
Innovative, Ideal, And Fun Classroom Management To Improve Reading Literacy Of Madrasah Ibtidaiyah Students

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Abstract

This study aims to describe: 1) innovative, ideal, and fun classroom management plans to improve students' reading literacy in class IIB at MIN 2 Ambon, 2) The teacher's role in classroom management is innovative, ideal, and fun to improve students' reading literacy in class. IIB at MIN 2 Ambon, the role of the principal in supervising the management of innovative, ideal, and fun classrooms to improve students' reading literacy in class IIB at MIN 2 Ambon, and 4) supporting and inhibiting factors for innovative, ideal, and fun classroom management to improve reading literacy of students in class IIB at MIN 2 Ambon. This type of research is a qualitative research with a phenomenological research design. Data collection techniques using interviews, observation, and documentation. The results showed that in MIN 2 Ambon, innovative, ideal, and fun classroom management had been carried out well to improve students' reading literacy in class IIB at MIN 2 Ambon. Classroom management planning is carried out by arranging facilities, teaching management and student arrangements. The teacher's role in learning is to be a class manager or teaching manager, the teacher also acts as a facilitator, motivator, demonstrator, mediator, and evaluator. The principal's role is to monitor teacher performance continuously in literacy activities and programs in schools. The supporting factors and inhibiting factors for classroom management are the physical environment, social emotional condition and organization at the MIN 2 Ambon school

Keywords: *classroom management, innovative, ideal, and fun, Madrasah Ibtidaiyah Negeri (MIN) 2 Ambon*

INTRODUCTION

In essence, learning is a process that is passed by individuals to obtain changes in behavior for the better as a result of individual experiences in interaction with their environment. Usually the problem faced by teachers when dealing with a number of students is the problem of classroom management. Classroom management leads to the role of teachers to organize learning. Collectively or classically by managing individual power differences into an activity of learning together.

The classroom as a teaching and Learning Activity Room, of course, needs a comfort and security in it, comfortable against physical and nonphysical disorders, if we pay attention to the comfort of learning will be real if in the classroom there are stimuli that spur students to learn, but actually students are encouraged in learning not only influenced by stimuli contained in the classroom but also influenced by stimuli contained outside the classroom. The teacher's activities in the classroom include two main things, namely teaching and managing classes. Teaching activities are intended to directly encourage students to achieve goals such as studying the needs of students preparing lesson plans, presenting lesson materials to students, asking questions to students, assessing student progress are examples of classroom management activities intended to create and maintain the atmosphere (condition) of the class so that teaching activities can take place effectively and efficiently (Mursalin & Setiaji, 2021a).

According to Yamin (2012) classroom management is a set of teacher activities to develop unwanted behavior, develop interpersonal relationships and a positive socio-emotional climate, and develop and maintain an effective and productive classroom organization. Teachers are the key to success in the management of the teaching and learning process, so

teachers should have professional skills including classroom management skills. Meanwhile, according to Nurhayati (2011) class management is all efforts directed to motivate systematic. The conscious effort was directed at the preparation of learning tools and materials including Learning media, classroom settings, time management, and realizing the conditions of active learning, creative, tasty and fun. Students learn and realize the atmosphere of active learning, creative, tasty and fun (Mursalin, 2015). Classroom management leads to the role of teachers to organize learning. Collectively or classically by managing individual power differences into an activity of learning together. Furthermore, according to Fathurrohman & Sutikno (2007) class management is the provision of facilities for a variety of student learning activities that take place in the social, emotional, and intellectual environment of children in the classroom into a learning environment that *membelajarkan*. One of the class management is by providing learning tools facilities (Mursalin & Setiaji, 2021c). Based on these three expert opinions, the author can draw the conclusion that classroom management is an effort made by teachers to create an active, creative and fun classroom atmosphere so that students can learn effectively and efficiently so as to achieve learning goals.

