



Classroom Management Based on Islamic Values to Improve Learning Effectiveness

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ABSTRACT

ARTICLE INFO

Article history:

Received Juni 28,
2025

Revised August 25,
2025

Accepted September
30,
2025

This study aims to analyze the application of Islamic values-based classroom management to improve learning effectiveness. In the context of modern education, teachers are required to understand the relationship between learning management and achieving the institution's vision and mission. Effective classroom management is a crucial factor in developing intellectually superior and morally upright students. Using a descriptive qualitative approach through literature review, this study examines the integration of Islamic values such as honesty, justice, compassion, and responsibility into classroom management. The results of the study indicate that the application of Islamic values through the arrangement of the learning environment, educational interactions, character-based discipline, and the use of educational technology can create a conducive and spiritual learning atmosphere. Therefore, Islamic values-based classroom management is a strategic alternative in developing students with high moral and spiritual integrity.

Keywords: *Islamic Values, Class Management, Learning Process*

Journal Homepage

<https://ojs.staialfurqan.ac.id/IJoASER/>

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INTRODUCTION

Classroom management is a crucial aspect in education, aiming to create a conducive and effective learning environment. (Sulkifli Bahtiar et al., 2025). In its implementation, several important elements need to be considered, including: procedure development, lesson planning, and evaluation. These three elements play a crucial role in classroom management, as structured and consistent procedures can minimize confusion in the learning process and increase the efficiency of learning time. Managing classroom discipline is a key factor in creating an effective and conducive learning environment in schools. (Handoko, 2023). Classroom management plays a crucial role in creating a productive and meaningful learning environment. However, with the development of educational paradigms and the diversity of student characteristics, the challenges in classroom management are becoming increasingly complex. Success in the learning process is not solely determined by the teacher's ability to transfer knowledge, but also by the skill in creating a classroom atmosphere that supports the development of all student potential.

In the current educational paradigm, the role of teachers has undergone significant changes and has become increasingly complex. Amidst the dynamics of modern education, classroom management faces various new challenges. As a primary vehicle for character formation, education is required to adopt a classroom management approach that is not only operationally effective but also imbued with moral and spiritual values. With such an

approach, education can serve as a strategic tool in shaping a generation that excels academically while also possessing integrity and strength of character. (Noventu et al., 2024)

The application of Islamic values in classroom management is becoming an increasingly relevant strategy in facing today's educational challenges. For example, the challenges of modernity and the negative influence of social media, such as the increasingly exposed social environment to social media and other negative influences, can pose serious challenges to character education. Values such as honesty, discipline, justice, and compassion serve as the foundation for building a focused classroom management system. Integrating these values not only aims to create a positive learning environment but also to shape students with good morals and social awareness. In the context of modern education, these values serve as a balance between intellectual, emotional, and spiritual aspects, providing students with a strong moral foundation in facing the dynamics of life (Siroj & Untung, 2024). Furthermore, the application of Islamic values in classroom management has also been shown to encourage increased learning motivation and student academic achievement.

In practice, classroom management based on Islamic values encompasses various important aspects, from the physical arrangement of the learning space to creating a social and emotional atmosphere that supports the learning process. In practice, the application of Islamic principles such as discipline, honesty, and responsibility plays a significant role in improving the effectiveness of learning outcomes. This approach also provides a solid foundation for developing student character in line with the direction and ideals of national education (Hasan, 2023).

Despite its many advantages, implementing Islamic values-based classroom management still faces several obstacles. These include teachers' lack of understanding of how to implement these values, resistance to changes in established teaching methods, and limited supporting facilities and infrastructure in schools. These obstacles often hinder the creation of an optimal learning process. To overcome these obstacles, a structured and innovative approach is needed to integrate religious values into learning activities comprehensively (Halimurosid, 2022). Careful and targeted planning for the integration of Islamic values is believed to improve the quality of learning, create a balanced learning environment, and produce students with strong character.

Given the urgency and complexity of the existing problems, an in-depth study is needed to optimally develop classroom management based on Islamic values. This optimization effort should not only focus on technical managerial aspects but also reflect philosophical, sociological, and pedagogical dimensions that align with the dynamics of contemporary Islamic education. Therefore, formulating a classroom management model integrated with Islamic values in a structured and applicable manner is a strategic step in improving the quality of the learning process in schools.

