Integrated Islamic Classroom Management and its Impact on Improving the Quality of Education in Islamic Schools

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Abstract

This research investigates the impact of integrated Islamic classroom management on improving the quality of education in Islamic schools. The main objective of this research is to explore how the combination of academic discipline and Islamic values in classroom management contributes to student engagement and character development. This qualitative research uses a case study approach, focusing on one Islamic school, namely SMP IT Al Ishlah Cibinong, using interviews, observation and documentation methods for data collection. The results showed that integrating Islamic values such as honesty, responsibility and discipline into the classroom has significantly improved students' behaviour and motivation, as well as fostered a more conducive learning environment. In addition, the study revealed that the synergy between the national curriculum and Islamic teachings creates a holistic educational experience, which supports both academic achievement and spiritual development. While the research identified challenges, such as balancing strict discipline with flexibility in fostering student character, it highlighted the significant positive impact of this integrated approach. The research contributes to the field by providing a clearer understanding of how Islamic classroom management can be effectively implemented, suggesting that further teacher training and consistent implementation are needed to overcome the challenges. The research offers practical insights for educators who wish to harmonise academic and spiritual education in Islamic schools, to ensure comprehensive student growth.

Keywords: Islamic Classroom Management, Education Quality, Character Development, Islamic Values, Discipline

Abstrak

Penelitian ini menganalisis dampak manajemen kelas Islam terpadu terhadap peningkatan kualitas pendidikan di sekolah-sekolah Islam. Tujuan utama dari studi ini adalah untuk mengkaji bagaimana integrasi antara disiplin akademis dan nilai-nilai Islam dalam manajemen kelas dapat berkontribusi pada peningkatan keterlibatan siswa dan pengembangan karakter mereka. Penelitian kualitatif ini menggunakan pendekatan studi kasus dengan fokus pada SMPS IT Al Ishlah Cibinong sebagai lokasi penelitian, serta mengumpulkan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa integrasi nilai-nilai Islam, seperti kejujuran,

tanggung jawab, dan disiplin, dalam manajemen kelas telah memberikan dampak signifikan terhadap peningkatan perilaku dan motivasi siswa, serta menciptakan lingkungan belajar yang lebih kondusif. Lebih lanjut, penelitian ini mengungkapkan bahwa sinergi antara kurikulum nasional dan ajaran Islam menghasilkan pengalaman pendidikan yang bersifat holistik, yang mendukung baik prestasi akademis maupun pengembangan spiritual siswa. Meskipun penelitian ini mengidentifikasi beberapa tantangan, seperti kesulitan dalam menyeimbangkan disiplin yang ketat dengan fleksibilitas dalam membentuk karakter siswa, temuan ini menekankan dampak positif yang signifikan dari pendekatan terpadu yang diterapkan. Penelitian ini memberikan kontribusi penting dalam bidang pendidikan dengan menyediakan pemahaman yang lebih mendalam tentang penerapan manajemen kelas Islam yang efektif. Temuan ini juga menunjukkan bahwa pelatihan guru yang lebih lanjut dan implementasi yang konsisten sangat diperlukan untuk mengatasi tantangan yang ada. Studi ini memberikan wawasan praktis bagi para pendidik yang berusaha untuk menyelaraskan pendidikan akademis dan spiritual di sekolah-sekolah Islam, guna memastikan perkembangan siswa yang komprehensif.

Kata Kunci: Manajemen Kelas, Kualitas Pendidikan, Pengembangan Karakter, Nilai-nilai Islam, Disiplin

Introduction

Effective classroom management has become a key element in improving the quality of education in integrated Islamic schools. Research shows that the implementation of good classroom management not only focuses on academic aspects, but also manages other factors such as students, teachers and school facilities, thus improving the effectiveness of Islamic learning. (Diani et al., 2023). In addition, an integrated management approach also includes administrative activities, such as the organisation of classroom procedures and discipline, which contribute to the efficiency of learning in integrated Islamic schools. (Zainuddin, 2019). Furthermore, the synergy between the national curriculum and Islamic values integrated in the learning process is proven to create a conducive learning atmosphere, as well as improve the quality of graduates in Islamic boarding schools and integrated Islamic schools (Neliwati et al., 2022). The implementation of this quality management system also strengthens student discipline through Islamic learning strategies that support the evaluation of learning outcomes and the formation of better character. (Fauzi et al., 2023).

