

THE ROLE OF ISLAMIC THEOLOGY TEACHERS IN BUILDING CLASS CLIMATE IN STUDENTS SIKKA FLORES REGENCY, EAST NUSA TENGGARA

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Abstract: This article discusses the role of Theology Teachers in Building a Classroom Climate for Students at Mts Nur Muhammad Pemana, Sikka Flores Regency, NTT. This article uses a qualitative research methodology with a focus on research (Field Research) in obtaining documents related to this issue and using multiple sites. Teachers have a very big role in creating a conducive classroom climate, so teacher competence is needed. A good classroom climate will describe demonstrations, where the teacher's behavior is more active in creating a conducive classroom climate. where a teacher provides opportunities for optimal learning achievement. Students who live in a pleasant classroom atmosphere are expected to be able to produce better performance when compared to children who live in an unpleasant classroom atmosphere. The author has come to the conclusion that the role of the moral theology teacher of class VIII MTs Nur Muhammad starting from the role of class management is both from students and the state of the classroom environment before the lesson begins, then after that hold a little dialogue or story with the aim of conditioning students to learn.

Keywords: Classroom, Theology, Environment, Dialogue, Atmosphere

INTRODUCTION

One of the things that schools have is a classroom climate, where the classroom climate is part of a school or institution that can have an influence on the effectiveness of learning. A good classroom climate can have a conducive influence on the teaching and learning process and can provide the desired success in learning, in other words the achievement of learning objectives. Class climate can also be interpreted as the quality of the environment owned by a class which is continuously experienced by the teacher, where it also has an influence on the behavior of students in following a conducive learning process.¹

A climate in the classroom is characterized by several things, namely: 1). Mutual open attitude 2). There is a close relationship 3). There is an attitude of respect for each other 4). There is an attitude of respect in the classroom to each other and 5). Shared needs are more important than personal needs.

In a positive climate, students feel comfortable when entering the classroom, where they are aware of someone in the class who cares, cares, and respects them. They also believe that in the class they will receive lessons that are very urgent for life. On the other hand, in a negative climate, students will experience fear and doubt about the lessons they will receive, whether the lessons are valuable or vice versa.² In addition, a conducive classroom climate is an important thing that must be considered in the process of internalizing discipline character values in schools.³ Class climate is also one of the important needs that every school has at this time

¹ Novan Andi Wiyany, *Manajemen Kelas, Teori, dan Aplikasi untuk Menciptakan Kelas yang Kondusif* (Jakarta: Ar-Ruzz Media, 2013), p.184.

² Novan Andi Wiyany, *Manajemen Kelas, Teori, dan Aplikasi untuk Menciptakan Kelas yang Kondusif*. p .187.

³Wuri Waryandani, dkk. "Internalisasi Nilai Karakter Disiplin melalui Penciptaan Iklim Kelas yang Kondusif di SD Muhammadiyah Sapen Yogyakarta", *Jurnal Pendidikan Karakter* no. 2 (2014), p. 175.

because it makes students interact with their environment and social learning theory says that the classroom environment is the biggest influence on one's attitude.⁴

Teachers have a very big role in creating a conducive classroom climate, so teacher competence is needed. A good classroom climate will describe demonstrations, where the teacher's behavior is more active in creating a conducive classroom climate. where a teacher provides opportunities for optimal learning achievement. Students who live in a pleasant classroom atmosphere are expected to be able to produce better performance when compared to children who live in an unpleasant classroom atmosphere. A pleasant classroom atmosphere allows children to focus on learning. The atmosphere that arises in it is one of the factors that contribute to the motivation of learning activities.⁵

The creation of a conducive madrasa cannot be separated from the guidance of the teacher. Because teachers are the cornerstone of success. A conducive classroom climate can be created because the teacher as well as student morals can be formed because of the teacher's role.

Based on the pre-survey that the author conducted, the focus of the research was on MTs Nur Muhammad Pemana, which is a madrasa located on Pemana Island, Sikka Regency, East Nusa Tenggara. This madrasa stands in front of the coast, the natural conditions and the sound of the waves along with the sound of the ship sometimes make students less concentrated in class. Therefore, the role of the teacher in creating a conducive classroom climate is very, very important, in realizing learning objectives. In particular, it is known that

⁴ Rafika Rahmi dan Rose Mini Agoes Salim, "Peran Pelibatan Diri Siswa sebagai Mediator dalam Hubungan Antara Iklim Kelas dengan Sikap Kreatif Siswa SD Sekolah Alam", *Jurnal Psikologi Undip* 16, no. 1 (2016), p. 80

⁵ Itto Neisya Nasution dan Aulia Syaf, "Hubungan Iklim Kelas terhadap Motivasi Belajar SMK Abdurrab", *Psychopolitan* 1, no. 2 (2018), p. 100.

the classroom climate is as follows: (1) During learning, students and teachers seem to have a good relationship. (2) The cleanliness of the classroom has been maintained, because the cleanliness of the classroom is one of the indications for creating a positive classroom climate. (3) Discipline of students in the class is classified as good, many students obey school regulations, one of which is neatly dressed according to attributes. (4) The teacher only uses the variation model of lecture learning, by asking students to open the subject matter contained in the manual or student worksheets (LKS).

