordance with the problem.

The purpose of qualitative research in the implementation of classroom management in improving the effectiveness of Al-Islam learning at SMK Muhammadiyah 9 Medan is to describe a fact about the implementation of classroom management in increasing the effectiveness of learning Al-Islam subjects based on what happens in the field.

Primary data is the main data in writing this thesis, where the main data can be obtained based on interviews. The informants in obtaining the primary data are: Vice principal for curriculum, Al-Islam subject teachers, X-TKJ 2 students data collection techniques in accordance with the problem at hand. The research method that can be used in this research is the descriptive method, which is "a method that wants to express, develop, describe, interpret data, events, events and symptoms of phenomena that occur in the present moment". (Semiawan 2010)

This research methodology is very appropriate to be used to obtain objective data and information. In its implementation, the author uses three types of research, which are as follows: observation, interview, documentation. Data analysis is the process of organizing by sorting data into patterns of categories and basic description units so that themes and working hypotheses can be found as suggested by the data". (Semiawan 2010) After the data is

organized, data management is carried out by:

1. Data reduction

After the primary and secondary data are collected, they are carried out by sorting the data, making themes, categorizing, focusing the data according to their fields, discarding, arranging the data in a way and making summaries in units of analysis, after that the data is checked again and grouping it according to the problem under study. After being reduced, the data in accordance with the research objectives are described in sentence form so that a complete picture is obtained On the subject of research.(Harahap 2020)

2. Data presentation

This form of analysis is carried out by presenting data in the form of narratives, where researchers describe the results of data findings in the form of descriptions of chart sentences, relationships between categories that have been sequential and systematic

3. Conclusion puller

Although the reduction of data conclusions have been described, it is not permanent in nature, there is still the possibility of additions and subtractions. So at this stage conclusions have been found in accordance with the evidence of data obtained in the field accurately and factually. Starting with data collection, data selection, data triangulation, data categorization, data description and conclusions, The data obtained from interviews and observations are presented in strong language to avoid bias. Categorize thematically, then presented into parts of the data description that are considered necessary to support research statements. Conclusions are drawn by inductive techniques without generalizing one finding to others.(Harahap 2020)

Findings

Classroom management is a complex set of behaviors that teachers use to organize and maintain classroom conditions that will enable students to achieve learning goals efficiently.(Mahmud and Idham 2017)

The classroom as the smallest school community can affect student interaction and learning activities which in turn can affect the classroom atmosphere and student achievement. A conducive classroom atmosphere will be able to lead to academic and non-academic achievements of students, as well as the class as a whole. Every teaching and learning process of this condition must be planned and attempted by the teacher deliberately in order to avoid

adverse conditions, and develop to conducive conditions.

The results of an interview with the teacher of Al-Islam subject SMK Muhammadiyah 9 Medan, namely Drs. Bambang Permadi regarding class management he answered as follows:

Since it is still during the COVID-19 pandemic, I arrange the seating arrangements of the students to always maintain distance, and the most important group seating arrangements are to allow face-to-face, so that teachers can control student behavior to see the neatness of students and then after that I start with prayer, while the prayer for the start of the lesson is surah Al-fatihah and prayer before studying. (Bambang Permadi, 2023)

It can be understood that Al-Islam teachers have made preparations for classroom management before the learning process takes place is by mengatur the placement of student seats, seating arrangements are very important in the continuity of the teaching and learning process. With a good seating arrangement, it is expected to create conducive learning conditions, and also fun for students. The most important seating arrangement is to allow face-to-face meetings, so that teachers can control the behavior of students while the learning process is in progress, because this seating arrangement can affect the smooth teaching and learning process. Evidence that Al-Islam teachers have always made seating arrangements in classroom management, this can be seen from what was revealed by the vice principal for curriculum, Juniardi, S.Pd He says:

"That Al-Islam teachers have implemented or implemented seating arrangements in classroom management, this can be seen by the creation of group seating".