METHOD

This study uses a library research method by collecting and analyzing data from various sources, such as books, scientific journals, articles, and related documents. This method includes the process of searching, collecting, and analyzing references relevant to the research focus. (Mujib, Muzakkir, 2019) Data is reviewed from various literature discussing classroom management, Islamic values in education, and values-based pedagogical approaches. The analysis is carried out through content analysis, namely by reviewing, grouping, and interpreting information obtained from literature sources. The results of this study are used to develop a conceptual foundation and implementation strategies in the educational context, so that it is expected to provide theoretical and practical contributions to the development of a classroom management model based on Islamic values.

RESULT AND DISCUSSION

Islamic Values in the Context of Modern Education

The values contained in Islamic teachings have significant relevance to the development of character education, particularly in responding to the moral and ethical challenges of the modern era. Fundamental values such as honesty, responsibility, and compassion are essential elements in Islamic teachings that can serve as a philosophical and normative foundation for character development in students. Character education is oriented towards developing individuals with noble morals and integrity who are able to make a positive contribution to social life. In line with this, Islamic teachings emphasize the importance of cultivating positive behavior and consistent moral development so that students have the awareness to act responsibly. As an illustration, the principle of justice in Islam teaches the urgency of being proportional and impartial in every social situation, while the value of piety instills an internal drive to carry out obligations with honesty, discipline, and integrity.

Modern education plays a strategic role in shaping students' personalities, not only intellectually intelligent but also spiritually and morally profound. Amidst the rapid flow of globalization and technological advancement, education often becomes trapped in a materialistic orientation and solely academic achievement. In this situation, Islamic values serve as an ethical and spiritual foundation that can guide students in interpreting knowledge more comprehensively. Values such as honesty, responsibility, trustworthiness, and *ihsan* (goodwill) need to be internalized in every learning process to develop a character of high integrity. Strengthening Islamic values within the education system serves as a means of developing students' moral and spiritual awareness. One strategic approach that can be implemented is the integration of religious values into every subject. For example, in science lessons, students can be encouraged to reflect on the greatness of God through observing amazing natural phenomena. This approach not only broadens students' scientific knowledge but also fosters gratitude and awe for the greatness of the Creator. Furthermore, in history lessons, students can be introduced to the contributions of Muslim scientists to the development of science, such as the role of Ibn Sina in the field of medicine. The application of Islamic values in the learning process not only contributes to academic achievement but also plays a crucial role in shaping students' character. Education that combines spiritual dimensions with academic aspects can provide students with a holistic view of the meaning of life. For example, in technology learning, teachers can link material to discussions about the ethics of technology use, such as the responsibility of sharing information on social media. This approach teaches students that knowledge is not merely a means to achieve personal goals but also a tool for benefiting others. Thus, the integration of Islamic values in learning can balance students' intellectual intelligence and moral qualities, shaping individuals who are wiser in facing the dynamics of life (Hasan, 2023).

Integrating Islamic values into school management can be achieved through the application of Islamic culture in various aspects, such as the curriculum, extracurricular activities, and interactions among school members. This implementation can take the form of reward programs for positive behavior and the promotion of religious activities such as communal prayer and congregational prayer. These efforts contribute significantly to the formation of Islamic character and the strengthening of students' morals.

In addition to the role of educators at school, parental involvement also plays a crucial role in supporting the successful internalization of Islamic values in students. Parents can reinforce the teachings taught at school by creating a family atmosphere that reflects Islamic values. For example, fostering congregational prayer at home, engaging in conversations about Islamic teachings, and instilling honesty and responsibility in children's daily lives are

concrete forms of this support. A harmonious collaboration between the educational environment at school and the instillation of values at home will facilitate students' internalization and practice of Islamic values as part of their daily lives (Rahmadi & Pancaranian, 2020).

It is important to emphasize that the integration of Islamic values into the school environment should be carried out with an inclusive and moderate approach. This approach aims to ensure that these values are widely accepted by all elements of the school without causing resistance. For example, values such as honesty, fairness, and collaboration can be introduced as universal principles relevant to all students, regardless of religious background. In this way, Islamic values can be integrated into an open and harmonious school culture. A moderate approach also plays a crucial role in preventing negative stigma and ensuring that education based on Islamic values is positively and comprehensively accepted (Brutu & Annur, 2023).

