



## Transforming Classroom Management as the Key to Increasing Student Learning Interest

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**Abstract:** This study aims to describe integrative classroom management that is oriented towards increasing students' interest in learning at MTs At-Taufiq Bogem Grogol Jombang. Using a descriptive qualitative approach, data were collected through non-participant observation, structured interviews, and documentation. Data validity was tested through triangulation of sources, time, and techniques. Data analysis adopted the interactive model of Miles and Huberman. The results showed that classroom management was implemented through planning, implementation, and evaluation functions. Planning involved meetings with teachers and staff held twice a year. Implementation created a friendly atmosphere between teachers and students, although there were challenges in managing male students due to environmental factors. Evaluation was carried out through supervision by the head of the madrasah on innovation and learning tools. Students' interest in learning after classroom management increased, reflected in indicators of the desire to know or have something, objects or activities that they liked, types of activities to achieve things they liked, and efforts to realize desires. The contribution of this study lies in the integration of the social-constructivist approach and self-determination theory in the development of a classroom management model, the development of contextual learning interest measurement instruments, and a classroom management implementation model specifically designed for Islamic educational institutions.

**Keywords:** Class Management, Learning Interest, Islamic Education.

**Abstrak:** Penelitian ini bertujuan mendeskripsikan manajemen kelas integratif yang berorientasi pada peningkatan minat belajar siswa di MTs At-Taufiq Bogem Grogol Jombang. Menggunakan pendekatan kualitatif deskriptif, data dikumpulkan melalui observasi non-partisipan, wawancara terstruktur, dan dokumentasi. Validitas data diuji melalui triangulasi sumber, waktu, dan teknik. Analisis data mengadopsi model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa manajemen kelas dilaksanakan melalui fungsi perencanaan, implementasi, dan evaluasi. Perencanaan melibatkan rapat dengan guru dan staf yang diadakan dua kali setahun. Implementasi menciptakan suasana akrab antara guru dan siswa, meskipun terdapat tantangan dalam mengelola siswa laki-laki karena faktor lingkungan. Evaluasi dilakukan melalui supervisi kepala madrasah terhadap inovasi dan perangkat pembelajaran. Minat belajar siswa setelah manajemen kelas mengalami peningkatan, tercermin dari indikator keinginan untuk mengetahui atau memiliki sesuatu, objek atau kegiatan yang disukai, jenis kegiatan untuk mencapai hal yang disukai, dan upaya mewujudkan keinginan. Kontribusi penelitian ini terletak pada integrasi pendekatan sosial-konstruktivis dan teori determinasi diri dalam pengembangan

*model manajemen kelas, pengembangan instrumen pengukuran minat belajar yang kontekstual, dan model implementasi manajemen kelas yang dirancang khusus untuk lembaga pendidikan Islam.*

*Kata Kunci: Manajemen Kelas, Minat Belajar, Pendidikan Islam*

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## **Introduction**

The development of contemporary education is characterized by the emergence of various models of educational institutions that are increasingly adaptive to the needs of society (Choli, 2020). This phenomenon is a necessity along with the demands for the effectiveness and efficiency of education in the era of technological disruption (Hasan & Aziz, 2023). Classroom management as an important component of the education system has undergone a significant transformation in the last decade, from a conventional disciplinary approach to a learner-centered management model (Widyaningrum & Hasanah, 2021). Several recent studies have shown that effective classroom management practices are positively correlated with increased student engagement and academic achievement (Dharmayana et al., 2012; Rusmiah, 2024). This phenomenon emphasizes the urgency of developing a classroom management model that is adaptive to the needs of students in the digital era, especially in the context of strengthening learning interests that determine the success of the learning process (Rifky et al., 2024).

Although research on classroom management has grown rapidly, the gap between theoretical concepts and practical implementation is still a challenge in many educational institutions in Indonesia (Lathifah et al., 2022). The results of a preliminary study at MTs At-Taufiq Bogem Grogol Jombang conducted in October-November 2024 through direct observation showed that 67.3% of teachers still apply a conventional classroom management model. Questionnaire data from 157 students revealed that 72.4% of students considered the classroom atmosphere less supportive of active learning, and 68.7% stated that they were less motivated to participate in learning activities. Interviews with the madrasah head confirmed that students' low interest in learning is a serious problem that has an impact on learning outcomes, where only 45.6% of students reached the Minimum Completion Criteria (KKM) in the previous semester. This gap requires systematic intervention through innovative classroom management approaches oriented toward increasing students' interest in learning.

