Al-Ulum

The Implementation of Islamic Classroom Management and Teacher Performance In Improving Students' Learning Achievement

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Abstract

This article mainly focuses on implementing Islamic Classroom Management and Teacher Performance. This study aimed to determine how Islamic classroom management and teacher performance affect student learning achievement. This research uses a quantitative approach with the Ex Post Facto method. The data from the variables are measured using measurement rules and the process of quantifying the rating scale model. The results of the research show that if Islamic classroom management increases. Subsequently, student learning achievement will also increase, and while teacher performance decreases, learning achievement will also decrease. Therefore, the research results on Islamic classroom management are variables, and teacher performance variables have a mutual influence (simultaneously) on student learning achievement.

Keywords: islamic classrom management, teacher performance, student Achievement

Implemantasi Manajemen Kelas Islami dan Kinerja Guru dalam Meningkatkan Prestasi Belajar Siswa

Abstrak

Artikel ini fokus pada implementasi Manajemen Kelas Islami, dan Kinerja Guru. Tujuan penelitian ini adalah untuk mengetahui bagaimana manajemen kelas Islami dan kinerja guru mempengaruhi prestasi belajar siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan metode Ex Post Facto, data-data dari variabel diukur dengan menggunakan kaidah-kaidah pengukuran serta proses mengkuantitasikan dari model rating scale. Hasil penelitian menunjukkan bahwa jika manajemen kelas Islami meningkat, maka prestasi belajar siswanya juga akan meningkat, sedangkan pada kinerja guru menurun, maka prestasi belajar juga akan menurun.Dengan demikian dapat diartikan bahawa hasil penelitian pada varibel manajemen kelas Islami, dan variabel kinerja guru ada memberikan pengaruh secara bersama-sama (simultan) terhadap prestasi belajar siswa.

Kata kunci: Manajemen Kelas Islam, Kinerja Guru, dan Prestasi Belajar Siswa.

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A. Introduction

The main activity at school is the learning process in which the education system interacts with students as targets so that the learning process can be completed wholly and comprehensively. Learning completeness is one of the benchmarks of teacher success and improving the quality of student learning achievement. The seriousness of the teacher must accompany increased learning achievement to manage the learning process so that students will be more active in following their learning process activities. Teachers as educators and teachers are the determining factor for the success of every educational endeavor. [1] That is why the discussion about curriculum renewal and procurement of learning tools to the criteria for human resources produced by education always boils down to teachers. It shows how significant the role of teachers is in the world of education.

As implementers of national education, teachers are a key factor in improving student learning achievement and will be influenced by the quality of the learning process in the classroom. Therefore, to improve student learning achievement, the learning process in the classroom must take place properly, efficiently, and successfully. Student learning achievement carried out from the impact of an effective and efficient learning process such as the Mid-Semester Examination (Ujian Tengah Semester – UTS) and Final of the School Examination (Ujian Akhir Sekolah - UAS) reflects the quality of education. If the learning achievement is low, then the quality of education is also low. Student learning achievement is considered an achievement of the results of the learning process. If the achievement is still low, there is something wrong with the learning process. The main problem of education quality lies in the problem of education processing.[2]

Student learning achievement is strongly influenced by several factors and components, such as Islamic classroom management, teacher performance, adequate curriculum availability factors, the interest and enthusiasm of high students in studying, and most importantly, professional educators (teachers). Teachers, as implementers of education who are directly related to students, have

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[1]Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung, PT. Remaja Rodakarya,2000), 233
[2] Tirtaraharja.U., *Pengantar Pendidikan.* (Jakarta: Rineka Cipta, 2005), 232

an essential role in improving the quality of education in determining whether or not educational goals are achieved. Among the knowledge and skills teachers need are teaching, educating, guiding, and managing classes (class management).

Islamic classroom management (Islamic classroom management) is one of the things that a teacher must do to improve student learning achievement, and teacher performance is the most influential component of learning achievement so that students have ideal competencies. In line with that, efforts to improve teacher performance to improve the quality of learning achievement will have a significant effect. [3] Teacher performance in planning and implementing learning is an activity that has educational value. Based on the description above, addressing student learning achievement in applying a quality learning process is very important. Thus Islamic classroom management and teacher performance affect student learning achievement. Teachers have a significant role in improving the quality of learning, which is not only teaching but also educating and training students to be able to develop optimally both from the affective (attitude), cognitive (knowledge), and psychomotor (skills) aspects. Teacher competence is the ability or ability of the teacher to carry out his duties, carry out the teaching and learning process, and provide knowledge and skills in accordance with the best possible way. [4]

A scholar maintained that specifically, the teacher's duties in the face-to-face learning process are as follows: (l) the task of the teacher as a learning manager: (a) managerial tasks, which involve administrative functions (leading the class), both internal and external related to participants in classroom equipment (materials), professional actions, (b) educational tasks, which involve educational functions, are: motivation, discipline, social sanctions (legal action), (c) instructional tasks, which involve teaching functions, are: delivery of material, giving tasks to students, supervising and checking assignments, (2) the task of the teacher as an executor (Executfue Teacher): (a) assessing the progress of the learning program, (b) being able to provide conditions that allow students to learn while working (learning by doing). Government policy is very appropriate if this