In addition to the role of individuals within the school environment, policy support from the government and educational institutions plays a strategic role in strengthening the implementation of Islamic values. The government can encourage the proportional integration of Islamic values into the curriculum and provide training for educators to improve competency in Islamic character education. Furthermore, providing incentives and awards to schools that successfully implement Islamic values-based education is an effective way to expand these good practices (Sormin & Sirozi, 2024).

Overall, education based on Islamic values holds great potential in addressing the moral challenges of modernization. In an era of globalization and rapid technological advancement, education that emphasizes only cognitive aspects without reinforcing spiritual values risks producing a generation that lacks moral direction. Therefore, education based on Islamic values is not merely an alternative, but a crucial solution in developing individuals who are intellectually intelligent, ethical, and capable of making positive contributions to society. Synergistic collaboration between schools, families, and the government is a key element in realizing the vision of comprehensive and character-based education (Halimurosid, 2022).

By implementing Islamic values sustainably and openly, future generations will not only develop intellectually but also develop a strong moral and spiritual foundation. This will equip them to become agents of change capable of making positive contributions to society and global civilization. Education based on Islamic values not only aims to shape individuals with noble character but also plays a role in creating a more peaceful, just, and prosperous social life.

Islamic Value-Based Classroom Management

1. Arranging an Inclusive Learning Environment

Building an inclusive learning environment is a fundamental step in creating a comfortable, open classroom atmosphere that respects student diversity. Such a learning environment must be able to accommodate the diverse needs of students, including those with disabilities or special needs. Classroom layout can be optimized by flexibly arranging tables and chairs, such as in groups or circles, to encourage interaction and cooperation among students. This arrangement not only strengthens collaboration but also fosters a spirit of mutual learning, respect for differences, and sharing experiences in the learning process.

An inclusive learning environment means providing a space where every student feels accepted, valued, and treated fairly. From an Islamic perspective, this includes creating a classroom atmosphere that upholds fairness, empathy, and mutual respect. Teachers can design classrooms that support positive interactions and collaboration among students, such

as flexible seating arrangements, the use of visual elements that reflect Islamic values, and providing equitable access to learning resources for all students (Haris et al., 2024).

From an Islamic perspective, creating a learning environment that fosters a spirit of brotherhood and mutual respect is a fundamental aspect of education. The use of Islamic-themed visual elements, such as Quranic quotations or exemplary figures from Islamic history, plays a role in strengthening students' motivation and Islamic identity. Furthermore, the presence of Islamic symbols in the classroom contributes to deepening religious awareness and fostering character development in students as Muslims.

Furthermore, actively involving students in the classroom design process can foster a sense of ownership in their learning environment. When students are given a role in creating a welcoming and open classroom atmosphere, this can increase their enthusiasm and participation in learning activities. Numerous studies have shown that a well-organized physical classroom contributes to improved student focus and academic performance. Therefore, creating an inclusive classroom environment that reflects Islamic values is an essential foundation for effective and spiritually valuable classroom management.

2. Development of Educational Interaction Patterns

Educational interactions in classroom management based on Islamic values are built through the principles of effective, polite communication, and upholding humanitarian values. The application of noble morals in the relationship between teachers and students can create a more positive and meaningful learning environment. This interaction pattern emphasizes mutual respect, empathy, and politeness in conveying ideas. Values such as ta'awun (cooperation) and tabayyun (clarification) form the basis for building healthy and productive communication in the classroom.

This research emphasizes the importance of fostering a culture of healthy dialogue and a conflict resolution approach that prioritizes the principle of peace. Relationships between teachers and students should be based on compassion and respect for each other's rights and dignity. Teachers are required to establish open and fair communication, actively listen to students' complaints and aspirations, and demonstrate concern for their needs. A dialogical approach can be used as a means to help students understand and apply Islamic values in their daily lives (Jannah, 2023).

3. Implementation of character-based discipline

The implementation of discipline in the classroom should be based on Islamic values, which emphasize justice and development. Instead of imposing physical sanctions, teachers can encourage students to reflect on their mistakes and learn from them. This approach not only fosters a sense of responsibility but also builds students' moral awareness without creating undue pressure (Shofiyyah et al., 2023).