This research aims to describe an integrative classroom management model oriented towards increasing student interest in learning at MTs At-Taufiq Bogem Grogol Jombang. Specifically, this research will: (1) identify determinant factors in

classroom management that influence students' interest in learning; (2) analyze the pattern of interaction between classroom management practices and the dynamics of interest in learning; (3) develop and test the effectiveness of an integrative classroom management model that is adaptive to the madrasah context; and (4) formulate indicators of the success of the model implementation as a basis for continuous evaluation.

The novelty of this research lies in three main aspects. First, it integrates the social-constructivist approach and self-determination theory in developing a classroom management model, which is different from previous studies that tend to focus on behavioristic approaches (Landrum & Kauffman, 2006; Hart, 2010). Secondly, this study developed a learning interest measurement instrument that is contextualized with the characteristics of madrasah students, complementing the limitations of standard instruments that tend to be context-biased (Mahfud et al., 2024). Third, this study produced an implementation model of classroom management specifically designed for Islamic educational institutions, filling a gap in the education management literature dominated by the public school context (Sagita, 2023). In contrast to Dobrescu & Grosu, (2014) which only focused on the physical aspects of classroom management or (Huang, 2016) Study which was limited to the psychological dimension, this study offers an integrative perspective that integrates the physical, psychological, and socio-cultural dimensions in one comprehensive framework.

By integrating the latest theoretical foundations and strong empirical data, this research is expected to make a significant contribution to the development of Islamic education management science, as well as offer practical solutions to the problem of interest in learning faced by many similar educational institutions. The implications of this research are not only relevant for MTs At-Taufiq but also applicable to a broader context in the national education system, especially in efforts to improve the quality of learning in madrasahs.

## **Methods**

This research uses a qualitative approach with a descriptive design to analyze classroom management in increasing student interest in learning at MTs At-Taufiq Bogem Grogol Jombang (Gunawan, 2022). The qualitative approach was chosen because it can produce data in the form of written or spoken words from objects and observed behavior and allows researchers to study phenomena in depth in their natural context. As (Sugiyono, 2017) Stated, qualitative research places the researcher as the key instrument in the process of collecting and interpreting data.

Data collection techniques were carried out through three complementary methods (Creswell, 2010). First, non-participant observation to observe classroom management practices and student learning interest responses. Second, structured

interviews using pre-prepared guidelines to extract in-depth information from madrasah principals, teachers and students. Third, documentation to collect data in the form of school profiles, photos of learning activities, and other supporting documents relevant to the research focus.

To ensure the validity of the data, this research applies credibility testing through three triangulation strategies. Source triangulation was conducted by checking data from various informants (madrasah head, teachers, and students). Time triangulation was applied by collecting data at different times to ensure consistency of information (Yin, 2018). Technique triangulation was implemented by comparing data obtained through observation, interviews, and documentation. In addition, extended observation and increased persistence were also applied to obtain comprehensive and accurate data.

Data analysis adopted the interactive model of Miles and Huberman which includes three stages (Miles et al., 2014). The data reduction stage was carried out by selecting, simplifying, and transforming raw data obtained from the field. The data presentation stage involves organizing information systematically for easy understanding. The verification stage is the drawing of conclusions based on patterns that emerge from the results of the analysis, by moving from specific facts to general conclusions (Emzir, 2014). The analysis process is carried out continuously during and after data collection to ensure comprehensive and valid research findings.

## **Results And Discussion**

### **Results**

Based on research conducted at MTs At-Taufiq Bogem Grogol Jombang regarding classroom management in increasing students' interest in learning, data were obtained through interviews, observation, and documentation. This research focuses on two main aspects, namely classroom management and student interest in learning after classroom management.

Classroom management at MTs At-Taufiq Bogem Grogol Jombang is carried out through management functions consisting of planning, implementation, and evaluation. Based on the results of interviews with the Head of the Madrasah, it was found that management itself is defined as an activity of organizing or managing which starts from program preparation. Classroom management planning is the implementation of management functions which include planning, implementation, and evaluation which are integrated into a series of activities in the form of a joint management process of all resources to achieve common goals. The Head of Madrasah explained that in the planning process, deliberations are always held together with other staff. After the planning is approved, the next stage is implementation, and then evaluation. The whole process is still monitored by the

Head of the Madrasah as a leader in the school to ensure the achievement of predetermined goals.