As for the description of student learning at MT's Nur Muhammad Pemana that, (1) there are still many students who lack the courage to ask questions, so that during the lesson the teacher still often points at students to dare to ask or answer questions from the teacher, (2) there are still students who do not do homework (PR), (3) in the classroom during learning there are also students who daydream, sleep, and talk with other friends, (4) students are also easily discouraged when doing difficult assignments, when finding difficult questions they prefer to copy their friends' answers. It shows that students in MT's Nur Muhammad pemana not have a high learning spirit in life, especially at school. According to the existing problems, it is suspected that the classroom climate is one of the factors that influence student learning motivation at school. For this reason, it is necessary to create a conducive classroom climate, so that students will concentrate on learning and can increase their learning motivation, because motivation will encourage students to excel in learning.

Based on the explanation of the importance of creating a conducive classroom climate, the authors are interested in conducting research on the classroom climate at MT's Nur Muhammad Pemana.

THEORETICAL FRAMEWORK

1. Definition of Class Climate

In the Big Indonesian Dictionary, it is stated that climate is the state of the air (temperature, humidity, clouds, rain, and sunlight) in an area over a rather long period of time.

There are several terms that are used interchangeably with the word climate, which is translated with climate, such as feel, atmosphere, tone and environment. In other words, climate can be interpreted as feelings, atmosphere, nature, and environment.⁶

While the class in the General Indonesian Dictionary is defined as a place to study at Arikunto's school, the class is not tied to the notion of a classroom, but in a more specific sense as has long been known in the field of education and teaching. the same, receive the same lessons from the same teacher.

Bloom in Hadiyanto and Subiyanto states that the classroom climate is the conditions, influences, and stimuli from outside which include physical, social, and intellectual influences that affect students.⁷

Tarmidhi stated that the classroom climate is all situations that arise due to the relationship between teachers and students or the relationship between students which is a special characteristic of the class and affects the teaching and learning process.⁸

Hoy and Forsyth said that classroom climate is an informal social organization and teacher activity that spontaneously influences behavior.⁹

⁶Adi Nova Trisetyanto, "Hubungan Iklim Belajar dan Locus of Control dengan Karakter Siswa SMK Negeri 2 Wonosari", *Skripsi* (Yogyakarta: UNS, 2013), p. 11.

⁷Tarmidi, *Iklim Kelas dan Prestasi Belajar* (Sumatera Utara: FKUA, 2006), p. 187.

⁸Tarmidi, *Iklim Kelas dan Prestasi Belajar*. p. 187.

⁹Tarmidi, *Iklim Kelas dan Prestasi Belajar*. p. 188.

Meanwhile, Hoy and Miskell said that classroom climate is a quality of the classroom environment that is continuously experienced by teachers, influences behavior, and is based on the collective perception of their behavior. The term climate is like inner personality in humans. Each class has characteristics (personality) that are not the same as other classes, even though the physical state and architectural form of these classes are the same.¹⁰

The learning process is basically a learning interaction process between teachers and students and between students and other students. The success or failure of an interaction in the learning process is influenced by many factors, both factors from the teacher himself, students, supporting facilities and the atmosphere of the learning interaction.¹¹

Class climate is the condition of the classroom environment in relation to learning activities. Class climate is an atmosphere characterized by a pattern of interaction or communication between teacher-students, students-teachers, and students. According to Nasution, there are three types of atmosphere faced by students in the learning process at school based on the teacher's attitude towards children in teaching learning materials.

First, the classroom atmosphere with the authoritarian attitude of the teacher occurs when the teacher uses his power to achieve his goals without further considering the further consequences for the child, especially for his personal development, with punishments and threats the child is forced to master the subject matter deemed necessary for examinations and futures. front.

Second, a classroom atmosphere with a "permissive" teacher attitude, a classroom atmosphere with a permissive teacher attitude is characterized by allowing children to

¹⁰Tarmidi, *Iklm Kelas dan Prestasi Belajar*, p. 188.

