



Teacher Assistance in Implementing Islamic Class Management to Improve Student Character in Elementary Schools

Abdus Salam Dz¹, Sofyan Mustoip², Budi Munawar³

^{1,2,3} Universitas Islam Bunga Bangsa Cirebon, Indonesia

Email : sofyanmustoip@gmail.com

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Abstract

This community service activity aims to improve teachers' abilities in developing student character that is in line with Islamic values through effective classroom management strategies. The program specifically targets elementary school teachers to strengthen their role in shaping students' moral and ethical development. The methods used in this service include a series of workshops, practical training and further mentoring. Initially, the workshop was conducted to introduce the theoretical framework of Islamic classroom management. This is followed by hands-on training where teachers apply the concepts in real classrooms, and ends with mentoring sessions to overcome challenges and refine implementation. The results of this program show a significant increase in teachers' understanding and application of Islamic classroom management principles. Teachers report increased confidence in designing and implementing classroom activities that build student character. Observations also show positive changes in student behavior, such as increased discipline, cooperation, and respect for peers and teachers. In conclusion, this program is effective in supporting elementary school teachers in integrating Islamic values into classroom management. This highlights the importance of ongoing support and a practice-oriented approach to maintain impact on student character development. Future initiatives could expand to include collaborative efforts between teachers and the broader school community to create a more comprehensive character development environment.

Keywords: Character education, Classroom management, Islamic values.



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INTRODUCTION

Classroom management plays a critical role in shaping the character and behavior of students, particularly in elementary schools where foundational moral and ethical values are established. Ideally, Islamic classroom management integrates educational principles with Islamic teachings to create an environment that fosters character development, discipline, and mutual respect. Teachers, as central figures in the learning process, must possess the skills and knowledge to implement these principles effectively, ensuring that the educational process aligns with Islamic values (Rahman et al., 2020).

Despite its importance, many elementary school teachers face challenges in managing their classrooms in ways that align with Islamic values. Common issues include a lack of understanding of Islamic classroom management principles, inadequate training, and limited resources to apply these strategies effectively. These challenges often result in missed opportunities to shape students' moral and ethical development during their formative years (Ahmad & Yusuf, 2021).

Previous community service programs have addressed various aspects of classroom management, but few have explicitly focused on integrating Islamic values into the process. For instance, a study by Rahman et al. (2020) emphasized the importance of teacher training in improving classroom dynamics but did not explore the specific application of Islamic principles. Similarly, community service by Ahmad and Yusuf (2021) highlighted the role of mentoring in enhancing teachers' instructional skills but lacked a focus on character-building through Islamic values.

This program offers a novel approach by combining workshops, practical training, and mentoring to equip elementary school teachers with the tools and knowledge needed for Islamic classroom management. Unlike previous initiatives, it emphasizes the integration of Islamic values into every aspect of classroom activity, from lesson planning to student interactions. This holistic approach aims to address the gap in existing community service efforts and provide sustainable solutions for character education (Rahman et al., 2020).

The significance of this program lies in its ability to address the dual goals of improving classroom management and fostering character development. By aligning educational practices with Islamic values, it offers a comprehensive framework for teachers to cultivate discipline, empathy, and respect among students. The program also emphasizes the importance of teacher collaboration and continuous improvement, ensuring that the impact extends beyond individual classrooms to the broader school community (Ahmad & Yusuf, 2021).

In conducting this program, several key strategies were employed. Workshops served as an initial platform for introducing theoretical concepts, enabling teachers to understand the foundations of Islamic classroom management. Practical training sessions allowed teachers to apply these principles in real-time, fostering confidence and competence. Finally, follow-up mentoring provided ongoing support, helping teachers address challenges and refine their practices (Rahman et al., 2020).

The outcomes of this program reflect its success in achieving its objectives. Teachers demonstrated a marked improvement in their ability to manage classrooms in line with Islamic principles, as evidenced by their enhanced lesson plans and classroom activities. Students also exhibited positive behavioral changes, including increased discipline and cooperation, highlighting the program's impact on character development (Ahmad & Yusuf, 2021).

In conclusion, this community service activity represents a significant step forward in promoting Islamic classroom management in elementary schools. By addressing the challenges faced by teachers and providing practical solutions, it contributes to the broader goal of fostering moral and ethical development among students. Future efforts should build on this foundation, exploring opportunities for collaboration and innovation to further enhance the effectiveness of character education programs (Rahman et al., 2020; Ahmad & Yusuf, 2021).

METHOD

This community service activity involved 25 elementary school teachers as participants, selected based on their willingness and readiness to implement Islamic classroom management strategies. The participants represented diverse backgrounds and teaching experiences, allowing for a comprehensive understanding of the program's impact across different contexts.