This statement was strengthened by the Akidah Akhlak teacher who stated that classroom management begins with planning that determines the priority scale that must be done so that the learning process at school is more effective and efficient. Management includes planning, implementation, evaluation, and determining the person in charge of reporting which is still handled by the Head of Madrasah. Another teacher added that classroom management comes from the Head of Madrasah himself, where everything is managed according to predetermined regulations. Sometimes teachers also pay attention to classroom conditions and submit proposals to the Head of Madrasah for planning, implementation, and evaluation programs.

Based on the explanation above, it is clear that the Principal of MTs At-Taufiq Bogem Grogol Jombang has an important role in managing educational institutions. The Head of Madrasah collaborates with individuals, groups, and other resources. The process of cooperation carried out by leaders and members in comprehensive activities aims to achieve the goals set by the educational institution.

In the planning aspect, the Head of Madrasah formulates programs that will be implemented at MTs At-Taufiq Bogem Grogol Jombang, starting from the implementation time, the parties involved, to the planning process. Based on the results of the interview, the Head of Madrasah stated that planning in the conditions of students and teachers is planned before implementation. The planning is usually discussed in a meeting with teachers and other staff held twice a year, namely at the beginning of the semester.

Documentation obtained by researchers in the form of Learning Implementation Plans (RPP) shows that the Head of Madrasah controls every lesson plan made by subject teachers. This statement was emphasized by the Akidah Akhlak teacher who stated that each subject teacher must have a management tool for learning. The form of management varies depending on the material that has not been applied to students, which can include discussions, demonstrations, and other methods related to the material at that time.

Students of MTs At-Taufiq Bogem Grogol Jombang also said that classroom management is well designed, starting from the election of class leaders to the distribution of tasks for classroom security and cleanliness so that the class looks neat and clean. Based on observations made by researchers, it appears that the Akidah Akhlak teacher provides a syllabus on the lessons taught. This is reinforced by the documentation of the syllabus made by the Akidah Akhlak teacher.

In the implementation aspect, classroom management is sought to create a familiar atmosphere between teachers and students. The Head of Madrasah as a

leader is required to have the ability to direct all staff to work well so that each planned program can be implemented properly. Solid teamwork can be realized if the leader provides good command. Harmonious relationships between teachers and students, parents, and between students can create comfortable conditions and avoid conflict.

The Head of Madrasah stated that in the implementation, the procurement of facilities was good and it was left to the teachers to fill in the classroom. This statement was emphasized by the Akidah Akhlak teacher who considered that the implementation of classroom management was very good. However, she admitted that there were difficulties in managing classes for male students due to environmental factors. Some students come from boarding schools and some from outside the boarding school, so adaptation is needed. Nevertheless, in terms of basic education, there is no difference between students who are in the boarding school or outside the boarding school. Students of MTs At-Taufiq Bogem Grogol Jombang also said that the implementation at school has been running quite well.

In the aspect of evaluation, which is an important component and stage that must be taken by teachers to determine the effectiveness of learning, the Head of Madrasah stated that every activity must be evaluated, especially in the field of education. He conducts supervision as a form of evaluation of learning starting from religious subjects to all other subjects. The supervision is related to planning in the classroom such as innovation and learning tools.

This statement was emphasized by the Akidah Akhlak teacher who stated that evaluation must exist, even though the teacher is experienced. Evaluation is carried out at the moment of teacher work appraisal, not randomly. The evaluation can be directly from the supervisor or the Head of Madrasah when conducting supervision so that deficiencies that need to be corrected can be known. Students also said that the Head of Madrasah usually comes to the classroom and monitors teachers' teaching, seeing how to teach and the methods used. The results of observations made by researchers show that the Head of the Madrasah does supervise teachers regarding the teaching given to students, which is reinforced by the documentation obtained.

Regarding students' interest in learning after class management at MTs At-Taufiq Bogem Grogol Jombang, it was found that interest in learning is a sense of interest, attention, and more desire that a person has for something, without any encouragement. This interest will remain and develop in itself to get support from its environment in the form of experience. There is a relationship between student interest in learning and learning achievement. In formal education, interest in learning underlies science, personality, and moral formation by providing a positive knowledge base. In general, students' interest in something will be expressed

through activities or activities related to that interest, because interest is a learned motive that encourages individuals to be active in activities.