The implementation of an integrated management system that prioritises the management of human resources and school infrastructure has proven to play an important role in achieving educational goals in integrated Islamic schools. Research at Muhammadiyah High School shows that an effectively implemented integrated information system can increase student satisfaction and loyalty to the school and parents through better and transparent communication (Mumthaza et al., 2020). In addition, integrated leadership and management models in Islamic educational institutions require great attention to human resources and infrastructure, as this combination can improve the quality of education and strengthen students' morals and characters (Makruf, 2017). Overall, integrated Islamic schools that are able to implement human resource management in a

strategic and organised manner can better compete in an increasingly competitive education market, through efficient supervision and resource management (Puspitasari et al., 2020).

Research on classroom management in integrated Islamic schools shows that the implementation of good management, including the management of classrooms and learning environments, can improve the effectiveness of character education and the use of school resources, although its implementation still requires improvement to achieve optimal results. (Neliwati et al., 2022). In addition, classroom management in Islamic religious learning in integrated Islamic schools is also still not fully effective, although teachers have tried various approaches such as the use of threats and power to discipline students. (Diani et al., 2023). In terms of curriculum integration, studies show that the implementation of a curriculum that integrates Islamic values with the national curriculum can contribute to improving the quality of graduates, but implementation in classroom management still requires a more adaptive approach to support effective integration. (Yulianto & Fitri, 2021). This gap suggests the need for a more in-depth and targeted approach to classroom management to support the success of curriculum integration in the context of integrated Islamic schools.

Although Total Quality Management (TQM) is often discussed in the context of improving services in Islamic educational institutions, its application in classroom management has not been studied in depth. In fact, TQM has great potential in building a solid team and creating a harmonious educational environment without conflict, which can directly support the achievement of overall educational goals (Indriyeni, 2017). In addition, the implementation of TQM in modern Islamic schools, especially in shaping students' religious totality through the application of Islamic values in daily activities, shows that although there have been efforts to integrate TQM in classroom management, there are still many challenges faced to ensure its implementation runs optimally. (Qodri, 2022). Overall, research in modern Islamic schools highlights the importance of implementing TQM as a quality-based management strategy that prioritises customer satisfaction and continuous improvement. However, further exploration is needed on how TQM can be applied specifically in classroom management to improve learning effectiveness and student academic achievement (Mardiyah, 2023).

Research on the implementation of integrated classroom management in Islamic schools shows that good curriculum planning and evaluation can contribute significantly to improving the quality of education, especially by integrating Islamic values into every aspect of daily learning (Rahman et al., 2023). In addition, the implementation of character education in integrated Islamic schools emphasises the importance of structured classroom management to help develop students' character through a curriculum that combines academic and Islamic values (Neliwati et al., 2022). However, the implementation of integrated curriculum management that blends academic and religious curriculum still requires further evaluation to ensure its effectiveness in enhancing students' learning experience in the daily classroom (Yulianto & Fitri, 2021). Thus, the integration of classroom management that combines academic aspects and Islamic values offers a great opportunity to improve the overall quality of education. By conducting this research, we hope to provide better guidance for educators in Islamic schools in managing the classroom with a more

comprehensive approach, which integrates academic teaching and Islamic values more harmoniously. This research is expected to make a real contribution to the classroom management literature, as well as provide practical benefits for integrated Islamic schools that seek to improve the quality of their education and graduate output.