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[3] Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*. (Jakarata: Rineka Cipta, 2006),1.
[4] Wahyudi, *Panduan Lengkap Uji Sertifikasi Guru*, (Jakarta, Prestasi Pustaka Raya, 2012), 102

becomes a paradigm of educational development and development that can determine the face of education in Indonesia.[5]

Related to the situation of SMP (Junior School) of PAB 9 Klambir Lima Kebun Deli Serdang, which has the potential of human resources in school management, this is a prominent enough teacher. However, there are still problems undermining success in improving student learning achievement, one of which is learning design; lesson plans in their implementation still need to be maximized. It means that learning design which has a vital role in boosting student learning outcomes still needs to be a concern that pushes more toward effectiveness and efficiency. Teacher performance can be seen in the learning process that has not been interactive. Learning models need variations and others related to students' needs in developing learning.

Furthermore, Islamic classroom management affects teacher performance to produce student achievement. Classroom management that is built in balance with the needs of students will produce better, more effective, and more efficient learning characteristics. It means that the learning process is managed based on Islamic classroom management so that teacher performance increases. According to Pidarta, as quoted by Saiful Bahri, "classroom management is the process of selecting and using appropriate tools against classroom problems. It means that the teacher is tasked with creating, improving, and maintaining a classroom system or organization so that students can utilize their talents and energy on various tasks. Islamic classroom management refers to the creation of a classroom atmosphere or condition that allows students in the class to learn effectively.[6] Therefore, classroom management is a set of activities to develop desired student behavior, reduce or eliminate unwanted behavior, develop interpersonal relationships and a positive socio-emotional climate, and develop and maintain an effective and productive classroom organization.[7] The implementation of Islamic classroom management at SMP PAB 9 Klambir Lima, Hamparan Perak District, Deli Serdang Regency, needs to be improved to develop the learning process to have

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[5] Hamzah B. Uno. *Profesi Kependidikan, Problem, Solusi, dan Reformasi Pendidikan di Indonesia*. (Jakarta: Bumi Aksara, 2011). 19-21

[6] Syaiful Bahrri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta,2000), 172

[7]*Op.Cit*, Mulyadi, 3-4

values related to the cognitive, affective, and psychomotor realms. Low Islamic classroom management will result in stagnation and boredom of students in participating in the learning process. These are the items of teaching material that are delivered. According to the competence possessed by students, one of them is the result of the lack of harmony in classroom management with teacher performance. Islamic classroom management is the most important center for forming dynamic learning characteristics, and students have competitive competencies in the classroom environment.

Good Islamic classroom management will build a good learning process and minimize the possibility of failure and errors in learning. Therefore, a teacher needs to have the ability to create good teaching and learning conditions and to achieve an optimal level of effectiveness in instructional activities. Classroom management ability is one of the factors that must also be mastered by a teacher, in addition to other factors. [8]

One of the successes of a teacher in the learning process is determined by managing the class effectively and efficiently. In contrast, Pidarta, as quoted by Saiful Bahri, said that "classroom management is the process of selecting and using the right tools for classroom problems. It means that the teacher has the task of creating, improving, and maintaining a classroom system or organization so that students can utilize their abilities, talents, and energy on various individual tasks. [9] According to the Director General of Education, the objectives of classroom management are: (1) Realizing classroom situations and conditions, both in the learning environment and as a learning group, which allows students to develop their abilities as much as possible; (2) Eliminating various obstacles that can hinder the realization of learning interactions; (3) Providing and arranging learning facilities and furniture that support and enable students to learn according to the social, emotional and intellectual environment of students in the

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[8] Nasrun, *Media Metoda dan PengelolaanKelas Terhadap Keberhasilan Praktek Lapangan Kependidikan*, (Format Pendidikan Negeri Padang XXVI(04), Desemeber, 2001.

[9] Syaiful Bakhri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*. (Jakarta: Rineka Cipta, 2000), 127-173.

classroom; (4) Fostering and guiding students according to their social, economic, cultural backgrounds and individual traits. [10]

Principles in classroom management Djamarah states, "In order to minimize the problem of interference in management can be used." The principles of classroom management are as follows. (a) Warmth and enthusiasm; (b) Challenge; (c) Variety; (d) Flexibility; (e) Focus on positive things; (f) Cultivation of self-discipline. The problem of students is the main factor that teachers do is none other than to increase student enthusiasm both in groups and individually. The various approaches are as described below; (a) power approach; (b) threat approach; (c) freedom approach; (d) prescription approach; (e) teaching approach; (f) behavior change approach; (g) socio-emotional approach; (h) group work approach.

In more detail, the activities that teachers need to carry out in classroom management as aspects of Islamic classroom management contained in classroom management instructions are [11]: (1) Checking student attendance; (2) Collecting student work, checking and assessing the results of the work; (3) Distributing teaching materials and tools; (4) collecting information from students; (5) Recording data; (6) Class maintenance; (7) Delivering subject matter; (8) Providing assignments / PR. (9) Setting a comfortable environment. The arrangement of the physical classroom environment in the form of classroom facilities and infrastructure must be able to meet and support the interactions that occur so that the harmonization of classroom life can take place properly from the beginning of the teaching and learning period to the end of the teaching and learning period.