The program's methodology consisted of three main stages: workshops, practical training, and follow-up mentoring. The workshops provided a theoretical foundation on Islamic classroom management, including concepts such as discipline, respect, and moral development. These sessions were interactive, incorporating discussions and case studies to ensure teachers' understanding of the material (Rahman et al., 2020).

Practical training sessions followed the workshops, allowing participants to apply the theoretical concepts in real classroom settings. Teachers were guided in designing lesson plans and conducting activities that align with Islamic values. Observations and feedback during these sessions helped participants refine their approaches and address specific challenges they faced (Ahmad & Yusuf, 2021).

Data collection techniques included pre- and post-program surveys, classroom observations, and teacher interviews. The surveys measured changes in participants' knowledge and confidence regarding Islamic classroom management. Observations focused on classroom dynamics, while interviews provided qualitative insights into teachers' experiences and perceived benefits of the program.

Data analysis involved a mixed-methods approach. Quantitative data from surveys were analyzed using descriptive statistics to identify trends and improvements. Qualitative data from observations and interviews were coded and thematically analyzed to uncover recurring themes and specific insights. This combination of methods ensured a robust evaluation of the program's effectiveness (Rahman et al., 2020).

The follow-up mentoring phase ensured sustainability and long-term impact. Teachers received one-on-one support to address ongoing challenges and refine their practices. Regular mentoring sessions allowed for continuous improvement, fostering a community of practice among participants. This collaborative approach emphasized the importance of shared learning and peer support in achieving program goals (Ahmad & Yusuf, 2021).

RESULTS AND DISCUSSION

The implementation of the community service program resulted in significant improvements in the understanding and application of Islamic classroom management principles among the participating teachers. Surveys conducted before and after the program showed a substantial increase in teachers' knowledge and confidence in employing these principles in their classrooms. These findings are consistent with Rahman et al. (2020), who emphasized the effectiveness of targeted training programs in enhancing teachers' classroom management skills.

Practical training sessions allowed teachers to apply theoretical concepts in real classroom settings, leading to notable improvements in student behavior. Observations revealed that students demonstrated higher levels of discipline, cooperation, and respect for their peers and teachers. These outcomes align with Ahmad and Yusuf (2021), who highlighted the role of teacher mentorship in fostering positive student behavior through structured guidance.

In addition to immediate improvements, the follow-up mentoring sessions provided a platform for teachers to address ongoing challenges and refine their practices. Teachers reported that regular mentorship enabled them to adapt the strategies to their specific classroom contexts, ensuring long-term

sustainability. This approach is supported by findings from previous community service programs, which indicate that continuous support is critical for the effective implementation of new teaching practices (Rahman et al., 2020).

The program's emphasis on integrating Islamic values into classroom management also addressed a significant gap in existing community service initiatives. Unlike previous programs that focused solely on general classroom dynamics, this initiative prioritized the alignment of educational practices with Islamic teachings, providing a holistic framework for character development. This focus on Islamic values offers a unique contribution to the field, as highlighted by the participants' feedback and the positive changes observed in their classrooms.

Overall, the program demonstrated the importance of combining theoretical knowledge with practical application and ongoing support. By addressing the specific needs of elementary school teachers, the initiative effectively enhanced their ability to manage classrooms in line with Islamic principles, ultimately contributing to the moral and ethical development of their students. Future community service programs could build on these findings by exploring collaborative approaches that involve broader school communities and stakeholders.

CONCLUSION

This program has proven to be effective in equipping elementary school teachers with the skills to integrate Islamic values into classroom management. The improvements observed in teachers' confidence, understanding, and practical application of Islamic principles highlight the program's success in fostering character development among students. These outcomes emphasize the importance of providing continuous support and practical-oriented training to sustain long-term benefits.

The program's holistic approach, combining workshops, practical training, and follow-up mentoring, addressed both theoretical and practical aspects of classroom management. This comprehensive strategy not only enhanced teachers' pedagogical capabilities but also positively influenced student behavior, demonstrating the value of integrating Islamic teachings into educational practices. By aligning classroom activities with Islamic values, the program contributed to creating a more disciplined and cooperative learning environment.

Future initiatives could expand the scope of such programs by fostering collaboration between teachers, parents, and the broader school community. Engaging these stakeholders would create a more supportive and inclusive framework for character development, ensuring that the impact extends beyond individual classrooms. Furthermore, integrating technology and innovative approaches into similar programs could further enhance their effectiveness and adaptability to diverse educational settings.

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