¹¹Novan Ardy Wiyani, *Manajemen Kelas Teori dan Aplikasi untuk Menciptakan Kelas yang Kondusif* (Jogjakarta: Ar-Ruzz Media, 2013), p. 184-185.

develop in freedom without much pressure, frustration, prohibition, orders, or coercion. Lessons are always made fun. The teacher does not stand out and is behind to provide assistance when needed. This attitude prioritizes the child's personal development, especially in the emotional aspect, so that the child is free from mental shock and becomes a child who can adapt to his environment.

Third, the classroom atmosphere with a "real" attitude of the teacher. The classroom atmosphere with the real attitude of the teacher is marked by the freedom of children accompanied by control. Children are given adequate opportunities to play freely without being supervised or strictly regulated. On the other hand, children are given tasks according to the instructions and supervision of the teacher.¹²

Teachers must be able to create a classroom environment that helps the educational development of their students (students). With accurate motivational techniques, teachers can create a healthy classroom climate contribution. This environment should reflect the teacher's personality and concern and appreciation for the efforts of students. Students are made to continuously react to the environment, so that learning experiences can occur in accordance with the desired conditions.¹³

The classroom is a social environment for students. Where in the classroom there is a process of interaction between students and students and students with teachers. Therefore the class must be designed in such a way by the teacher so that the class is a pleasant environment for students in their duties and roles in the class as students and their duties and roles in their physical and emotional development.¹⁴

¹²Afrizal, *Manajemen Kelas*, (Pekanbaru: Kreasi Edukasi, 2014), p. 79-80

¹³Mudasir, *Manajemen Kelas*, (Pekanbaru: Zanafa Publishing, 2011), p. 84

¹⁴Ade Rukamana dan Suryana, *Pengelolaan Kelas*, (Bandung: UPI Press, 2006), p. 73

Therefore, a conducive class must meet the requirements that describe a good and pleasant classroom condition/climate:

- a. The class must be neat, clean, healthy and not damp
- b. The class must have/get enough light to illuminate it
- c. Enough air circulation from inside and outside the classroom
- d. The furniture is in good condition, sufficient in number and neatly arranged
- e. The number of students does not exceed 40 people

The learning process is a set of learning activities carried out by students (students). Learning activities carried out by students under the guidance of the teacher. The process of teaching and learning in the context of formal education is a conscious and deliberate effort and well organized in order to achieve the intuitive goals carried out by institutions carrying out educational missions.¹⁵

From some of the definitions and descriptions above, it can be concluded that the classroom climate is a learning atmosphere that arises due to the relationship between teachers and students in the classroom that affects the teaching and learning process.

2. The Purpose of Creating Classroom Climate

A conducive classroom climate is very important to create so that the goal of achieving a harmonious relationship between teachers and students and between students, a cool, fun, calm learning atmosphere without hostility, a meaningful learning atmosphere and a non-rigid classroom learning atmosphere can be realized. The Ministry of Education and Culture in Ismiarti (2004:26-27) suggests the purpose of creating a conducive classroom climate, namely:

¹⁵Mukhtar dan Iskandar, *Desain Pembelajaran Berhasil Teknologi dan Komunikasi*, (Jakarta: Gaung Persada (GP) Press, 2010), p. 76

- a. Realizing classroom situations and conditions, both as a learning environment and as a study group that allows students to develop their abilities to the maximum extent possible.
- b. Eliminate various obstacles that can hinder the realization of learning interactions.
- c. Provide and arrange learning furniture facilities that support and enable students to learn according to the social, emotional, and intellectual environment in the classroom.¹⁶

3. Class Climate Types

Based on a review of the classroom climate proposed by Nasution, according to him there are three types of atmosphere faced by students in the learning process at school based on the teacher's attitude towards children in teaching subject matter¹⁷

- a. Class climate with "authoritarian" teacher attitude.

A classroom atmosphere with an authoritarian attitude occurs when the teacher uses his power or authority to achieve his goals without further considering the consequences for the child, especially for his personal development.

- b. Class climate with permissive teacher attitude

A classroom atmosphere with a permissive teacher attitude is characterized by allowing children to develop in freedom without much pressure, frustration, prohibition, orders, or coercion. Lessons are always made fun. The teacher kept a low profile and was behind to provide assistance when needed. This attitude prioritizes the child's personal development, especially in the emotional aspect, so that the child is free from mental

¹⁶Ali Muhtadi "Menciptakan Iklim Kelas yang Kondusif dan Berkualitas dalam Proses Pembelajaran" *Majalah Ilmiah Pembelajaran* 1. no. 2 (2005), p. 199.