PP No. 19 year 2005 Chapter IV Article 19 paragraph 1 states that "the learning process in the educational unit is organized in an interactive, inspiring, fun, challenging, motivating learners to participate actively and provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of learners." This is the basis for implementing innovative classroom management. According to Nurdin & Uno (2012)"Innovative Learning is a learning process that is designed in such a way that it is different from learning in general conducted by teachers (conventional)".

Innovative and ideal learning is more towards student-centered learning (Mursalin, 2010). The learning process is designed, structured, and conditioned for students to learn. So, in innovative and ideal learning the teacher acts more as a facilitator to optimize the teaching and learning process. The concept of innovative learning can adapt from a fun learning model (Amri & Ahmadi, 2010). Therefore, with a pleasant learning atmosphere students will not feel bored and also not afraid to follow the learning. In addition, innovative learning requires active students to develop their ideas and creativity so that students are able to ask, question, and express their ideas. Thus in learning teachers do not dominate the teaching-learning activities, but students or students who do more of their learning activities so as to improve reading literacy which is one of the things that need to be considered for Grade IIB students MIN 2 Ambon.

MIN 2 Ambon is the second state Ibtidaiyah Madrasah in Ambon City located in Waiheru Village Ambon Bay, Baguala District, Jl. Laksadya Leo Wattimena. with the status of a public school, making this school with the predicate of excellent accreditation from BAN-PT in 2018. However, the success of achieving accreditation was supported by the number of teachers who meet, complete infrastructure such as; infrastructure, library room, mosque, administration, treasurer room, Student Room, principal workspace, curriculum coordinator room, teacher room, sports field, availability of Learning media; Media Science, Social Studies, Mathematics, Penjaskes, as well as innovative and characteristic classrooms.

The condition of Class IIB at MIN 2 Ambon is still less than the reading corner even though there are only a few. And even then the reading corner that is installed only contains educational messages from various experts. Reading corner is found in Class III, Class IV, and VI only. This is the interest of researchers related to the unavailability of reading corner in Class IIB. If the reading corner available in Class IIB suits their thinking level then students will enjoy reading because they get innovative, ideal, and fun classes. In addition, on November 26, 2021, the researcher conducted an interview with the principal of min 2 Ambon

regarding innovative, ideal, and fun classroom problems. According to him, the non-implementation of the reading corner in Class IIB was caused by the management of the class from the class teacher. Finally, researchers advise to make a serial image that contains light reading according to the level of students. Based on the description of the above problems, classroom management is very important to improve students' reading literacy.

In order to achieve good reading literacy, a teacher must be able to maintain the learning atmosphere that has been built from the beginning of entering the classroom. According to Martinis Yamin (2010) there are several things to create and maintain an optimal learning climate or atmosphere including, (1) show responsiveness in a way; looking carefully, approaching, giving statements and giving reactions to classroom disturbances, (2) dividing attention visually and verbally, (3) focusing the group's attention by preparing students in learning, (4) giving clear instructions, (5) giving a thoughtful reprimand, (5) giving reinforcement when needed.

Learning or teaching and learning activities can be effective if the class is conducive, and it cannot be separated from the role of a teacher in managing the class. Teachers should pay attention to the management of the class both personally and physically. Then the management of classes plays an important role in the process of teaching and learning activities. Looking at the problems of existing classes in elementary school min 2 Ambon that has been described above, it became the author's consideration to examine further related to "management of classes in school min 2 Ambon". Focused on Class IIB, because looking at the characteristics of the lower class according to Nasution (in Suhartini, 2007) a child will be subject to the rules and the lower class there is a tendency of a child towards oneself. Then according to Nurihsan & Yusuf (2010) in elementary school age children there are several phases of development that include intellectual, language, social, emotional, moral, religious appreciation, and motor.