Discipline rooted in character building is a crucial component of classroom management oriented toward Islamic values. Discipline extends beyond simply following rules, but also encompasses the development of positive attitudes, such as honesty, a sense of responsibility, and respect for others. In this regard, teachers are required to be role models by implementing discipline in their daily behavior.

It's also important for teachers to prioritize an educational approach over repressive punishment. When students commit violations, consequences should be educational and help them understand and correct their mistakes. For example, when a student arrives late, the teacher can invite the student to explain their reasons in front of their peers as a form of reflection and social learning.

Furthermore, parental involvement in implementing discipline is essential. Active communication between schools and families can ensure that disciplinary values are consistently upheld in both environments. With parental support, students will more easily understand that discipline is an integral part of developing strong and moral character.

4. An Educational System of Rewards and Consequences

Implementing an educational reward and consequence system is a crucial component of classroom management based on Islamic values. Rewards are given as a token of appreciation for students' efforts and achievements, while consequences are implemented to instill responsibility for each action. From an Islamic educational perspective, rewards do not have to be material; they can also take the form of verbal praise or public recognition of achievements. Rewards can be a means to foster positive student behavior. For example, students who demonstrate concern for their peers or the environment can be rewarded as motivation. Conversely, when students commit violations, the consequences applied should be educational, encouraging students to reflect on their mistakes and improve their behavior without feeling shamed or harshly punished (Rahmadi & Pancarania, 2020).

Appropriate rewards can boost students' enthusiasm and motivation to learn. When their efforts and positive behavior are recognized—both in academic achievement and attitude—they will be encouraged to continue improving. Conversely, consequences should be based on an educational approach, not simply a deterrent. Clear and open communication between teachers and students is crucial to the success of this system. Teachers must transparently communicate the criteria for awarding rewards and potential consequences, ensuring that all students understand the rules and expectations in the classroom. In this way, an educational reward and consequence system can create a positive learning environment consistent with Islamic values.

Learning Development Strategy

Designing effective learning strategies based on Islamic values requires a comprehensive approach and consistent implementation. In practice, universal values such as honesty, responsibility, cooperation, and mutual respect must be instilled from an early age in various daily classroom activities. Teachers play a crucial role as role models in implementing these values effectively. For example, teachers can establish fair classroom rules, reward students for good behavior, and create a conducive learning environment that encourages respectful interactions. Routine activities such as praying together before and after class, and practicing greetings, are concrete steps that can build a positive culture within the school environment. These habits not only convey Islamic values theoretically but also shape concrete behaviors that become part of students' daily lives. Thus, Islamic values are not only taught but also internalized through ongoing practices that are relevant to students' lives (Ferihana & Rahmatullah, 2023).

The inculcation of Islamic values can also be strengthened through extracurricular activities specifically designed to foster Islamic character in students. Activities such as religious mentoring programs or social activities based on Islamic values enable students to actively participate in community activities. Through this direct involvement, students not only understand the importance of these values but also have the opportunity to implement them in real life. Activities such as visiting orphanages, cleaning mosques, or organizing charity bazaars can be effective ways to instill a sense of responsibility and social awareness. These hands-on experiences help students translate Islamic principles into concrete actions, so they gain not only a conceptual understanding but also practical skills in practicing these values in their daily lives (Nurhamsalim & Sofa, 2025).

Another strategy is to optimize the use of active learning methods, such as group discussions, case studies, simulations, and collaborative projects. This approach provides space for students to actively explore the connection between Islamic values and the learning material. For example, in science lessons, students can be encouraged to reflect on God's greatness through observations of natural phenomena and the creation of living things. Meanwhile, in social studies lessons, values such as justice, empathy, and tolerance can be used as themes in case studies related to social issues or the history of Islamic civilization.

This approach not only makes the learning process more contextual and engaging, but also strengthens students' understanding of how Islamic values have broad relevance in various areas of life. Thus, students not only gain academic knowledge but also develop critical thinking and action based on solid moral values (Hafiz et al., 2024).

Project-based learning is an effective approach to integrating Islamic values into real-life situations. Through this method, students are involved in identifying problems in their environment and encouraged to design solutions based on Islamic principles. For example, students can collaborate to create a recycling-based waste management program run by the school community, emphasizing the values of responsibility and environmental sustainability. They can also initiate social activities such as awareness campaigns or fundraising for families in need. This approach not only encourages active student involvement in the learning process but also fosters moral awareness and social responsibility. Through these hands-on experiences, students learn to become individuals who care about their community and understand that Islamic teachings have real relevance in solving life's problems (Hafiz et al., 2024).