¹⁷Novan Ardy Wiyani, *Manajemen Kelas*, (Yogyakarta: Ar-ruz Media, 2013), p.187

shock and becomes a child who can adapt to his environment.

c. Class climate with real teacher attitude

The classroom atmosphere with a real teacher attitude is characterized by the freedom of children accompanied by control over them. Children are given sufficient opportunities to play freely and learn according to their learning type and interests without being supervised or strictly regulated. On the other hand, children are given tasks according to the instructions and supervision of the teacher.¹⁸

4. Class Climate Indicator

According to Moedjiarto, the characteristics of a class that has a good climate are as follows:

- a. The learning atmosphere in the classroom is orderly, calm, far from noise and chaos.
- b. There is a close relationship, full of understanding, and a sense of kinship between the school community.
- c. At school, there appears to be an attitude of prioritizing the interests of the school and the interests of many, while personal interests take the last place.
- d. All school activities are regulated in an orderly manner, carried out and carried out with full responsibility and equitably.
- e. Students receive fair treatment, there is no discrimination between the poor and the rich, intelligent and slow-thinking, all of whom have the same opportunity to perform as well as possible.
- f. In the classroom, it can be seen that there is a high level of teaching and learning activities.
- g. Students actively ask questions about lessons that are not understood, while the teacher is always happy to answer them. For questions that cannot be answered, the teacher

¹⁸ Nasution, *Berbagai Pendekatan dalam Proses Belajar & Mengajar*, (Jakarta: Bumi Aksara, 2007), p. 119-120

wisely asks for time to look for data and further information.

- h. Students respect each other, and students have high respect for their teachers.
- i. Tables and chairs and other equipment in the classroom are always neatly arranged and kept clean.
- j. Students take part in maintaining the cleanliness of school furniture and the cleanliness of classrooms whose assignments are carried out in rotation.¹⁹

Based on the characteristics of the class climate that have been described, the researchers determined class climate indicators as follows:

1. Learning atmosphere in class

In the first indicator, namely the learning atmosphere in the classroom, it is the conclusion of the learning atmosphere in the classroom which is orderly, calm, far from noise and chaos.

2. Relations between class citizens

In the second indicator, namely the relationship between class members, which is the conclusion of a close, understanding relationship, and a sense of kinship between the school community, it is needed in a classroom climate, students respect each other, and students have high respect for their teachers.

3. Teaching and learning activities

In the third indicator of teaching and learning activities, it is concluded that in the classroom it can be seen that there are high teaching and learning activities

4. Physical condition, tidiness and cleanliness of the classroom

The fourth indicator, namely the physical condition, tidiness, and cleanliness of the classroom, is a conclusion from the tables and chairs and other equipment, which are in the classroom are always neatly arranged and kept clean, and

¹⁹Novan Andy Wiyani, *Manajemen Kelas* (Jogjakarta: Ar-RUZZ Media,2013), p. 189.

students participate in maintaining the cleanliness of school furniture and the cleanliness of the classrooms whose assignments are carried out. in rotation

5. Student discipline in class

In the fifth indicator, namely student discipline in the classroom, it is the conclusion of all school activities arranged in an orderly manner, carried out and carried out with full responsibility and evenly.²⁰

RESEARCH METHODOLOGY

The type of research used is a multi-site study. Multi-site studies are a form of qualitative research that can indeed be used primarily to develop theories that are drawn from several similar research backgrounds, so that theories can be generated that can be transferred to a wider and more general situation.

The researcher tries to clearly describe the case that occurred at MTs Nur Muhammad Pemana

The research location in this study is MTs Nur Muhammad Pemana which is a school located on Pemana Island, Sikka Regency, East Nusa Tenggara Province. The research location is in Sikka Regency with the following considerations:

- a) Sociocultural conditions of the Muslims of Sikka Regency, who are mostly immigrants and live in groups, form Muslim villages on the coast of Flores and on small islands in the Flores Sea.
- b) Some of the educational institutions in Sikka Regency are located in small islands.
- c) There are several MTs educational institutions in Sikka Regency.
- d) Transportation routes are relatively easy to pass and sea transportation between islands is also relatively smooth.

²⁰Novan Andy Wiyani, *Manajemen Kelas*, p. 67.

In qualitative research, researchers must be present in the field because researchers are the main research instrument. The characteristic of qualitative research cannot be separated from the observers who participate directly, where the researcher is also the person who determines the overall research scenario. Observers participate in telling researchers what people do in situations where researchers have the opportunity to conduct research. Researchers do this in order to want to know an event, whether it often occurs and what people say about it.²¹

RESULTS AND DISCUSSION

MTs Nur Muhammad Pemana is a private Tsanawiah Madrasah which is located less than 1 km south of Pemana Village, Alok District. Kab. Sikka.