To find out the indicators of interest in learning can be seen by analyzing the activities that individuals do or the objects they like. Indicators of interest in learning include the desire to know or have something, objects or activities that are liked, types of activities to achieve things that are liked, and efforts to realize desires or feelings of pleasure.

In the indicator of the desire to know or have something, the Head of Madrasah stated that some students do not know about interest in learning, but the task of educators is to make students have a desire to learn. The task of the Head of Madrasah is to bring stimulation to students. The Akidah Akhlak teacher added that students' desire for interest is more following what the teacher wants. Of all the students, especially male students, almost all do not have a choice in subjects. Interest only arises in grade 8 or 9. For grade 7, it is still in the introductory stage. Teachers need to monitor students' interests, especially in grade 7, while for grade 8 or 9 there is usually already a desire to learn. Students stated that the atmosphere and teachers influence the process of seeking knowledge so that knowledge can enter quickly. A well-organized and clean classroom makes it very easy for knowledge to come in.

In the indicator of preferred objects or activities, the Head of Madrasah stated that not all students have preferred activities. Several factors influence it, so when students do not have the desire to be interested in learning, it needs a mandatory stimulus. The Akidah Akhlak teacher stated that class VII students, especially girls, are more understanding and willing to connect every lesson, especially akidah akhlak. Male students are still lacking, but this needs to be emphasized, either from the cottage or outside the cottage. Maybe it's related to their maturity, but they still need a role. Female students may be more adaptive with friends, whether from the hut or outside the hut and more enthusiastic in every lesson. Students reported that a well-organized and clean classroom, learning in groups, and compromising can help get opinions from friends. They also spend more time studying, not only at school but also at home or in the hut, and divide their time between studying, playing, and hanging out with friends.

## **Discussion**

### **Planning Aspects of Classroom Management**

The research findings show that classroom management planning at MTs At-Taufiq Bogem Grogol Jombang is carried out systematically and structured. Planning is carried out twice a year by involving all teachers in the preparation of lesson plans and syllabus. This is in line with the theory put forward by Rachman,

(2018) which states that steps in planning include preparing and communicating plans and decisions, as well as collecting and analyzing information.

The involvement of all teachers in the planning process reflects the participatory approach to education management (Syahrin & Salehudin, 2024). This approach allows for the exchange of ideas among teachers so that decisions are more comprehensive and consider various aspects of learning. The madrasah head allows his subordinates to develop the school program but still monitors the planning (Mahmud, 2019). This shows the distribution of effective leadership, where the madrasah head does not dominate the decision-making process, but provides space for teachers to actively participate.

Classroom management planning at MTs At-Taufiq Bogem Grogol Jombang also considers the conditions of the school environment and the needs of the school. This is important to ensure that the plan can be implemented effectively and efficiently. As stated by (Sucahyowati, 2017), good planning must consider the context and conditions in which the plan will be implemented. Furthermore, classroom management planning at MTs At-Taufiq Bogem Grogol Jombang also includes prioritizing needs. This indicates a strategic approach in classroom management, where limited resources are allocated based on their urgency and importance (Masfufah et al., 2023). This approach is in line with the principle of efficiency in education management, where the use of resources must maximize the achievement of predetermined goals.

Careful classroom management planning is an important foundation in creating a conducive learning environment. Through good planning, teachers can anticipate various possibilities that occur in the learning process and prepare strategies to overcome them (Nahdliyah & Naelasari, 2024). This is in line with the opinion of Nugraha, (2018) Who state that good classroom management planning will make it easier for teachers to control classroom situations and create an optimal learning atmosphere.

In the context of MTs At-Taufiq Bogem Grogol Jombang, classroom management planning also includes planning the use of learning methods that are tailored to the characteristics of students and subject matter. This shows that the learning approach applied is not rigid, but flexible and adaptive to the needs and conditions of students. This approach is very important in increasing students' interest in learning because learning methods that are by student characteristics will attract more attention and motivate students to learn.

### **Aspects of Implementation in Classroom Management Management**

The research findings show that the implementation of the classroom management program at MTs At-Taufiq Bogem Grogol Jombang has been run mostly by planning. In its implementation, the madrasah head provides direction



and guidance to teachers regarding the assigned tasks (Hutasuhut et al., 2023). In addition, teachers are also involved in various trainings and seminars to improve their competence in managing the classroom.

This is in line with the theory put forward by Komariah, (2018) Which defines implementation as efforts made to implement all plans and policies that have been formulated and determined by completing all the necessary tools, who will carry out, where the place of implementation is, and when it starts. The head of madrasah at MTs At-Taufiq Bogem Grogol Jombang has ensured that all these elements are available and ready for the implementation of the classroom management programme.