Research Methods

This research uses a qualitative method, with a case study method. This method is used to explore in depth the implementation of integrated Islamic classroom management and its impact on improving the quality of education in Islamic schools. The case study approach is very appropriate to use because the research focuses on one unit of analysis, namely SMPS IT Al Ishlah Cibinong, where the research is carried out in detail on real conditions, observing the application of classroom management in the context of Islamic education. The research was conducted at SMPS IT Al Ishlah Cibinong, an integrated Islamic school that implements the national curriculum and also a curriculum based on Islamic religious education. This location was chosen because this school has implemented integrated Islamic classroom management which is considered relevant to the research topic. The object of research involves various components in classroom management, such as classroom management strategies, student character development, and integration between academic education and Islamic values.

This study involved key participants who play an active role in the implementation of classroom management at SMPS IT Al Ishlah Cibinong. Participants were selected using purposive sampling method to ensure that they have in-depth knowledge of the research subject. Key participants include: Principal who is responsible for school management policies, teachers who are directly involved in the classroom management process and the application of Islamic values in learning, as well as School Administration staff who support classroom management operations.

This study used three main data collection techniques, namely: Semi-structured Interviews, Interviews were conducted with the principal, some teachers, and administrative staff. Semi-structured interviews allowed for flexibility in extracting information. The interview guide focused on aspects such as: Implementation of integrated Islamic classroom management. Challenges and obstacles in its implementation. Its impact on the quality of education and students' character development. The interview process was recorded with permission from the participants, then the results were transcribed for further analysis. Secondly, participatory observation is conducted directly in the classroom during the learning process. This observation technique aims to see integrated Islamic classroom management practices in real situations, including: Classroom management. Learning methods that integrate Islamic values. Interaction between teachers and students in the context of discipline management and learning time management. During the observation, researchers noted how classroom management was carried out and how Islamic values were applied in every aspect of learning. Finally, documents related to classroom management were also collected to provide additional data. The documents studied included the school curriculum. Academic and non-academic reports. Classroom management guidelines and

the school's code of conduct. The documentation study helped strengthen the data from interviews and observations and provided a broader picture of the classroom management policy.

Data collection was conducted through three main stages: Preparatory stage: Making research instruments such as interview guides, observation sheets, and lists of documents to be researched. A research permit was also submitted to the school to gain access to the research site and related documents. Data collection stage: Data were collected through interviews, observations, and document collection. Interviews were conducted individually with each participant. Observations were made in several different class sessions, and documents were obtained from the school administration. Verification Stage: After data collection, verification was done by confirming the results of interviews and observations through data triangulation. This triangulation ensures that the information obtained is consistent and valid. such as how integrated Islamic classroom management affects the quality of learning and student character development. Conclusion Drawing and Verification After presenting the data, conclusions were drawn by identifying the main themes that emerged from the data. This conclusion is then verified through data triangulation, which is comparing data from various sources (interviews, observations, and documentation) to ensure its validity.

To maintain the validity of the data, this research applied the following steps: Credibility: Conducted through data triangulation to ensure that information from various data sources support each other. Transferability: The researcher provided a detailed description of the research context so that the results could be applied to other integrated Islamic schools. Dependability: The research procedures were documented in detail so that the research could be replicated in the future. Confirmability: The researcher maintained objectivity by transparently recording each step of the research and cross-checking the results with the participants.

Data Analysis Steps Thematic Analysis: The results of interviews, observations, and documentation were organised into themes related to classroom management, character development, and its impact on student learning outcomes Interpretation of Results: After all the data has been analysed, the researcher presents an interpretation of the results that focuses on the relationship between the implementation of integrated Islamic classroom management and improving the quality of education at SMPS IT Al Ishlah Cibinong.