From the results of the interview above, it can be understood that seating arrangements are important for effective learning activities. Not only seating arrangements but also teachers are required for the class to be effective and efficient in order to increase the effectiveness of students' thinking, and this can be seen from the results of the interview of Al-Islam Teacher, Mr. Drs. Bambang Permadi regarding strategies in teaching so that students can be active in learning saying:

To increase effectiveness in learning I do general learning strategies, namely: Direct learning strategies, this strategy is applied in the form of lectures, exercises, and demonstrations, indirect learning strategies, students are more involved in the learning process, while the teacher acts as an investigator and conveys hypotheses. Interactive learning strategy, this strategy is carried out in various ways, including through discussion activities,

and sharing between students learning strategies through experience, students are asked to convey experiences related to the subject matter, independent learning strategies, the purpose of this strategy is to build the initiative of each student in learning the subject matter. (Juniardi, 2023)

The description of the interview results above, states that each teacher has carried out learning strategies to increase learning effectiveness because learning strategies are a collection of one or more procedures needed by educators to facilitate student learning. Students consisting of various backgrounds must be accommodated their needs through learning activities to be carried out. Among the Objectives and Benefits of Teaching and Learning Strategies (Awang, 2017) that is:

1. Teaching and learning strategies are weapons for educators in learning knowledge material in the classroom.
2. Educators can design activities and learning experiences that will be experienced by their students.
3. As a guideline for educators in carrying out their learning activities.
4. As plans and strategies taken to achieve learning objectives.
5. Teaching and learning strategies become the basis for compiling and designing learning preparation
6. As a reference to develop all aspects of student personality, both cognitive, affective, and psychomotor domains in an integrated manner. (Sanjaya, 2015)

Please note that strategies are not enough to make the class active, but teachers must also have efforts for students who are sometimes bored with the material taught, as this was expressed by Al-Islam teachers about efforts to create a learning process so that students do not feel bored he said:

When delivering material so as not to be boring what I do is I explain the material per subtitle, after that I ask students about 1 sub-heading that has been discussed this aims to make students in the class become active and have feedback to the teacher, my example discusses the attributes of God, then I give examples and take compare the attributes of God with the surrounding environment, because X-TKJ 2 students tend to be children who like to tell stories and discuss and question and answer.

In this case, it can be understood that teachers already have learning methods to facilitate the process and learning outcomes of students so that what has been planned can be achieved

as well and easily as possible by students. The method used here is the lecture, discussion, and question and answer method. In its implementation, this lecture method is used in delivering material or material to students in large quantities. In addition, the material or material delivered is only It is a description or explanation and there are no other alternatives that can be discussed. And the discussion method is very appropriate to be used in solving or solving problems that are difficult to solve alone or material that requires reasoning / thinking so that discussion is needed both by students with students and students with teachers so that the problems faced can be solved together.

In a class there must be a problem that arises during learning, for example students who do not understand the material, while the task of the teacher here is to guide him patiently and solve problems that arise, this was expressed by Mr. Bambang Permadi Guru Al-Islam regarding a problem that arises in learning he said:

If students who do not understand the learning material what I do is repeat the material and I let students convey whatever they want to know about the lesson and I teach them to take notes This can make it easier for students to learn and repeat a material. (Bambang Permadi, 2023)

From the description of the interview results above, Al-Islam teachers have chosen materials and learning methods that must be adjusted to the abilities of these students. If there are students who are slow to receive the material taught by the teacher, the teacher will tell them to record the material delivered. And if in this learning a teacher is impatient in managing learning. In learning in learners who strive actively to achieve it. The activeness of students here is not only required in terms of physical, but also in terms of psychology. When only physically active, but mentally and mentally less active, then most likely the learning objectives are not achieved. This is the same as students not learning, because students do not feel changes in themselves. Usually, the problem that teachers face when dealing with a number of students is the problem of classroom management. What, who, how, when, and where are questions that need to be answered in relation to classroom management problems, the role of the teacher is not to try to regulate the classroom atmosphere that is conducive to the excitement required to manage the class until the end of learning activities. So, this problem of classroom arrangement will never be empty of teacher activities.(Nusroh and Luthfi 2020)

In the classroom setting can be adjusted to the situation they face, it is necessary for

teachers to be familiar with various approaches that can be used in classroom management. By adhering to the appropriate approach, it is hoped that the expected direction of classroom management will be achieved. Teacher strategies in collaborating with students in teaching and learning activities, Teachers at the beginning of teaching and learning activities try to establish good relationships with all students by taking advantage of a little time to absent students, also approaching students from bench to bench when students do assignments while seeing the results of student work, like what? Maybe there is student work that is not in accordance with the instructions, now this kind of student needs to be directed / guided.

The findings of the researchers above are in accordance with the classroom management approach, namely the socio-emotional climate approach based on clinical psychology and counseling by assuming, that effective teaching and learning activities require good socio-emotional in the sense that there is a good interpersonal relationship between teachers and students as well as between students and students. For the main task of the teacher in classroom management is to build or create interpersonal relationships and develop a positive socio-emotional climate.