Before providing an understanding of classroom management, the following is an understanding of the class put forward by Purnomo, "Classes are learning spaces (physical environment) and learning groups (dynamic environment). The physical environment includes (l) room; (2) class beauty; (3) seating arrangements; (4) arrangement of teaching facilities and tools; (5) ventilation and

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[10]*Ibid*, 94.
[11] Syaiful Bahri Djamarah, *Guru dan Anak Didik Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2000). 173

light arrangements. [12] While the socio-emotional environment includes: (l) type of teacher leadership; (2) teacher attitude; (3) teacher's voice; (4) fostering good relationships.

It can be said that Islamic classroom management is an effort made by educators to mobilize students in a learning activity that has been planned and carried out neatly, correctly, orderly, structured, and measurable, and ultimately to achieve the goals set in practicing teachings sourced from hadith. It was as the Prophet Muhammad said in a hadith narrated by Imam Tabrani No. 897, which means: "Verily, Allah loves those who do their work in Itqan (precise, directed, clear and complete)." (HR Thabrani No.897). Thus, Islamic class management is an effort made by the teacher to mobilize students in a complete learning activity to achieve the goals set in practicing the teachings sourced from revelation, namely the Al-Qur'an and As-sunnah, with discipline (adab) to control lust.

Teachers' performance has certain specifications. Teacher performance can be seen and measured based on the specifications or competency criteria that each teacher must have. Concerning teacher performance, the behavior in question is the teacher's activities in the learning process. [13] Concerning teacher performance standards, Sahertian, as quoted by Kusmianto in the teacher performance assessment guidebook by supervisors, explained that "teacher performance standards relate to the quality of teachers in carrying out their duties such as: (l) working with students individually; (2) lesson preparation and planning; (3) utilization of learning media; (4) involving students in various learning experiences, and (5) active teacher leadership. In the Law of the Republic of Indonesia, No.20 of 2003 concerning the National Education System, article 39 paragraph (2) states that: Educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, supervising and training as well as conducting research and community service, especially for educators in higher education. Other information explained in Law No. 14 of 2005 Chapter lV Article 20 (a) concerning Teachers and Lecturers states that; Standard performance of teachers in carrying out their professional duties,

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[12] *Ibid,* 175
[13] *Ibid*, 108-109.

teachers are obliged to plan to learn, carry out a quality learning process, and assess and evaluate learning outcomes. The teacher's main task, which is realized in teaching and learning activities, is a form of teacher performance. Another opinion expressed by Ahmad Sabri is that there are four roles of the teacher in teaching, namely: (l) Organization of teaching and learning activities; (2) Source of information for students; (3) Motivation for students to learn; (4) Provision of materials and learning opportunities and supervisors. [14]

Based on Permendiknas No. 16 of 2007 concerning Process Standards for Secondary Education Units, it is explained that "the teacher's workload includes the main activities:[15] (1) planning learning; (2) implementing learning; (3) assessing learning outcomes; (4) guiding and training students; (5) carrying out additional tasks. [16] Teacher performance can be seen when he/she carries out teaching and learning interactions in the classroom, including preparation in the form of semester programs and teaching preparation, concerning the importance of assessing teacher performance. The Department of Education has developed a teacher performance assessment instrument later modified by Depdiknas into the Teacher Ability Assessment Tool (APKG). "The teacher performance assessment tool includes: (1) teaching plans (teaching plans materials) or called RPP (lesson plans); (2) classroom procedures; and (3) interpersonal relationships (interpersonal skill). [17] The learning process is not as simple as it seems when the teacher delivers the subject matter in class, but in carrying out good learning, a teacher must make good preparations so that when carrying out learning, it can be directed according to the learning objectives contained in the learning success indicators. [18] The learning process is a series of activities carried out by a teacher, starting from learning preparation, and implementing learning to the final stage of

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[14] Purnomo, *Startegi Pengajaran*. (Yogyakarta: Universitas Sanata Dharma., 2005). 3.

[15] Depdiknas, *Peraturan Menteri pendidikan Nasional Republik Indonesia* Nomor 19 Tahun 2005, Tentng Standar Standar Nasional Indonesia, 2005, 98

[16] Kusmianto, *Panduan Kinerja Guru oleh Pengawas* . (Bandung: PT. Sinar Baru Agesindo, 1998), 40

[17] Depdiknas, *Undang-undang Republik Indoneia No. 14 Tahun 2005, Tetntang Guru dan Dosen*, 2005, 200.