Results and Discussion

A. Implementation of Islamic integrated classroom management at SMPS IT Al Ishlah Cibinong

The implementation of Islamic integrated classroom management that combines academic discipline with the development of Islamic values at SMPS IT Al Ishlah Cibinong provides strong evidence for improving the quality of education in the school. Classroom management that is integrated with religious values not only aims to achieve academic success, but also to shape the character of students who are better, disciplined, and responsible. This is very much in line with the findings of Wafa (2023) who emphasised that classroom management based on religious values has a significant impact on academic achievement and the formation of noble student characters. Wafa revealed that through a religious values-based

approach, students not only gain knowledge academically, but also experience coaching in moral and ethical aspects, which then helps them become better individuals socially and spiritually.

Furthermore, this research shows that the integration of Islamic values in learning at SMPS IT Al Ishlah Cibinong can play a dual role, namely improving academic achievement while strengthening the formation of noble character. Nasution et al.'s (2021) research on faith-based education management in Indonesia also found that the application of religious values in the curriculum not only improves mastery of academic material, but also develops more positive student attitudes, such as discipline, responsibility and honesty. This research shows that schools that implement classroom management integrated with religious values tend to produce graduates who not only excel academically, but also in moral and social aspects.

In the context of classroom management, the theory developed by Wong and Wong (2018) is highly relevant to understanding the implementation of Islamic integrated classroom management. Wong and Wong (2018) argue that a clear structure and a supportive environment for learning are critical to the success of the educational process. This structure includes not only the organisation of academic materials, but also arrangements that include the formation of character values through routines and habits that reflect the teachings of Islam. At SMPS IT Al Ishlah Cibinong, the implementation of a clear structure in the classroom combined with spiritual habits, such as praying in congregation and reading the Qur'an, forms an environment that supports overall learning. Students learn to respect time, discipline, and responsibility in doing academic assignments as well as maintaining ethics and morality in relationships.

The theory of value-based classroom management developed by Lickona (2019) also supports the approach implemented at SMP IT Al Ishlah Cibinong. Lickona argues that character education based on religious values is one of the effective methods to create an environment that supports learning. In this case, Islamic values applied in classroom management not only lead to academic goals, but also create a deep mindset in students about the importance of honesty, responsibility and discipline. This integration leads to the development of social and moral skills that will be useful for students in their lives outside the school environment.

In addition, the integration between the academic curriculum and religious values in classroom management also demonstrates the importance of a holistic approach. With the integration of religious values in every aspect of learning, students not only develop cognitive skills, but also affective skills that focus on character building. Research by Rahman et al. (2021) supports these findings by showing that education that combines academic curriculum with religious education has a more positive impact on students' character and spiritual development. Through education that touches on both academic and spiritual dimensions, students become more skilled in managing themselves, both in academic and social life.

B. Student Character Development

The results of this study indicate that the implementation of Islamic values-based classroom management at SMPS IT Al Ishlah Cibinong has a significant positive impact on students' character development, especially in terms of responsibility, discipline, and active involvement in the learning process. These aspects of character are important indicators in the formation of students who not only excel academically, but also in moral and social aspects. Research by Zainuddin (2019) revealed that classroom management that integrates religious values has a positive effect on shaping student character. (Zainuddin, 2019). Zainuddin explained that teaching Islamic values in classroom management not only leads to strengthening discipline and responsibility, but also strengthens social relationships between students and teachers, and increases student learning motivation. This strengthening of social relationships, formed through the application of Islamic values, helps to create a more harmonious learning climate, which in turn increases student engagement in learning.

One aspect that stands out in Zainuddin's research is how teaching religious values can encourage students to internalise positive values such as honesty, cooperation and respect, which are crucial in creating a conducive learning environment. Thus, the integration of religious values in classroom management not only educates students cognitively, but also affectively, shaping them into responsible and disciplined individuals in their daily lives, both inside and outside the classroom.