1. History of the Founding

Madrasah Tsanawiah, which was established in 2006 on the initiative of several Pemana Village leaders who are interested in education, is called MTs. Nur Muhammad Pemana because madrasa education is expected to be a means of Islamic brotherhood.

This madrasa was first established and still uses the MTs building. Nur Muhammad Pemana.

In 2009 several community leaders wanted to develop MTs. Nur Muhammad Pemana to realize the madrasa building, this madrasa building from the DAK budget, the establishment of MTs. Nur Muhammad Pemana is proof that the Pemana village community includes people who are aware of Islamic character education with great trust from the community. This madrasa began to develop in 2009-2011.

Based on the desire to develop MTs. Nur Muhammad Pemana is in a better direction, so in 2011 the Foundation's administrators and madrasah managers registered MTs. Nur

²¹Tanzeh dan Suyitno, *Dasar-dasar Penelitian* (Surabaya: elKaf, 2006), p. 136.

Muhammad Pemana to follow Accreditation and registered status until now.

Departing from this background, MTs Nur Muhammad Pemana has developed until now with the hard work of the founders and community leaders, many students have graduated and several achievements have been achieved by MTs students. Nur Muhammad Pemana.

The results of the research on the role of the teacher in shaping the classroom climate of class VII MTs Nur Muhammad Pemana, the researchers obtained the following data:

Based on the output of the observations carried out by the researchers, it is known that the learning process carried out by the Akhidah moral teacher of class VIII MTs Nur Muhammad Pemana has a positive impact on student responses, because by maximizing the role of the teacher as an organizer, it can create an effective and fun learning atmosphere. However, sometimes the learning process does not take place effectively.²²

During the learning process that takes place learning is supported using learning methods, students are enthusiastic about the learning process carried out by the teacher as education. So that the learning process in the classroom is not boring, the teacher changes the sitting position into several forms such as a circle shape, as a result the students are permanently enthusiastic in following the ongoing learning process.

Effective learning is learning that forms changes, for example what the teacher wants, the role of the teacher in this case is the teacher using learning methods and using classroom settings during the learning process. In this case, the teacher has a role as an organizer in the class.

1. Learning Atmosphere in Class

²²Observation, wednesday 7 July 2021.

Based on observations about the role of the moral theology teacher in building a classroom climate, in terms of a safe teaching and learning atmosphere in the classroom, there is still class management that is completely left to the classroom teacher and must have the skills to facilitate or improve the classroom atmosphere so that it is safe and effective. Thus, it is supported by Suwarna's opinion in his book, which reveals that it is the teacher who is responsible for organizing activities, time, facilities, and everything that is used in the classroom. Therefore, the creation of a safe climate is very dependent on the teacher.²³

In one aspect of the way the teacher sets strategies to build a safe teaching and learning atmosphere in the classroom, it greatly affects the behavior of students in the classroom, if the teacher creates a properly conditioned learning atmosphere and students learn to use the maximum, of course, the teacher's goals are easy to achieve. , and vice versa if the class is not conditioned by the teacher, then the class situation will be chaotic, and the teacher will be busy spending time disciplining students without paying attention to the material presented, using other terms teaching and learning activities do not run optimally.

Teacher teaching activities in the classroom are not an easy case if the teacher does not have class management skills and extensive knowledge to control the learning atmosphere in the classroom, according to the output of the research findings, namely when entering class the first thing the teacher does is look at the situation, terms and character of the class, both according to the students as well as the condition of the classroom environment before the lesson begins, then after that hold a little chat or story with the aim of conditioning students for learning. so comfortable.²⁴ So the role of the teacher is to know and recognize the type of class, it needs to

²³Observation, Wednesday, 7 July 2021.

²⁴Sunarto, S.Pd (43 Years), teacher Islamic Theology Madrasah Tsanawiyah Nur Muhammad Pemana, *Interview*, Pemana, 7 July 2021

be mastered by the teacher, so that teaching and learning activities run optimally. The teacher's skills are mandatory, informing responsive behavior, approaching mobility style, paying attention, focusing group attention, giving clear instructions, reprimanding, and placing reinforcement.

With this calm but focused strategy, the teacher is passionate about teaching, keeps students motivated in their learning, the class climate, especially the classroom atmosphere is also fun and doesn't feel stressful because students can learn comfortably. According to Mrs. Nanu's opinion, that at MTs Nur Muhammad Pemana uses the 2013 Curriculum which provides instructions for teachers to use various learning methods and a teacher uses. The personality of the teacher as an adult can serve as an example as well as a direction and facilitator of learning which is reflected in the learning atmosphere created in the classroom.²⁵ .