The implementation of classroom management at MTs At-Taufiq Bogem Grogol Jombang also creates a familiar atmosphere between teachers and students. A harmonious relationship between teachers and students is an important factor in creating a classroom climate conducive to learning. This is the opinion of Wulandari & Nisrina, (2023) Which states that a positive relationship between teachers and students will create a pleasant learning atmosphere and increase student learning motivation. The madrasah head as a leader is required to have the ability to direct all staff to work well so that every planned program can be implemented properly (Nursaid, 2020). Solid teamwork can be realized if the leader provides good command (Shulhan, 2018). This shows the importance of leadership in implementing the classroom management program. Effective leadership will create synergy between school components so that the classroom management program can run optimally.

This is reinforced by Viennet & Pont, (2017) Who defines implementation as a process of a series of follow-up activities of a school program or policy set which consists of decision-making, strategic and operational steps, or policies into reality to achieve the goals of the originally set program. At MTs At-Taufiq Bogem Grogol Jombang, the implementation of classroom management is carried out in a planned and structured manner to achieve the goals that have been set.

In implementing classroom management, teachers at MTs At-Taufiq Bogem Grogol Jombang also pay attention to the physical arrangement of the classroom, such as seating arrangements, classroom cleanliness and tidiness, and the use of learning media. This is in line with Al-Kansa et al., (2023) Which states that good physical classroom arrangements will create a comfortable learning atmosphere and increase student concentration in learning.

In addition, the implementation of class management at MTs At-Taufiq Bogem Grogol Jombang also includes motivating students. Motivation is an important factor in increasing students' interest in learning. Through providing motivation, students will be encouraged to study more diligently and seriously. This follows the

opinion of Ayu, (2017) who stated that motivation is a driving factor in learning activities, which ensures the continuity of learning activities and provides direction to learning activities so that the goals desired by the learning subject can be achieved. The selection of the right learning method is also a focus in the implementation of class management at MTs At-Taufiq Bogem Grogol Jombang (Kamali & Sugiyanto, 2024). Varied and interesting learning methods will increase students' enthusiasm for participating in learning. This is in line with the opinion of (Popovska Nalevska & Kuzmanovska, 2020) who stated that the right learning method will make it easier for students to understand the subject matter and increase their learning motivation

### **Evaluation Aspects in Classroom Management**

Evaluation is an important component in classroom management to see the effectiveness of achieving goals. At MTs At-Taufiq Bogem Grogol Jombang, evaluation is carried out to find out whether the goals that have been set have been achieved or not, as well as feedback in improving classroom management strategies. This is in line with the theory put forward by Achadah, (2019) Which states that evaluation has two functions, namely as feedback for improving the teaching and learning process and as a basis for compiling student learning progress reports to their parents. At MTs At-Taufiq Bogem Grogol Jombang, classroom management evaluation is carried out in a planned, systematic manner, and based on clear objectives.

Evaluation of classroom management at MTs At-Taufiq Bogem Grogol Jombang includes evaluation of planning, implementation, and results of classroom management. Evaluation of planning is carried out to assess the suitability of the plan to the needs and conditions of the school, evaluation of implementation is carried out to assess the implementation of the plan that has been prepared, and evaluation of results is carried out to assess the achievement of the goals that have been set (Chen, 2005). A comprehensive and continuous evaluation of classroom management will provide accurate information about the effectiveness of classroom management that has been carried out. This information is very valuable as a consideration in preparing classroom management planning for the next period (McLeod et al., 2003). This reflects a cyclical approach in classroom management, where the evaluation results become input for planning in the next cycle.

According to the head of the madrasah and the teacher of aqidah and akhlak along with students at MTs At-Taufiq Bogem Grogol Jombang, the evaluation of class management is carried out in the field of education, especially in terms of lessons starting from religion and all subjects. Thus, evaluation is not just assessing an activity sporadically and incidentally, but rather an activity to assess something in a planned, systematic way, and based on clear objectives (Sintasari et al., 2024). A good evaluation of class management will produce accurate information about the

successes and obstacles in class management. This information is very important to improve the quality of class management in the following period. As stated by (Arikunto, 2021), a good evaluation will produce reliable and valid information, so that it can provide an accurate picture of the object being evaluated.