[18] H. Ahmad Sabri, *Strategi Belajar Mengajar* . (Jakarta : Quantum Teaching, 2007), 102.

learning, namely the implementation of evaluation and improvement for students who have yet to succeed during the evaluation. [19]

From the various definitions above, it can be concluded that the definition of the concept of teacher performance is the result of work or work performance carried out by a teacher based on the ability to manage teaching and learning activities which include lesson planning, lesson implementation, learning evaluation, and fostering interpersonal relationships with students. The definition of learning achievement in the Big Indonesian Dictionary is "mastery of knowledge or skills developed by subjects, usually indicated by test scores or grades given by teachers. In this case, learning achievement is progress in student development after he participates in learning activities for a specific time. Therefore, learning achievement includes all knowledge, skills, abilities, and individual behavior formed and developed through the learning process. Based on the description above, learning achievement is the result students achieve during the teaching and learning process within a particular time. Generally, learning achievement in schools is in the form of giving grades (numbers) from teachers to students as an indication of the extent to which students have mastered the subject matter. Usually, this learning achievement is expressed with numbers, letters, or sentences and is contained in the student's report card.

According to Sumardi Suryabrata, the definition of learning can be defined as follows: (l) that learning brings changes (in the sense of behavioral changes, actual or potential); (2) that the change is essentially the acquisition of new skills; (3) that the change occurs due to effort (intentionally). [20] Achievement is the result that a person achieves when doing specific tasks or activities. In the Indonesian Dictionary, it is explained that "Achievement is the result that has been achieved. From this, we can understand that achievement is not accidental but the result of a process that has been passed. [21] Therefore, achievement can be interpreted as the results that individuals have achieved through certain efforts that are experienced directly and are skill activities in certain situations. Saiful Bahri Djamarah, in his

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[19] Depdiknas, *Undang-undang Republik Indonesia Nomor 20. Tahun 2003, Tentang Sistem Pendidikan Nasional (Sisdiknas)* 2003, 102.
[20] Sumardi Suryabrata, *Psikologi Pendidikan*, (Jakarta: Raja Grafindo Persada, 2008). 232
[21] Tim Penyusun, *Kamus Umum Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1996), 786.

book Learning Achievement and Competence, quoting Mas'ud Hasan Abdul Qahar, emphasized that achievement is "what has been created, the results of work, the results that please the heart obtained by working hard. [22]

From the understanding above, it can be concluded that achievement is the result of a person or group activity that has been done, created, and pleases the heart obtained by working. Achievement must be preceded by perseverance and tenacity in work. In other words, there is only achievement with work first. In the academic world, "achievement" is always juxtaposed with "learning" or what is commonly known as learning achievement. Learning achievement cannot be separated from learning activities because learning activities are a process, while achievement is the result of the learning process.

Understanding the definition of learning achievement must generally start from the definition of learning itself. For this reason, experts express different opinions according to their views. Learning achievement is generally understood as the learning outcomes obtained from learning activities at school or in college that are cognitive and are usually determined through measurement and assessment. In connection with learning achievement, Winkel says that learning achievement is proof of learning success or a student's ability to carry out his learning activities according to the weight he achieves. [23] Meanwhile, according to S.Nasution, learning achievement is "The perfection that a person achieves in thinking, feeling and doing. [24] Learning achievement is satisfactory if it fulfills three aspects: cognitive, affective, and psychomotor. On the other hand, it is said to be an unsatisfactory achievement if someone cannot meet the targets in these three criteria. [25]

Based on the description above, it can be seen from the factors that influence Islamic classroom management, teacher performance, and student achievement that it is necessary to limit the problem. Thus the results of the research are expected to find the development of the performance of teachers at SMP Swasta PAB 9 Klambir Lima Kebun Hamparan Perak Deli Serdang, which is

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[22] Syaiful Bahri Djamarah, *Prestasi Belajar dan Kompetensi Guru*, (Surabaya: Usaha Nasional, 1994), 20-21.
[23] WS, Winkel, *Psikologi Pendidikan dan Evaluasi Belajar*, (Jakarta: PT. Grafindo, 1996), 162
[24] S. Nasution, *Didaktik Asas-Asas Mengajar*, (Jakarta: Bumi Aksara, 1996), 17
[25] Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasaa Indonesia*, (Jakarta : Balai Pustaka, 1999), 787.

close to ideal. With the implementation of research conducted on teachers at PAB 9 Kiambir Lima Kebun Private Junior High School, Hamparan Perak Deli Serdang District, the research focused on variables that are thought to affect student achievement, namely teacher performance and Islamic classroom management.

B. Research Method

The research location is PAB 9 Private Junior High School in Klambir Lima Kebun, Hamparan Deli Serdang District. This research method uses a quantitative approach with the Ex Post Facto method, a research method that does not carry out treatment and is a descriptive correlational research. The population of this study was all students and teachers who were registered and active in the number of ninth-grade students, as many as 235 people, and 35 teachers. The research variables consisted of three variables, namely classroom management (X_1), teacher performance (X_2), and student learning achievement (Y). The questionnaire consists of variables of Classroom Management (X_1), Teacher Performance (X_2), and Student Learning Achievement (Y) from the 9th-grade UAS scores. The reliability test uses the product moment formula and looks for reliability using Spearman Brown. The data analysis techniques used are Descriptive and Inferential Statistical Techniques. Descriptive statistical techniques describe the data, including average value (mean), median, standard deviation (Sd), and data tendency.

Methodologically, the analysis requirements test was carried out, including three things, namely normality, homogeneity, and linearity tests. (a) normality test is carried out based on the assumption that the symptoms studied in this sample are distributed in an average population. (b) A linearity test is conducted to determine whether the relationship between the dependent variable and each independent variable is linear. Linearity test is carried out regression linearity test.