Research on classroom management has already been done. First, Astuti (2019) with the title of effective classroom management research. The results showed that classroom management is all efforts directed to realize an effective and enjoyable learning atmosphere and can motivate learners well. Second, Diniarti & Minsih (2018) with the title of innovative class management research in MI Muhammadiyah special program Kartasura. The results showed that in MI Muhammadiyah special program Kartasura has done innovative class management. The role of teachers in learning is to be a class manager or teaching manager, teachers also act as facilitators, motivators, demonstrators, mediators, and evaluators. Third, Sri Warsono (2016) with the title of classroom management research in improving student learning. The results showed that class management planning is done by organizing facilities, teaching management and student settings, implementation of class management is done by applying several principles of class management and several approaches, supervision is carried out continuously, supporting factors and inhibiting factors of class management are the physical environment, social emotional and organizational conditions.

The three previous studies have similarities and differences with the research to be conducted. The similarities of this research with the three previous studies are equally examined about classroom management. However, the difference of this study with the three previous studies lies in the form of classroom management, which in this study focuses more on creating ideal, innovative, and fun classes so as to foster reading literacy for students. The difference of this study with Astuti's first study (2019), lies in the form of classroom management. Astuti focuses more on effective classroom management while this study focuses on ideal, innovative, and enjoyable classroom management. The difference of this study with the second study of Aninda Galih Diniarti (2018), lies in the form of classroom management. Aninda only focuses on the creation of innovative classes but in this study focuses more on the

creation of ideal and fun classes. Furthermore, the difference of this study with the third Research of Sri Warsono (2016), lies in the purpose of class management. Warsono's research focuses more on improving student learning but in this study focuses more on student reading literacy. As we know that, the literacy movement has been programmed at each school level, so it needs to be held a review, research, and efforts to find out how far the literacy program runs according to the goals to be achieved. Literacy programs must also be supported by good classroom management from teachers. This is also supported by the opinion of Puspitaningrum (2017) revealed that classroom management should create good classroom environment conditions and allow students to do in accordance with their abilities.

Based on the above description, the research on the management of innovative, ideal, and fun classes to improve reading literacy is very important. This study is very important to do with three main reasons, namely (1) innovative, ideal, and fun classroom learning should be supported by reading literacy activities, (2) innovative, ideal, and fun classes will provide a sense of comfort and security so that students' awareness of the importance of reading literacy is formed, and (3) innovative, ideal, and fun classes will be easily managed well if teachers make changes continuously to develop student character. To shape the character of the student, the teacher will easily adjust the update by developing the values and characters that have been formed by previous students. This is in connection with the efforts of teachers in improving the quality of Education, which is one of the alternatives and is believed to be used to solve the fundamental problems of educational problems in schools, so that every child in the class can learn comfortably, safely and orderly so as to achieve teaching goals effectively and efficiently, namely students are able to improve reading literacy continuously.

RESEARCH METHODS

This research uses qualitative descriptive research with phenomenology research design. Moleong (2017) reveals that phenomenology is defined as: 1) subjective experience or phenomenological experience; 2) a study of consciousness from the primary perspective of a person. This research was conducted in MIN 2 Ambon Kabutapen Ambon City Maluku province on JL. Laksdya LEO WATTIMENA.

The speakers in this study were principals, teachers of Class IIB, and students of Class IIB MIN 2 Ambon. The data collected from the speakers are divided into 2, namely primary data and secondary data. The primary Data in this study were interviews with teachers and students of grade 2b which amounted to 19 people consisting of 10 women and 9 men as well as observations of research subjects. Secondary data are the results of interviews and documentation collected during the research, namely documents, archives, and documentation photographs. Data collection techniques are done in three ways, namely (1) interview, (2) observation and (3) documentation. Data analysis is inductive that is used to improve the understanding of the data obtained. Data analysis techniques by way of 1) analyzing data, 2) reduction, 3) arranging data units, 4) categorizing data units, and 5) interpreting data.

RESULTS AND DISCUSSION

The results of research on the management of innovative, ideal, and fun classes to improve the reading literacy of Class IIB MIN 2 Ambon consists of four, namely as follows:

First, the teacher plans the management of classes in the teaching and learning process. The duties of teachers in class management include: 1) preparation of teaching equipment, 2) checking and researching the student attendance list, 3) arranging the cleanliness of the

classroom,4) arranging the seating plan, picket list, student attendance, student books and Class Order (administration). Class management planning conducted by teachers includes facility settings, teaching settings and learner settings.