The following is an excerpt from an interview with Al-Islam teacher, Drs. Bambang Permadi about the approach used for students, he said:

Initially, the approach I used in managing the class was to give freedom to children, but now the approach we use has been adjusted to the conditions of class X-TKJ2 SMK Muhammadiyah 9 Medan, namely by taking a socio-emotional approach that emphasizes the establishment of good interpersonal relationships between teachers and students in order to create conducive classroom order. (Bambang Permadi, 2023)

Based on the results of interviews and observations with Al-Islam, we can apply the Al-Islam class management approach at SMK Muhammadiyah 9 Medan, namely: teachers apply an approach to students by establishing good interpersonal relationships between teachers and students. Proof that the teacher of Al-Islam Muhammadiyah 9 Medan has been so far

Indeed, we have held an implementation in this classroom management approach, we can see from what has been expressed by Mr. Juniardi, S.Pd as Deputy Head of curriculum said: "that Al-Islam teachers have implemented in the classroom management approach, it can be seen from students and teachers during the learning process that good relationships can be established and the class is in conducive conditions". (Bambang Permadi, 2023)

From the results of the interview above, it can be explained that the implementation of the Indonesian class management approach in class X-TKJ 2 SMK Muhammadiyah 9 Medan, Al-Islam teachers have carried out implementation. This is evidenced by the existence of a good classroom management approach. The teacher is not just the main character but as a facilitator by prioritizing the state of the school environment and a more varied approach so that it is not boring.

A teacher must also pay attention to the content of the textbook in order to be able to make his own teaching concept from the material in the book, this is found in the results of an interview conducted with the Deputy Head of curriculum, Mr. Juniardi, S.Pd regarding the curriculum and Al-Islam textbooks used he said:

The curriculum used at SMK Muhammadiyah 9 Medan is a new paradigm curriculum or for the vocational level called the Center of Excellence, the difference with the K13 curriculum is that it is more flexible so the determination of subjects according to school, schools are free to determine lessons. The Al-Islam textbook that we use is the book "Islamic Religious Education and Ethics" which consists of a guidebook for teachers and a guidebook for students. (Juniardi, 2023)



Figure 4.2 a handbook for teachers Figure 4.3 a handbook for students

In this case, it can be seen that SMK Muhammadiyah 9 Medan uses a book that can be said to be complete because there are manuals for teachers and for students. Not all students are interested in Al-Islam subjects due to many internal and external factors, this was obtained from the results of an interview with one of the students of grade X-TKJ 2 which included less intelligent students in class X TKJ 2, namely Ridho about the interest of Al-Islam subjects in class, he said:

"My friends and I were interested in the Al-Islam subject delivered by the teacher, it's just that we were often sleepy during this lesson, for the initial preparation of learning, Mr. Bambang opened the class with enthusiasm, but because of that, we might get bored". (Ridho, 2023)

In this case it can be understood that students' interest in Al-Islam lessons is caused by the teacher's way of teaching monotonous so that students get bored quickly, this is reaffirmed from the results of interviews with Syakira, namely students who are smart in his class, he said: "For the opening of the class Mr. Bambang has opened it with enthusiasm, it's just that because of that opening alone it is very boring".

At other times, researchers also have the opportunity to observe directly the state of the learning process in the classroom, where in research researchers see them also sometimes practice directly what they learn in class, for example, when they learn about holiness they immediately practice how to be holy properly, practicing how to tan the dirt from large feces correctly, and also practicing how to take the correct obligatory bath directly in front of the teacher of Al-Islam, not only holy they also learn the correct procedures of fardhu kifayah, starting from bathing, to kafani.

Conclusion

Based on the data from research at SMK Muhammadiyah 9 Medan regarding the Implementation of Classroom Management in Improving the Learning Effectiveness of Al-Islam Subjects, finally the author can conclude that:

Implementation of Classroom Management in Improving the Learning Effectiveness of Al-Islam Subjects at SMK Muhammadiyah 9 Medan. In the implementation of Classroom Management carried out by Al-Islam teachers at SMK Muhammadiyah 9 Medan, it has run well but is not optimal. As for improving the learning process in classroom management, there are several steps, namely: learning planning, such as providing monthly programs, preparing lesson plans, preparation of the syllabus, determining the medium and methods to be taught. Then for the implementation of Al-Islam teacher learning SMK Muhammadiyah 9 Medan has done the principle of challenge, and for teacher teaching methods are good, it's just that a few more methods are varied.

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