C. Research Result and Discussion

Using research instruments, data on research variables were obtained, namely on Islamic classroom management, teacher performance, and student learning achievement. Based on data processing, it will be described successively with data description, testing research instruments, testing analysis requirements, hypothesis testing, and discussion. The data description can be seen from the average value, standard deviation, maximum, and minimum. In the following table, it can be explained that from a sample of 59, the statistical description data is obtained as follows.

Table 1: Descriptive Statistics

Variable	Mean	Std. Deviation	N
Y (Student achievement)	100,64	7,388	59
X1 (Class Management)	121,05	7,089	59
X2 (Teacher Performance)	119,49	7,091	59

Table 1 shows that the sample was 59 students with a mean value on the student learning achievement variable (Y) of 100.64. In contrast, the standard deviation value of 7.388, whose primary research data was obtained from the Final School Examination scores in class IX in 2019. Furthermore, the Islamic classroom management variable (X1), with a mean value of 121.05, is greater than the Y and X2 variables, while the standard deviation value is 7.089. The teacher performance variable (X2), with a mean value of 119.49, is smaller than the X1 value and more significant than the Y value, and the standard deviation value is 7.091. The following information in table 1 shows that the X1 and X2 variable data results from a questionnaire filled out by 59 student respondents.

Table 2: Residuals Statistics

Residuals Statistics	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	88,34	112,03	100,64	5,064	59
Std. Predicted Value	-2,430	2,248	,000	1,000	59
Standard Error of Predicted Value	,716	2,486	1,174	,386	59
Adjusted Predicted Value	85,64	111,45	100,62	5,118	59
Residual	-11,314	19,662	,000	5,379	59
Std. Residual	-2,067	3,592	,000	,983	59
Stud. Residual	-2,186	3,830	,002	1,021	59
Deleted Residual	-12,654	22,362	,025	5,813	59
Stud. Deleted Residual	-2,265	4,418	,017	1,076	59
Mahal. Distance	,008	10,982	1,966	2,110	59
Cook's Distance	,000	,671	,028	,092	59
Centered Leverage Value	,000	,189	,034	,036	59

Dependen variabele : Y

It can be seen in table 2 that the sample is 59 students with the characteristics of a minimum predicted value of 88.34 and a maximum predicted value of 112.03. While the average predicted value is 100.64.

Table 3: Person Correlation Test

Uj Korelasi Person		Y	X1	X2
Pearson Correlation	Y	1,000	,684	,340
	X1	,684	1,000	,549
	X2	,340	,549	1,000
Sig. (1-tailed)	Y	.	,000	,004
	X1	,000	.	,000
	X2	,004	,000	.
N	Y	59	59	59
	X1	59	59	59
	X2	59	59	59

The interpretation of the correlation test results in table 3 above shows that the correlation where if an effect is not equal to 0, it can be said that there is an effect. In-person, the correlation has been shown with the following results.

a. Manajemen kelas Islami (X1) berpengaruh secara positif dengan prestasi belajar siswa sebesar 0,684 (r = 0,684).
b. Kiinerja guru (X2) berpengaruh secara positif dengan prestasi belajar siswa sebesar 0,340 (r = 0,340).
c. Manajemen kelas (X1) berpengaruh secara positif dengan prestasi belajar (X2) sebesar 0,549 (r = 0,549).
d. Islamic classroom management (X1) has a positive effect on student learning achievement of 0.684 (r = 0.684).
e. Teacher performance (X2) positively influences student learning achievement by 0.340 (r = 0.340).
f. Classroom management (X1) has a positive effect on learning achievement (X2) of 0.549 (r = 0.549).

Therefore, there is an influence between variable X1 and variable X2 on variable Y.

Furthermore, the following significance in table 2 above shows Sig's value. (1-tailed) <0.05, then the effect contained in r is considered significant. The significant test results above are as follows:

a. The r value of the influence of Islamic classroom management (x1) with student learning achievement (Y) is 0.000. It means that 0.000 <0.05, and thus the correlation between the two variables is significant.
b. The r value of the effect of teacher performance (X2) on student learning achievement (Y) is 0.004. It means that 0.004 <0.05, and thus the correlation between the two variables is significant.
c. The r value of the effect of Islamic classroom management (X1) with teacher performance (X2) is 0.000. It means that 0.000 <0.05, and thus the correlation between the two variables is significant.

Research Instrument Testing

The questionnaire given to the selected sample to collect research data was first tested on respondents who were considered to have the same criteria as the research sample of 59 people. From the research results, the data described below is obtained.

Validity Test

Before the research questionnaire is given to the sample, the validity and reliability of the questionnaire that will be distributed to the research sample are first checked. The validity test uses the product moment correlation formula. The results of calculating the validity of Islamic classroom management items (X1) and teacher performance (X2) are presented as follows.