Second, the role of teachers in the implementation of classroom management to improve students' reading literacy can be done by providing appreciation and perception of students before starting learning in the classroom, providing a sense of security and comfort when participating in learning, creating good relationships among students and students with teachers so as to create a family atmosphere between school residents in general and class residents in particular. In carrying out classroom management, teachers apply several principles and several approaches that are beneficial to students. After getting certainty about the direction, purpose, action, action as well as the right method or technique to be used, the teacher organizes the implementation of classroom management with the aim that the implementation of Management run by the teacher can run in accordance with the plan.

Third, the supervision of innovative, ideal, and enjoyable classroom management is carried out by the principal continuously and sustainably. The purpose and benefits of supervision are to improve the quality of teaching and the ability of a teacher to carry out classroom management, to improve teaching and learning situations that allow students to learn more effectively, and provide guidance for teachers to correct deficiencies. Supervision carried out effectively and efficiently can be done by preparing supervision programs, implementing supervision programs with a sense of responsibility, and documenting the results of supervision to conduct follow-up supervision.

Fourth, the supporting and inhibiting factors that affect the management of the class to be able to improve reading literacy are physical environmental factors, social factors, emotional and organizational factors. Physical environmental factors include the classroom where learning activities take place, student seating settings, lighting/light settings, and settings in storing items in the classroom. Social emotional factors include the condition of teachers regarding leadership types, teacher attitudes, teacher voices and good relationships with teachers. While the organizational condition of the school in it concerns the condition of the students both internal conditions of students and external conditions of students. The four results of the study can be explained as follows:

A. Innovative, Ideal, and fun class management planning in Class IIB MIN 2 Ambon.

Class management always starts from the planning stage. Planning activities should be carried out by teachers during the learning process. In the planning, the teacher must understand the principles in the management of the classroom. Through this stage, it can be known about the ability of class teachers IIB MIN 2 Ambon in managing the class to be more innovative, ideal, and fun.

Based on the findings of research conducted by teachers in preparing the planning so that the objectives of the management of innovative, ideal, and fun classes in Class IIB MIN 2 Ambon can be achieved is by implementing the planning of class management in the teaching and learning process including a) setting the principles of management of innovative, Ideal, and fun classes in Class IIB MIN 2 Ambon, b) arrangement of cleanliness and beauty of the Class, c) preparing posters educative reading. After making the planning, the teacher then carries out innovative, ideal, and fun classroom management actions so that students are motivated to improve their reading literacy. Nurdin & Uno (2012) innovative, ideal, and fun learning is a learning process that is designed in such a way that it is different from learning in general conducted by conventional teachers. In this case, innovative, ideal, and fun classes will

certainly have a positive impact on the reading interest of Class IIB MIN 2 Ambon students. This is in accordance with the opinion of Abidin (2017) said that reading interest is a major factor to improve the quality of students, especially in supporting the success of national education programs that educate the nation's life. Improving the quality of learners in *berliterasi* is necessary to face competition in various ways. The three plans can be explained as follows:

1. Establishment of classroom management principles

- Teacher's warm and enthusiastic attitude

Based on the results of observations in the classroom, showed that the teacher of Class IIB MIN 2 Ambon has a warm attitude and quite enthusiastic so that students are happy in participating in learning activities in the classroom. Furthermore, through the interview results, it is seen that teachers already have an emotional bond with students who are quite good. However, the variation of learning that teachers do is relatively monotonous, namely lectures. This is due to external environmental conditions that affect the condition of students. However, teachers still delight students with pictures and educational stories to create fun learning. This is in line with the research of Aliyyah, Abdurakhman, & Humanities (2017) which explains that the organization of classes is the key to the creation of successful fun learning goals.