Effective learning and a pleasant learning atmosphere can start from a conducive and supportive classroom climate, building an exciting learning atmosphere, for that it is necessary to pay attention to the teaching style of teachers who can foster interest in learning in the teaching and learning process of their students and especially the arrangement or arrangement of classrooms and classrooms. all of it. Such a safe class is defined as a situation that describes calm, flexibility, serenity that can lead to morale and excellent class management.

Ibu Nanu revealed that at MTs Nur Muhammad Pemana, the responsibility for managing the classroom climate is entirely left to the classroom teacher who teaches the class.²⁶ Because only the teacher can know and know best what the students' requirements are and are able to set their

²⁵Hasil Observasi Pembelajaran IslamicTheology bersama Teachers IslamicTheology Kelas VIII MTs DDI Lapeo hari Rabu dari jam 08.00-10.25, 7 July 2021.

²⁶Nanu, S.Pd,I (46 Years), Kepala Madrasah Tsanawiyah Nur Muhammad Pemana, *Intervien*, Pemana, 7 July 2021.

own strategies that are suitable for use in the class, because the characteristics of children in one class are different, so each class teacher has their own strategy for building and being responsible for the class. it can be constructive and comfortable for the students in the class.

2. Citizenship in Class

Based on observations on the role of Theology Theology teachers in establishing good cooperation with students in the class, there must be a good relationship between students. Being students, students and teachers, teachers and teachers, cooperation in the school environment, especially in the classroom is good. According to Snart, teachers can establish good cooperation by building intimate and interactive learning relationships with their students, so that all students need to feel happy and maintain this atmosphere while in class.

Teachers need to have principles to establish good working relationships with their students, such as feeling comfortable with them and treating them as partners in the learning process in the classroom. The teacher didn't think I was the smartest and most outstanding person in the class. can build fair and good cooperation in problem solving with students without discriminating against students. Ibu Nanu adds that teachers create mutual respect between students and between students and teachers and other people with learning responsibilities.²⁷

If the teacher can provide a positive example to students, students will be happy and grateful to each other, so the presence of a teacher with a good physical and personality can cause a positive response from students born. Involving students in all classroom affairs can create a friendly atmosphere in teaching and learning activities and form a democratic leadership style by teachers. Students are given the opportunity to express their opinions, views, and suggestions.

²⁷Nanu, S.Pd,I (46 Years), School Principal, *Interview*, Pemana, 7 July 2021

Lively interactions between teachers and students. Teachers create roles to work well with students. This can be done by praising the student's behavior and joking or joking with the student, building self-confidence, or calling the student a good phone call. Students feel comfortable. Teachers are grateful and sensitive to what they are doing, making them feel together in the learning process and interacting to learn together, as if the teacher is everything. The teacher always listens and pays attention to the students.

Teachers can create and maintain optimal conditions for responsiveness by observing, approaching, speaking, and reacting carefully to distractions and indifference to prevent the spread of deviant behavior.

The teacher's role in establishing good cooperation between students is by praising student behavior, joking, joking, building self-confidence, and doing good to students to the limit. This can be achieved by calling. Those who not only call and thank students but also have a sensitive attitude to what they are doing, whose interactions allow students to be with them and learn with them in the learning process. I go. Teachers know everything about students because they always care and take care of them. This can be done by observing students closely, approaching them, questioning them, responding to obstacles and indifference, and preventing the spread of deviance. Work.

The teacher-student relationship is said to be good if it has the following characteristics:

- 1) Openness so that teachers and students are honest and open with each other.
- 2) Respond whenever you know someone is being judged.
- 3) Interdependence.
- 4) Freedom, this allows everyone to develop and develop their uniqueness, creativity and individuality.
- 5) Satisfy the needs of others and make sure none of the needs are being met.

The results of this study indicate that the teacher's role in creating a student-friendly learning environment is not difficult. Teachers need to create an atmosphere where teachers and students are actively learning while learning. Where the teacher becomes the leader and facilitator of student learning. And teachers must be fair to everyone. That is, the student must be seen on his side.

In addition, the relationship between teachers and class members, including students, appears to be harmonious, with teachers approaching students by starting by remembering their names, rewarding the best students, and always rewarding other students.

3. Learning Activities

The teacher prepares a pre-determined lesson plan at the previous meeting to ensure a smooth teaching and learning process without spending too much time on preparation. The activities of teachers in the classroom are not without careful planning from the start. Students must be willing to learn on their own, have learning resources, and teachers are responsible for development. Student skills.

The potential and compassion of teachers associated with different levels of understanding of students is different.