Table 4. Recapitulation of Islamic Classroom Management
Instrument Validity Calculation (X1)

Grain	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1_1	104,27	44,408	,472	,846
X1_2	104,56	46,665	,141	,857
X1_3	104,19	46,189	,290	,852
X1_5	104,44	44,561	,504	,846
X1_7	104,31	45,285	,400	,849
X1_8	104,32	45,222	,351	,850
X1_9	104,75	43,710	,439	,847
X1_10	104,66	45,124	,361	,850
X1_11	104,66	45,573	,264	,853
X1_12	104,46	46,494	,213	,854
X1_13	104,76	43,425	,503	,845
X1_14	104,90	43,645	,464	,846
X1_15	104,66	46,262	,226	,854
X1_16	104,59	44,590	,436	,848
X1_17	104,56	45,492	,328	,851
X1_18	104,36	45,130	,417	,848
X1_19	104,31	44,147	,536	,845
X1_20	104,58	46,248	,209	,855
X1_21	104,53	44,047	,491	,846
X1_22	104,63	43,238	,570	,843
X1_23	104,47	44,530	,395	,849
X1_24	105,07	42,650	,419	,850
X1_25	104,42	44,938	,386	,849
X1_26	104,61	42,932	,638	,841
X1_28	104,51	42,703	,635	,840

After calculating the total item statistics, it was found that of the 28 classroom management questionnaire items to be given to the sample, three items

were declared invalid, namely questionnaire numbers 4, 6, and 27. Furthermore, invalid items were immediately discarded, while items declared valid were immediately used for data collection.

Table 5: Recapitulation of Teacher Performance Instrument
Validity Calculations (X2)

Grain	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2_1	216,98	187,603	,359	,705
X2_2	217,53	186,805	,336	,704
X2_3	217,17	184,247	,476	,700
x2_4	217,34	186,573	,297	,704
X2_5	217,36	185,785	,348	,703
X2_7	217,83	183,798	,319	,701
X2_9	217,61	188,759	,202	,708
X2_10	217,64	182,268	,595	,696
X2_11	217,59	187,349	,222	,706
X2_12	217,88	182,693	,414	,698
X2_13	217,37	186,134	,370	,703
X2_14	217,05	185,497	,496	,701
X2_15	217,64	180,233	,605	,693
X2_16	217,95	178,877	,598	,691
X2_18	217,44	184,699	,220	,705
X2_19	217,63	183,652	,426	,699
X2_20	217,27	188,236	,236	,707
X2_21	217,37	185,686	,337	,703
X2_22	217,61	180,104	,554	,693
X2_23	217,98	181,982	,349	,699
X2_25	217,32	185,981	,316	,703
X2_26	217,36	184,923	,453	,701
X2_27	217,86	182,533	,443	,698
X2_28	217,63	180,755	,452	,695
TOTAL	102,29	46,347	,985	,802

After calculating the total item statistics, it was found that of the 28 teacher performance questionnaire items to be given to the sample, four items were declared invalid, namely questionnaire numbers 6, 8, 17, and 24. Furthermore, invalid items were immediately discarded, while items declared valid were immediately used for data collection.

Reliability Test

After calculating the validity, the following calculation was carried out to find the reliability of the classroom management and teacher performance questionnaires. To find reliability, Cronbach's alpha formula is used. From the reliability test, the data can be presented as follows:

Table 6: Reliability Statistics Testing of Islamic Classroom Management Instruments

Cronbach's Alpha	N of Items
,854	25

Table 7: Testing Reliability Statistics of Teacher Performance Instruments

Cronbach's Alpha	N of Items
,710	24

From the above calculations, it was found that Cronbach's alpha for the slams class management instrument was 0.854, and Cronbach's alpha value for the teacher performance instrument was 0.710. The Cronbach's alpha value of both instruments is more significant than 0.6, so the instrument is reliable for data collection. Therefore, respondents can submit the proposed reliable statement as a research questionnaire.

Analysis Prerequisite Testing

a. normality

The normality test in this study used image-based testing and Kolmogorov-Smirnov calculations. Based on Figure 5.1, it can be seen that the points on the Scatterplot diagram spread and do not form a pattern. From this picture, it can be seen that the data is typically distributed.