The next strategy is to build a healthy and positive learning culture within the school environment. This culture can be created through an inclusive, collaborative approach that values each individual. Teachers play a crucial role in creating a conducive atmosphere for students to ask questions, express their opinions, and learn from mistakes without fear. Constructive feedback is essential to motivate students to remain enthusiastic about trying new things and not be afraid of failure. Therefore, it is crucial for teachers to avoid destructive criticism and instead focus on students' potential and positive development throughout the learning process. In this learning environment, students will feel valued and motivated to achieve their best performance (Susilo & Sarkowi, 2018).

Inspirational stories of successful Muslim figures in various fields can be an effective source of motivation for fostering a positive learning culture. For example, the life of Ibn Sina, who made a significant contribution to the world of medicine, or Al-Khwarizmi's contributions to the development of mathematics, are clear evidence that Islamic values such as perseverance, honesty, and dedication can lead to extraordinary achievements. Teachers can use these stories to instill a spirit of learning and hard work. Furthermore, holding weekly reflection sessions can be a useful tool for helping students evaluate their learning process, share experiences, and plan future improvements. This activity can strengthen a sense of community and create a supportive and inspiring learning environment (Susilo & Sarkowi, 2018).

The next strategy is utilizing educational technology as a tool to strengthen the application of Islamic values in learning. Teachers can utilize various digital platforms that provide Islamic content, such as videos on admirable morals, interactive quizzes on Islamic history, or online modules that incorporate moral messages through engaging stories. This technology provides students with the flexibility to learn independently, anytime and anywhere, according to their needs and interests. Furthermore, the use of e-learning systems also allows broader access to relevant and varied learning resources, thus encouraging deeper exploration of topics of interest (Mustoip et al., 2023).

Targeted use of social media can also be an educational and creative learning tool. For example, students can be tasked with creating digital content that reflects Islamic values, such as a short video about the importance of honesty or writing an article about personal experiences in implementing Islamic values. This approach not only helps students internalize these values but also builds their confidence in conveying positive ideas to a wider audience. Technology, in this case, functions not only as a learning tool but also as a medium for self-expression and a means of sharing knowledge in a relevant and contemporary manner (Mustoip et al., 2023).

If these strategies are implemented consistently and in a structured manner, they will create a learning environment that is not only productive but also imbued with Islamic values. The comprehensive application of these values throughout the school environment has the potential to produce a generation that excels academically and is imbued with a strong Islamic character. With a strong moral and spiritual foundation, students will be better prepared to face the challenges of the times and make positive contributions to society. Furthermore, the implementation of these strategies also supports the formation of an inclusive, harmonious school culture that supports the optimal growth of each student.

The consistent and targeted application of these strategies has the potential to create a learning environment that is not only academically effective but also imbued with Islamic values. Implementing these values in schools can produce a generation that excels not only in academics but also possesses strong Islamic integrity and character. With a comprehensive understanding of Islamic principles, students will be better prepared to face global challenges, grounded in solid morality and spirituality. Moreover, these strategies contribute to building an inclusive and harmonious school culture, where every student feels valued, accepted, and empowered to develop their full potential. Successful implementation of Islamic values-based education requires synergy from all elements of the educational system—including teachers, students, parents, and policymakers.

Solid collaboration between parties enables the realization of a comprehensive and sustainable education system that not only produces highly competent individuals but also fosters a more civilized and dignified society. In this regard, Islamic values serve not merely as an ethical guideline but also as a primary foundation for building a more just, harmonious, and common good. In today's educational context, the success of the learning process is no longer solely assessed by cognitive achievement but rather encompasses a more comprehensive approach. Indicators of learning success now include students' active participation in learning activities, their level of understanding of the material, and their ability to apply the values learned in their daily lives. Regular evaluation is crucial to ensure that each learning objective is optimally achieved (Ibnu Sholeh et al., 2023).

This success can be seen in three main aspects: in-depth conceptual understanding, practical application skills, and character development. Various studies have shown that integrating Islamic values into the learning process significantly contributes to improvements in all three aspects.