Another thing that theology moral teachers do to adjust the classroom atmosphere is to focus on learning objectives so that they are in line with the objectives, especially in learning activities. Teaching and learning materials not only emphasize teaching materials as learning objectives, but students who repeat teaching materials during learning do not understand the learning materials.

Therefore, the results of this study indicate that the teacher's role in creating a conducive atmosphere in the classroom, in the sense of a pleasant atmosphere in the classroom, is the first strategy used by the teacher through a method that stimulates students to learn through learning methods, indicating that there is. Organizing healthy competition by giving praise and rewards for education and

communication, and to motivate students to learn. Therefore, the second learning strategy is relaxed but aggressive, the teacher is passionate about teaching and motivates students to learn and teach in the classroom. The third method is to approach students carefully and help them remember feelings of obedience. The teacher explains the characteristics of students. Basically, students always want to be noticed by others. There is a good relationship between students, between teachers and students, and between teachers and students.

Based on the results of observations and interviews on the teacher's strategy in establishing good cooperation with students in the classroom. As students, it can be said that we have a good cooperative relationship in the school environment, especially in the classroom environment. Teachers can establish good working relationships by building close learning interactions with their students. This will keep all students happy and maintain this atmosphere during class hours. According to Swarna, teachers must have the principle of establishing good working relationships with their students.²⁸ A comfortable appearance for students and teachers do not feel best when they treat students as peers during the classroom learning process.

1. Physical condition, order, cleanliness

Based on observations in class, students can be defined as an activity in which the teacher supports and manages all learning structures in the classroom in terms of physical conditions, order and cleanliness. The number of learning aids in the classroom such as desks, chairs, blackboards, and erasers, shows that the classroom has the right educational tools.

To create a comfortable learning environment, it is necessary to pay attention to the rules and layout of the classroom. Of course the task of a subject teacher needs to

²⁸Observation, 7 July 2021.

pay attention to the class in which he carries out the learning process. Dirty classrooms make teachers and students uncomfortable.

According to observations and interviews with Sunarto, maintaining the cleanliness and comfort of the classroom is a teaching and learning process in the classroom, because dirty classrooms increase students' concentration.²⁹ This proved to have a significant impact. Learning can not be optimal. The teacher must monitor and pay attention to the condition of the class. In addition, each class has appropriate cleaning supplies and a group pick-up schedule must be arranged. The arrangement of items in the classroom must also be neat. This will make you feel comfortable and not boring in class.

Educators can manage the class well. Basically, make the classroom a comfortable place for students by keeping all elements of the classroom clean with students, making the classroom comfortable and comfortable in the education and learning process. Similar to the affirmation of a clean classroom, comments about a clean classroom indicate that students apply good discipline in the classroom, leaving no trash ... By keeping the rules agreed upon between the teacher as the titular class and the class members.

The arrangement of space and structure in the classroom will help motivate students to learn so that they are interested in learning. These metrics are not immediately apparent, but experienced teachers can see if students are ready to learn.

Filling the classroom with educational resources, media, speech and exercises for students makes the classroom a fun place to inspire learning. For example, put student work on the walls or classroom walls. It aims to create conditions

²⁹Sunarto, S.Pd,I (43 Years), Teachers IslamicTheology Madrasah Tsanawiyah Nur Muhammad Pemana, *Interview*, Pemana, 7 July 2021

for students to always be creative and create enthusiasm in the education and learning process.

Pak Sunarto said that the decoration and placement of space and equipment in the classroom should create motivation and interest in learning for students. According to Sunarto, sitting position has a significant effect on the teaching and learning process in the classroom, because it allows students to obtain a comfortable and safe sitting position by adjusting the sitting position by considering the student's characteristics. Focus on their learning activities.³⁰

In addition, the seating position can be changed, and if desired, the teacher can give students time to position themselves so that they sit in groups, in a circle, or side by side. Seating arrangements for class students are not neutral. Setting has a great influence on students, student interactions, and teacher interactions. This means that student seating affects the learning process.

Another action taken by the moral theology teacher to regulate the classroom atmosphere, especially in terms of order and cleanliness, is to provide a fan as an air purifier, as a racket to clean the classroom and keep the classroom clean. In the learning process, giving warnings, punishing students by confiscation of toys, confiscation of school bags during the learning process, changing the seat next to the teacher, it is easy for the teacher to monitor this. Noise during study.

Consequently, in the education and learning process, teachers must not only use the classroom as a place to learn, but also pay attention to the cleanliness of the classroom and fill the classroom with various relevant and fun learning resources. shows that. Then with the placement of students on a weekly basis, the placement is adjusted by considering the individual characteristics of the students themselves. The results of this study indicate that classroom management in the education and learning process is very important to build

³⁰Sunarto, S.Pd (43 Years), Teachers Islamic Theology Madrasah Tsanawiyah Nur Muhammad Pemana, *Intervien*, Pemana, 7 July 2021

and create a conducive classroom environment. In this case, it was done to MT Nur Muhammad Pemmana.