Figure 1: Scatterplot
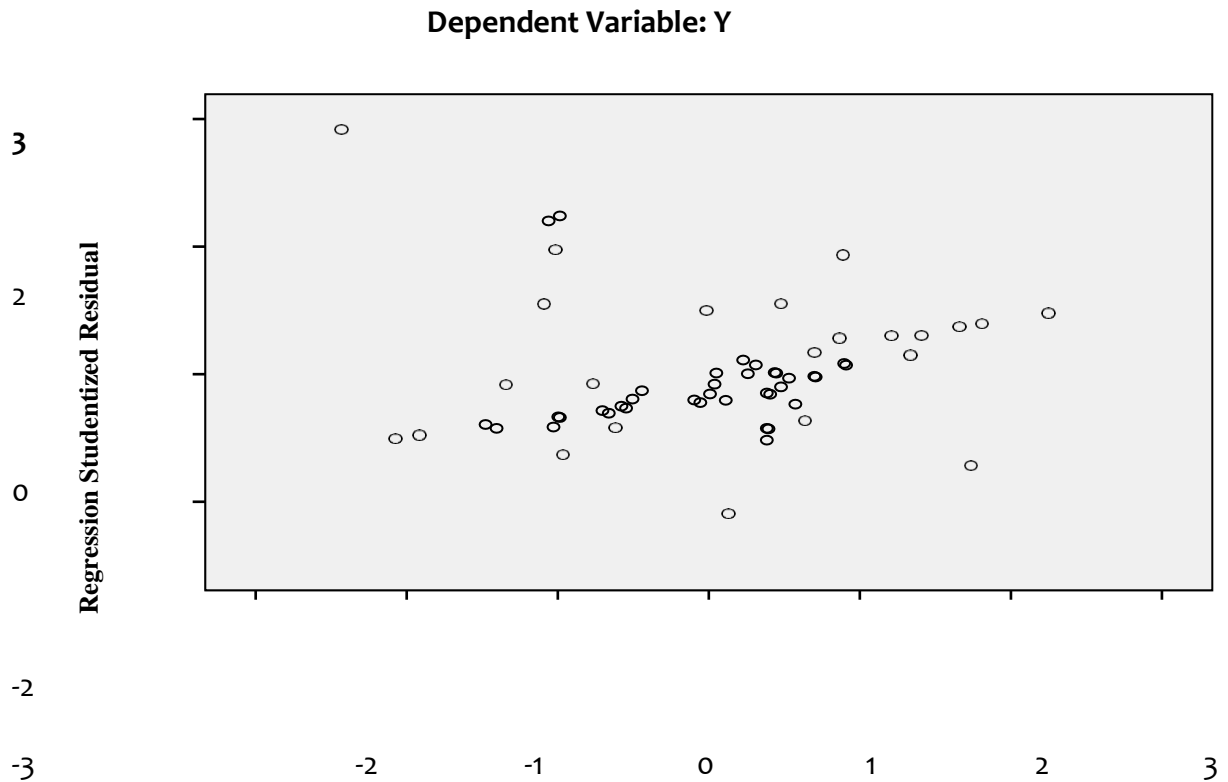
Dependent Variable: Y

Figure 2: Regression Standardized Predicted Value

Based on Figure 2, it can be seen that the points are near the diagonal line on the P-P Plot chart, so the data is known to be normally distributed.

Hypothesis Testing

Hypothesis testing was carried out to analyze the effect of Islamic classroom management and teacher performance on student learning achievement at SMP Swasta PAB 9 Klambir Lima Kebun Hamparan Perak District, Deli Serdang Regency.

Statistical Test t

To determine the effect of the independent variable on the dependent variable partially, the t-test is used. Provided that if the significant value is less than $\alpha = 0.05$, then partially, the independent variable affects the dependent variable and vice versa.

Table 8: Hypothesis Testing

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations
		B	Std. Error	Beta	t	Sig.	Zero-order
1	(Constant)	17,129	13,877		1,234	,222	
	X1	,742	,121	,712	6,116	,000	,684
	X2	-,052	,121	-,050	-,433	,667	,340

a. Dependent Variabele : Y

The first t-test was conducted to determine whether there was an effect of Islamic classroom management (X1) on student learning achievement (Y); where based on table 8 SPSS Coefficients output above, it is known that the significance value of the classroom management variable (X1) is 0.000. Because the significance value of 0.000 < the probability of 0.05, it can be concluded that H1 or hypothesis 1 is accepted. So, the Islamic classroom management variable (X1) influences student learning achievement (Y).

The following is based on table 5.8. SPSS Coefficients output above, it is known that the t table value of the Islamic class management variable (X1) is 6.116> from t table 2.000, it can be concluded that H1 or the first hypothesis is accepted. It means that there is an influence of the class management variable (X1) on student learning achievement (Y). It can be explained again that there is a significant (positive) influence on the Islamic class management variable (X1) with a unidirectional effect. It means that if classroom management (X1) has increased, the student learning achievement variable will also experience a more significant increase.

In the second t-test, it is carried out to determine whether there is an effect of teacher performance (X2) on student learning achievement (Y), where based on table 5.8 SPSS Coefficients output above, it is known that the significance value of the teacher performance variable (X2) is 0.667. Because the significance value of 0.667> from the probability of 0.05, it can be concluded that H2, or hypothesis 2, is rejected. So the teacher performance variable (X2) does not affect student learning achievement (Y).

The following is based on the table 8 SPSS Coefficients output above. It is known that the t table value of the teacher performance variable (X2) is -0.433 < from t table 2.000, it can be concluded that H2 or the second hypothesis is rejected, meaning that there is no effect of the teacher performance variable (X2) on student learning achievement (Y).

Table 8 above, the regression equation can be prepared as follows:

Y= 17,129 + 0,742 - 0,052 + e

The multiple regression equation models means that the constant value is 17.129, meaning that if the Islamic classroom management variable is considered zero, then the ability of student learning achievement is 17.129. If the ability of student learning achievement increases by one treatment, then classroom management will increase by 0.742 treatment. The following is the constant value of 17.129, meaning that if the teacher performance variable is zero, the ability of student achievement is 17.129. If the ability of student learning achievement decreases by one treatment, the teacher's performance decreases by 0.052 treatment.