Research by Muljawan et al. (2023) reinforces these findings by confirming that the application of Total Quality Management (TQM) principles combined with religious values in education not only improves academic quality, but also improves the quality of student character. TQM, which focuses on continuous improvement and quality management, when combined with religious values, will lead to better student character development. At SMPS IT Al Ishlah Cibinong, the implementation of classroom management based on Islamic values is proven to support the formation of characters who are more disciplined, responsible, and actively involved in academic activities. This is reflected in the increased discipline of students in following the schedule of activities, both academic and non-academic, as well as the increased participation of students in various activities that support their development as noble individuals.

This finding is in line with Arifah's research (2020), which states that the implementation of faith-based education in Islamic schools has a positive impact on student character, especially in terms of discipline, responsibility, and morality. Arifah asserted that faith-based education provides a strong foundation for student character building, which is crucial in creating individuals who are not only academically intelligent, but also have high moral integrity. Therefore, the implementation of Islamic values-based classroom management at SMPS IT Al Ishlah Cibinong not only helps students to succeed academically, but also shapes them into better individuals in social and moral aspects.

The character development theory proposed by Lickona (2019) provides a strong theoretical foundation to support this finding. Lickona argues that character education based on moral and religious values has a huge impact on student character building. In the context of

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Islamic values-based classroom management at SMPS IT Al Ishlah Cibinong, character education based on Islamic teachings has a significant influence in developing students' social and moral attitudes. Lickona emphasises that effective character education not only assesses students' academic achievement, but also looks at the extent to which students develop their personal qualities, such as honesty, a sense of responsibility, and discipline.

Thus, the implementation of Islamic values-based classroom management at SMPS IT Al Ishlah Cibinong plays an important role in shaping student character. The emphasis on Islamic values in every aspect of learning not only focuses on academic achievement, but also on developing better student characters. This creates individuals who are not only competent in the academic field, but also have high moral integrity and are ready to face the challenges of social life. The formation of strong student characters through the application of Islamic values will continue to have a positive impact on their personal development, both at school and in the community.

C. Discipline and Time Management

In the aspects of discipline and time management, this research shows that the application of Islamic values in classroom management plays an important role in creating order and efficiency in teaching and learning activities at SMP IT Al Ishlah Cibinong. Classroom management that integrates Islamic values, such as discipline, responsibility and respect for time, allows for a more structured, productive and meaningful learning environment. The discipline in question is not only related to time, but also in terms of students' behaviour, attitude and responsibility towards their academic tasks and worship activities.

The application of Islamic values in classroom management is in line with the findings of Arribath et al. (2021) who revealed that the application of total quality management (TQM) in education not only focuses on improving academic outcomes, but also serves to strengthen student discipline. (Arribath et al., 2021). TQM in the context of faith-based education teaches the importance of structured discipline, responsibility for tasks, and effective time management. This concept applies not only to academic activities, but also to forming other positive habits that support the holistic achievement of educational goals. At SMPS IT Al Ishlah Cibinong, the integration between academic discipline and worship activities has a significant positive impact on student behaviour. Students are taught to value the time they have in a more effective way, creating order that supports a more efficient teaching and learning process.

As found in a study by Mumthaza et al. (2020) in Muhammadiyah High School, the implementation of TQM complemented by good discipline and time management can increase students' loyalty to the institution (Mumthaza et al., 2020). This happens because good time management and discipline applied in students' daily lives create a sense of responsibility and their attachment to the broader goals of education. At SMPS IT Al Ishlah Cibinong, students are not only trained to follow a strict academic schedule, but also to consistently carry out worship activities, such as praying in congregation and reading the Qur'an, which are part of

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their daily routine. Thus, students are taught to manage their time wisely, harmonise between academic and worship activities, and maintain a balance between the two.

The implementation of effective time management is crucial in creating an environment that supports optimal learning. In line with the theory of time management in education developed by Kagan (2019), good time management in an educational environment can improve learning effectiveness. Kagan emphasises that efficient time management allows students to focus more on the task at hand and maximise their potential in various aspects. At SMPS IT Al Ishlah Cibinong, the integration of time for worship and study creates awareness in students to value the time available, and use it wisely. Students learn to prioritise academic tasks without neglecting spiritual responsibilities, which in turn forms the character of discipline and high responsibility.