In this case, Nur Muhammad Pemana, Theology Theology teacher at MT's Class VIII, admits that teachers are an important factor in improving the quality of education. Indeed, teachers dominate in the regulation of educational performance.

Based on the results of observations and interviews conducted by researchers during class, VIII MT's Nur Pemana played a role in motivating students to learn. Here's what teachers can do to motivate their students:³¹

- a) Give praise when participants are students or students can do their job well.
"Well done Nazwa!"
"Khairun Nisa is a great person"
"Study diligently Nazwa"
- b) Give rewards to students when they can finish sentences well the teacher's questions and assignments by doing well and patting students on the head go home earlier than classmates
- c) Both the teacher asking the question and the one already in the book, the text will have a test question when they finish reading the material.
- d) Organizing competitions between students in vocational courses. For example, teachers organize an Asmaul Husna reading competition, fluency reading competitions, complete writing competitions, time sharing among students and being the fastest in the class.
- e) Communicating the results of his work to students. View the results of group work in class, citing the results of the highest scores.

7. Work Effectively

Working Effectively with Students from Different Cultures

³¹Sunarto, S.Pd (43 Years), Teachers Islamic Theology Madrasah Tsanawiyah Nur Muhammad Pemana, *Interview*, Pemana, 7 July 2021

Effective teachers need to know and understand children from different cultures and be sensitive to their needs. Encourage students to build positive relationships with one another.

8. Commitment and Motivation

To be an effective teacher, it also requires commitment and motivation. This includes a good attitude and interest in students. Education requires a commitment to how teachers excite and think to provide an acceptable education for their students. Effective teachers are also confident in their abilities and don't let negative emotions affect their motivation.

Effective training is education that can lead to effective learning. The guiding principles that are effective in creating a supportive atmosphere in the classroom are:

a. Context

Good context includes:

1. Can provide dynamic and intense interaction enemies to students
2. Include real real experience Dynamic concrete experience is a tool to deepen understanding, simple and repeatable experience Can be imitated.

b. Focus

To achieve effective learning, it is necessary to select a focus with the following characteristics:

1. Purpose of mobilization
2. Shaping and coherent learning
3. Organizing learning as a process of discovery and discovery that must be done.

c. Socialization

The social conditions of the classroom have a major impact on lifelong learning in the classroom.

d. Individualization.

In a personalized classroom organization, teachers need to pay attention to students' competency levels and encourage them to decide for themselves what they can do.

e. Order

If you want real learning, meaningful learning sequences or sequence organization must be meaningful in their own right.

f. Evaluation

Evaluation is a tool for finding ways to interpret possible learning outcomes and can provide student reports not only to the students themselves but also to us as parents and agents of learning.

CONCLUSION

1. In creating a conducive classroom climate, the role of the class VIII moral theology teacher at MTs Nur Muhammad Pemana has tried its best, starting from the role of class management being completely left to the class teacher and must have the skills to facilitate or improve the classroom atmosphere so that it is conducive and effective and the teacher sees the situation, the condition and character of the class, both from students and the state of the classroom environment before the lesson begins, then after that hold a little dialogue or story with the aim of conditioning students to learn. Then, the teacher creates a role to work well with students, which can be done by giving praise to students' actions, joking and joking with students who are right at the limit, building self-confidence, and calling students with good calls, making students will feel appreciated. The attentive and latent attitude of the teacher, which relates to the level of understanding of different students - is different, so it takes a student teaching style that is varied and able to foster student learning motivation.
2. The principles used by theology moral teachers in creating a conducive classroom climate are mastery of subject matter, teaching strategies so that the material

can be mastered by students, goal setting and instructional planning skills, classroom management skills, and motivational and communication skills that teachers must possess.

3. Some of the obstacles in creating a conducive classroom climate, among others, teachers have not received training in education and related to good teaching effectively, for example actively participating in the MGMP and inadequate facilities and infrastructure to support the learning process. Facilities are facilities that are directly used and support the learning process, including: classrooms; table; chair; learning tools such as reading books; learning media, scissors, crayons, color markers, glue, and others. Then the teacher's solution in dealing with the problem in order to create a conducive classroom climate is to independently study and then apply many learning methods and strategies, so that learning in the classroom varies in method and the teacher uses learning methods and strategies during the learning process, including the lecture method, *card sort*, *reading aloud*, *reading guide*, recitation, *small group discussion*, and so on.

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