Tabel 9: Test F ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1487,124	2	743,562	24,809	,000^b
Residual	1678,402	56	29,971		
Total	3165,525	58			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Based on Table 5.9 output above, it is known that the significant value for the effect of Islamic classroom management (X1) and teacher performance (X2) simultaneously or together on student learning achievement (Y) is 0.000 <0.05 and the calculated F value of 24.809> F table 3.15, then H01 is accepted, meaning that together (simultaneously) classroom management (X1), and teacher performance (X2) have a significant effect on student learning achievement (Y).

Coefficient of Determination

Table 10: Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,685ª	,470	,451	5,475	1,573

a.   Predictors: (Constant), X2, X1

b.   Dependent Variable: Y

Based on Table 10 of the summary model output above, it is known that the R Square value is obtained at 0.47 or 47%. It means that the dependent variable, student learning achievement (Y), can be explained by the independent variables of Islamic classroom management (X1) and teacher performance (X2). It means that the effect of the independent variable on changes in the dependent variable is 47%. In comparison, the remaining 0.53 or 53% is influenced by other variables besides the independent variables X1 (Islamic classroom management) and X2 (teacher performance), which are not explained in this study.

D. Discussion

Based on the results obtained in this study, Islamic classroom management has a significant influence in improving the learning achievement of PAB 9 Private Junior High School students in Klambir Lima Kebun, Hamparan Perak District, Deli Serdang Regency. Meanwhile, teacher performance does not affect student learning achievement. However, Islamic classroom management and teacher performance together (simultaneously) affect the improvement of student learning achievement. Referring to the theory of constructivism espoused by Vygotsky, students, in constructing a concept, need to pay attention to the social environment. This constructivism by Vygotsky is called social constructivism.

By referring to the theory of constructivism described above, it is in line with the results of research on student learning achievement needed by teachers to be able to create a pleasant learning atmosphere. A pleasant learning process is how to manage a classroom or Islamic classroom management well. Good Islamic classroom management certainly involves all elements in the classroom, such as the physical and classroom environment. The arrangement of all elements provides comfort in the learning process. In this case, the target is increased

student achievement. In essence, student learning achievement increases due to classroom management that is meaningful to students individually and in groups. It means that management is influenced by external and internal. It is similar to that expressed by Ahmadi and Widodo Supriyono; learning achievement is the result of the interaction between various factors that influence it both from within (internal factors) and outside (external factors) individuals.

Teacher performance does not influence student achievement. In all directions, the teacher can strive to provide services in the learning process. However, the level of student achievement has yet to receive a contribution from the teacher. However, teachers strive to provide solutions so that students follow the learning process more towards changes in improving their achievements.

Furthermore, the research results show that classroom management and teacher performance affect (significantly) student learning achievement. The above explanation is supported by the research results with a sample of 59 students with a minimum predicted value of 88.34 and a maximum predicted value of 112.03. While the average predicted value is 100.64.

Evidently, the data obtained shows that the standard deviation value is 7.388 for the student learning achievement variable, the classroom management variable is 7.089, and the teacher performance variable is 7.091. Furthermore, in hypothesis testing using a significant level of α = 0.05, class management, the calculated t value of 6.116 is greater than the t table of 2.000. The significance value of 0.000 is smaller than 0.05, so partially, the effect of the independent variable on the dependent variable can be concluded that management affects student learning achievement. At the same time, teacher performance does not affect student learning achievement because the calculated t value of -0.433 is smaller than the t table of 2.000. Moreover, the significance value of 0.667 is more significant than 0.05. However, together (simultaneously), classroom management and teacher performance affect student learning achievement with a value of 0.000 smaller than 0.05 with a calculated F value of 24.809 greater than the F table of 3.15. Thus, classroom management and teacher performance contribute jointly to student learning achievement at SMP PAB 9 Klambir Lima Kebun, Hamparan Perak District, Deli Serdang Regency.

E. Conclusion

It can be concluded based on the results and discussion of the research. The standard deviation value is 7.388 for the student learning achievement variable, the Islamic classroom management variable is 7.089, and the teacher performance variable is 7.091. Furthermore, in hypothesis testing using a significant level of α = 0.05, Islamic classroom management, the calculated t value of 6.116 is greater than the t table of 2.000. The significance value of 0.000 is smaller than 0.05, so partially, the effect of the independent variable on the dependent variable can be concluded that there is an effect of Islamic classroom management on student learning achievement. At the same time, teacher performance does not affect student learning achievement because the calculated t value of -0.433 is smaller than the t table of 2.000.

Furthermore, the significance value of 0.667 is more significant than 0.05. However, together (simultaneously), Islamic classroom management and teacher performance affect student learning achievement with a value of 0.000 smaller than 0.05 with a calculated F value of 24.809 greater than F in table 3. The regression line equation obtained is $\hat{Y}$ = 17.129 + 0.742-0.052+e. It shows that if classroom management increases, student learning achievement will also increase; while teacher performance decreases, learning achievement decreases.

Thus, it can be interpreted that the research results on Islamic classroom management variables and teacher performance variables jointly influence student learning achievement at SMP PAB 9 Klambir Lima Kebun Hamparan Perak District, Deli Serdang Regency.

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