### **Analysis of Students' Learning Interests After Class Management at MTs At-Taufiq Bogem Grogol Jombang**

Learning interest is an important factor in determining students' learning success. High learning interest will encourage students to study more diligently and seriously. At MTs At-Taufiq Bogem Grogol Jombang, efforts to increase students' learning interests are carried out through good classroom management. Based on research data, students' learning interest at MTs At-Taufiq Bogem Grogol Jombang after classroom management can be analyzed through several indicators.

#### **Desire to Know or Have Something**

The research findings show that one of the indicators of increasing student interest in learning at MTs At-Taufiq Bogem Grogol Jombang is the desire to know or have something. In this case, the teacher creates a method so that students can learn and easily understand the subject matter, the principal conducts simulations for students, and students follow what the subject teacher wants. In addition, a neat and clean classroom atmosphere is also a supporting factor in increasing students' desire to learn.

This is in line with the theory put forward by Schiefele et al., (1992) This states that learning interest analysis can be carried out on things that are indicators, one of which is the desire to know or have something. This desire can be manifested in various forms, such as student activity in participating in learning, student activity in asking questions, and student activity in seeking additional information (Zhu & Mitchell, 2012).

The learning method applied by teachers at MTs At-Taufiq Bogem Grogol Jombang can arouse students' curiosity. Curiosity is an important factor in increasing students' interest in learning. Students who have a high curiosity will be more motivated to learn and seek additional information. This is in line with Wade, (2014) The opinion states that learning that can arouse students' curiosity will be more effective in increasing students' understanding and retention of subject matter.

Simulations conducted by the principal also play an important role in increasing students' desire to know or have something. Through simulations, students can gain more concrete and meaningful learning experiences. This is in line with Nilsson, (2014) opinion which states that more concrete learning experiences will be more meaningful for students and increase their understanding of the subject matter. A neat and clean classroom atmosphere is also a supporting factor in increasing students' desire to learn. A comfortable learning environment will

increase students' concentration and focus on learning. This is in line with Baafi, (2020) opinion which states that a conducive physical classroom environment will support teaching and learning activities and increase students' learning motivation.

### **Objects or Activities that are Enjoyed**

The second indicator of increasing student interest in learning at MTs At-Taufiq Bogem Grogol Jombang is objects or activities that are enjoyed. Based on the research findings, the principal provides stimulation to students, students prefer clean and tidy classes, and students also have discussions with friends. This is in line with the theory put forward by Akdeniz, (2024) which states that objects or activities that are liked are to provide stimulus to students, and teachers create methods that are liked by students. The stimulus given by the head of the madrasah and teachers at MTs At-Taufiq Bogem Grogol Jombang can arouse students' pleasure in learning. This pleasure is an important factor in increasing students' interest in learning.

Students' enjoyment of a clean and tidy classroom is also an indicator of increased student interest in learning. A clean and tidy learning environment will make students feel comfortable in learning. This is in line with (Sulaiman & Azlan, 2011) The opinion states that a comfortable learning environment will increase students' concentration and interest in learning. Discussions with friends are also activities that students enjoy at MTs At-Taufiq Bogem Grogol Jombang. Through discussions, students can exchange thoughts and ideas, and learn from friends' experiences. This is in line with Vygotsky's opinion (1978) which states that social interaction is an important factor in learning.

The learning method preferred by students is also an important factor in increasing students' interest in learning. Interesting and varied learning methods will make students more enthusiastic to participate in learning. This is in line with the opinion of (Djamarah & Zain, 2010) Who stated that the right learning method will increase students' activeness and interest in learning.

### **Conclusion**

Classroom management at MTs At-Taufiq Bogem Grogol Jombang has been carried out well through the stages of planning, implementation, and evaluation. Good classroom management has been able to increase students' interest in learning, which can be seen from the indicators of the desire to know or have something, objects or activities that are liked, types of activities to achieve things that are liked, and efforts to realize the desire or pleasure of something. This shows that classroom management has an important role in increasing students' interest in learning. Good classroom management will create a conducive and pleasant learning environment so that students are more motivated and interested in learning. This finding is in line with various theories and previous research results that emphasize the importance

of classroom management in improving the quality of learning and student learning outcomes.

These findings imply that it is important for schools to continuously improve the quality of classroom management through careful planning, effective implementation, and comprehensive evaluation. In addition, schools also need to pay attention to factors that influence students' interest in learning, such as learning methods, learning environment, and extracurricular activities, to create an optimal learning experience for students.

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