The time management concept implemented at SMPS IT Al Ishlah Cibinong is very effective in creating a more organised and productive learning atmosphere. With a clear schedule in place, students are able to plan their time efficiently to complete academic tasks and carry out religious obligations, such as praying and reciting the Quran. This also has a positive impact on students' level of engagement in the learning process, as they feel more organised and able to manage their time well. This discipline that students gain through effective time management is not only focused on academics, but also helps students develop useful life skills outside of school.

In addition, the implementation of well-organised time management allows students to develop important life skills, such as good decision-making, planning, and efficient time management. Research by Kagan (2019) shows that students who have good time management skills tend to be more successful in facing academic and daily life challenges. Therefore, good time management at SMPS IT Al Ishlah Cibinong not only helps students in achieving their academic goals, but also prepares them to face the more complex demands of life in the future.

D. Integrated Curriculum and Integration of Islamic Values

The integration of Islamic values in the curriculum at SMPS IT Al Ishlah Cibinong provides strong evidence that synchronisation between academic education and Islamic religious education is essential to create a more meaningful and holistic learning experience. This supports the research findings of Maduningtias et al. (2022), who emphasised that a curriculum that combines general subjects with Islamic values can improve classroom management and enhance the quality of graduates (Maduningtias et al., 2022). This research shows that by integrating Islamic values in every aspect of learning, schools can create an atmosphere that supports students' overall development, both in terms of academics and character.

This integration gives students the opportunity to connect their academic studies with their spiritual values, so that learning does not only focus on academic achievement, but also on character building based on Islamic teachings. For example, in science subjects, students at SMPS IT Al Ishlah Cibinong are invited to appreciate God's creation in the universe, which in

turn enhances their understanding of the world and its environment. This experience enriches their perspective, where science is not only seen as something separate from the spiritual aspect, but also as a means to get closer to the Creator.

Research by Firdaus et al. (2020) also highlights the importance of integrating the national curriculum and religious education in creating a more comprehensive education. The integration between academic education and religious values, as implemented at SMP IT Al Ishlah Cibinong, helps students understand academic concepts more deeply, while instilling moral and spiritual principles that shape their character. In this context, Islamic religious education is not only taught as a separate subject, but as a foundation that directs the entire teaching and learning process across various subjects. This allows students to internalise values such as honesty, responsibility, discipline and empathy in every aspect of their lives, both at school and outside of school.

For example, in mathematics and Indonesian language subjects, teachers at SMPS IT Al Ishlah Cibinong not only teach basic theories and concepts, but also relate them to religious values. For example, in mathematics, students are taught to appreciate the orderliness of God's creation seen in mathematical patterns, as well as emphasising the importance of accuracy and honesty in calculations. On the other hand, in Indonesian, students are taught to speak and write well and correctly, by promoting Islamic ethical values, such as courtesy, honour and social responsibility. This integration gives students a more holistic view of how science can be used to strengthen their faith and character.

Through this integration, SMP IT Al Ishlah Cibinong creates a learning environment that supports the formation of individuals who are not only academically intelligent, but also spiritually and morally mature. By connecting academic lessons with moral and spiritual principles found in Islamic teachings, students learn to understand the world through a broader and deeper lens, which will equip them with skills and values that are useful not only in formal education, but also in everyday life.

Overall, the integration of the national curriculum with Islamic values implemented at SMPS IT Al Ishlah Cibinong provides a comprehensive and balanced learning experience, where students not only gain strong academic knowledge, but also form a strong character based on Islamic teachings. This research reinforces the view that an approach that combines academic education with religious education is the right step to create individuals who are not only intelligent, but also ethical and noble.