Furthermore, comprehensive measures of learning success also need to consider student emotional and intellectual engagement, the creation of a supportive learning environment, and the achievement of predetermined learning objectives. This research shows that classroom management with an Islamic values approach has a positive impact on all of these indicators, particularly in creating a participatory and meaningful learning environment. The primary focus in strengthening learning effectiveness is student competency achievement, which extends beyond knowledge (cognitive) to include attitudes (affective) and skills (psychomotor). Within the framework of Islamic values, affective aspects such as empathy, responsibility, and honesty are important indicators in assessing learning success (Sunarso, 2020). Classroom management models that integrate Islamic principles have been proven to support the achievement of student competencies comprehensively—in

terms of knowledge, skills, and attitudes.

Furthermore, maintaining a balance between strengthening Islamic character and achieving academic results is crucial. Research findings indicate that schools that implement Islamic values in classroom management successfully produce students with more holistic competencies, including academic achievement, social skills, and spiritual maturity.

Furthermore, developing soft skills is a key element in supporting successful learning in the modern era. Skills such as communication, collaboration, and problem-solving can be effectively developed through an educational approach based on Islamic values. For example, learning activities in the form of group work can be used as a means to train students to work together harmoniously, based on the values of mutual respect and mutual assistance (Rosmiati & Hendriani, 2023). The application of Islamic values in classroom management significantly contributes to the development of students' soft skills, particularly in leadership, effective communication, and teamwork. This study found that values such as amanah (responsibility), tabligh (communication), and ukhuwah islamiyah (brotherhood) serve as the primary foundation for developing students' social skills (Lusyana, 2024).

Strengthening soft skills through an Islamic values-based educational approach also has a positive long-term impact on student success. Research data shows that graduates from educational systems that integrate Islamic values have greater adaptability in facing the dynamics of the workplace and the challenges of social life. Furthermore, continuous evaluation and development processes are crucial to ensuring optimal classroom management effectiveness. Comprehensive and periodic evaluations are crucial in assessing the extent to which Islamic-based classroom management is achieving its objectives. Teachers can use various assessment instruments, such as direct observation, student questionnaires, and interviews, to obtain relevant feedback. The information from these evaluations can then be used to adjust and refine learning strategies to make them more responsive and targeted (Ibnu Sholeh et al., 2023).

Within the framework of sustainable development, several strategic steps can be implemented to maintain and improve the quality of learning. These include ongoing teacher training, updating teaching methods to reflect current developments, and utilizing learning technology that remains aligned with Islamic values. This research also confirms that collaboration between stakeholders such as teachers, schools, parents, and government institutions is a crucial component in building an adaptive and sustainable education system.

CONCLUSION

Classroom management that integrates Islamic values has strong relevance in addressing the various challenges of modern education. Values such as honesty, justice, compassion, and responsibility not only play a role in creating a conducive learning environment but also contribute to the development of noble character in students. To implement these values effectively, strategic planning is required through various approaches, such as building an inclusive learning environment, developing dignified educational interaction patterns, implementing value-based discipline, and optimizing the use of technology in the learning process.

Despite a number of obstacles, such as resistance to change and limited supporting facilities, the consistent and sustainable integration of Islamic values can be a strategic solution in forming a generation that is not only intellectually superior, but also morally and spiritually resilient.

The results of this study provide several important implications in the context of developing educational practices, particularly in classroom management based on Islamic values:

1) For Teachers/Lecturers

This research shows that implementing classroom management that integrates Islamic values, such as honesty, responsibility, discipline, and compassion, can create a conducive, harmonious, and meaningful learning environment. Therefore, teachers and lecturers need to use Islamic values as a foundation for establishing discipline, building interactions, and resolving conflicts in the classroom.

2) For Educational Institutions

Islamic educational institutions should use the findings of this research as a reference in developing learning and training policies for educators. Curricula and training programs should integrate classroom management concepts based on Islamic values so that learning is not only cognitively effective but also fosters character and noble morals in students.

3) For Students/Students

By implementing Islamic values in classroom management, students are encouraged to be more active, responsible, and respectful in the learning process. This positively impacts learning motivation and optimal learning outcomes.

4) For Researchers

This research opens up opportunities for further, more in-depth studies on the relationship between Islamic values and other aspects of learning, such as conflict management, student emotional management, and humanistic and transformative learning approaches.

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