E. Barriers and Challenges in Implementation

Although the implementation of Islamic integrated classroom management at SMPS IT Al Ishlah Cibinong provides various benefits, this study also found some challenges in aligning strict discipline with the flexibility needed in the learning process. One of the main challenges faced by teachers is the difficulty in balancing pressing academic demands with students' broader character development goals. On the one hand, classroom management that focuses on

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academic discipline requires teachers to ensure that the subject matter is delivered well and students can achieve the prescribed academic targets. However, on the other hand, the goal of student character building through Islamic values requires a more flexible and in-depth approach, which cannot always be imposed within a strict time and curriculum structure.

This is in line with Zainuddin's (2019) findings, which state that classroom management based on religious values does require adjustments, so that teachers can balance academic needs with student character development. (Zainuddin, 2019). Zainuddin asserts that religious values-based classroom management must not only emphasise academic achievement, but also prioritise character education which requires time and a more humane approach. This challenge arises because sometimes the pressure to fulfil the academic curriculum that has been set contradicts the teacher's efforts to provide space for broader student character development, such as instilling moral, spiritual and social values that exist in Islamic teachings.

Research by Chandra et al. (2022) also highlights that the implementation of faith-based education requires intensive training for teachers so that they can overcome the challenges of managing the classroom effectively. Chandra et al. (2022) argue that more in-depth teacher training on how to integrate religious values in the learning process and classroom management is essential. Teachers not only need to be equipped with a good understanding of academic concepts, but also must have the skills to manage the classroom with a religious values-based approach, which includes character building and discipline. Without adequate training, teachers may find it difficult to adapt this approach effectively, which may reduce the potential benefits of Islamic integrated classroom management.

Therefore, the development of a more flexible curriculum and more in-depth training for teachers are crucial to overcome this challenge. An overly rigid and dense curriculum can limit the space for broader student character development, which should be one of the main objectives of religious value-based classroom management. In this regard, it is important to design a curriculum that not only focuses on academic achievement, but also allows for greater integration between academic learning and student character development.

Training for teachers should also include strategies to manage time and classrooms in a way that supports both aspects of academic achievement and character building. Teachers need to be given the skills to create a balance between strict academic discipline and character development through a more flexible and empathetic approach. The training should also include a deeper understanding of how religious values can be integrated into every subject and classroom activity without compromising the quality of learning.

With more flexible curriculum development and more in-depth training for teachers, it is hoped that the challenges of integrating disciplines and student character development can be overcome. Thus, the benefits of Islamic integrated classroom management can be maximised, so that students not only succeed in academic achievement, but also grow into individuals who are characterful, noble, and ready to face life's challenges.

Conclusion

The findings of this study highlight the important role of integrated Islamic classroom management in improving the quality of education in Islamic schools. The integration of Islamic values such as honesty, discipline and responsibility in classroom management has been proven effective in shaping students' characters, fostering academic motivation and creating a more conducive learning environment. At SMPS IT Al Ishlah Cibinong, the implementation of a structured classroom system combined with spiritual practices such as prayer and Qur'an recitation not only supports academic performance but also contributes to the development of students' moral integrity and self-regulation.

In addition, this research shows that integrating Islamic values into the national curriculum results in a more holistic educational experience, allowing students to connect their academic learning with spiritual and ethical principles. This holistic approach facilitates students' growth as knowledgeable, ethical and responsible individuals who are ready to face academic and social challenges.

However, the study also identified challenges, especially in balancing academic discipline with the flexibility needed for effective character development. Teachers need ongoing training to implement religious values-based classroom management efficiently and to manage time and curriculum demands without compromising student development. Strengthening teachers' competencies and designing more adaptive curriculum models are therefore crucial to maximising the benefits of integrated classroom management.

In conclusion, integrated Islamic classroom management offers a strategic and effective approach to improving the quality of education in Islamic schools by aligning academic success with spiritual growth. It provides a practical model that can be replicated by other Islamic educational institutions that want to develop both the intellectual and moral dimensions of their students.

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