- Provide educational challenges

The teacher's ability to provide challenges to their students can increase their learning spirit so that it can reduce the likelihood of deviant behavior. In the results of observations and interviews, it was found that teachers have given challenges in the learning process of jurisprudence in the form of memorization of short verses in the Quran. This is an innovative form of learning so that students' talents can be considered because usually Mi level students in Class II tend to be more innovative in using devices. The memorization of the Qur'an can be seen in Figure 1 below :



Fig 1. Students who have been able to memorize the memorization of the teacher.

- Creating student activity in interacting

Based on the results of observations, the interaction between teachers and students during the teaching and learning process goes very well. Students are very enthusiastic and active during the teaching and learning process, which is when the teacher asks students to do literacy tasks both individual and group tasks. For the task, the students

will be eager to do the task given by the teacher with his group and then present in front of the class with a variety of interesting and fun strategies. This is in accordance with the findings of the research Osakwe (2014) classroom management that is absolutely ideal will address the behavioral problems of students so that teachers should provide innovative and engaging strategies, fun strategies allowing each student to be actively involved. Effective classroom management will significantly affect a student's climate, motivation, discipline, respect, goal achievement, and academic achievement.

Furthermore, for the management of innovative and fun classes must be supported by the idealism of the teacher in order to create an ideal class. The class would be ideal to be supported also with the teacher's skills in managing the class. This teacher skill is needed to know the psychology of the learners. It aims so that students can focus and be enthusiastic during the teaching and learning process. Esmaceli, Mohamadrezai, & Mohamadrezai (2015) in the results of his research also concluded that teachers should know that each student has its own nature and teachers who have creativity and passion will use the right method by observing the differences of each student, giving punishment and reward at the right time can describe the learning process is fun and the atmosphere of the class is so happy that the learning process becomes enjoyable for students.

2. Structuring cleanliness and beauty class

The arrangement of classroom cleanliness in MIN 2 ambon can be seen from the learning environment. There is no waste on the tables and floors because of the cleanliness management applied in the classroom on Thursday after the teaching and learning process is completed.

Classroom hygiene can increase the concentration and focus of students in learning. The beauty of the class also needs to be applied by the teacher. This is important because beauty is the comfort factor of students studying in the classroom. Because, through beauty, students become comfortable and happy (Mursalin & Setiaji, 2021b).

3. Managing media literacy in the classroom

Currently in SD / MI began to implement the literacy movement. Similarly, in MIN 2 Ambon began to implement the literacy movement by providing literacy media as educational reading in the classroom. It was also held in Class IIB MIN 2 Ambon. Compared to the high classes that provide reading posters with images of heroes, aphorisms, and hadiths of the prophet, but in the low classes provided a simple medium to arouse interest in reading students. The function of this educational media is to provide a new vehicle for students so that they realize that reading is a command of Allah SWT that has been contained in the Qur'an, namely (IQRA). This is the teacher's reference to remind the importance of reading literacy for students. If students are trained and proficient in reading then the science will be easy to learn. Media literacy can be seen in Figure 2 below.



Fig. 2 media literacy in Class IIB MIN 2 Ambon

B. The role of teachers in the implementation of innovative, Ideal, and fun classroom management to improve reading literacy of Class IIB MIN 2 Ambon

The implementation of innovative, ideal, and fun classroom management requires the role of the teacher to create student discipline in improving reading literacy. The role of teachers in the implementation of Management in Class IIB MIN 2 Ambon is very complex, because teachers not only make learning planning, delivering material and providing value to students. But, teachers also have a role in order to be an example and inspiration for students. Sarwiji (in Minsih, 2018) the role of teachers in the learner-centered view (student-centered) the role of teachers is as guides, coordinators and facilitators. Meanwhile, according to Slameto (2010: 98) the role of teachers has increased from just as a teacher to a learning director. This is certainly related to the reading literacy of students who need a director so that they are eager to learn for the development of their reading interest so that students need the attention of teachers in literacy.

Therefore, students ' reading literacy can progress should be monitored continuously by the teacher as a whole. This is in accordance with the findings of Soango (2015) that fourth grade teachers of SDN 36 Kota Selatan are able to monitor the progress of reading literacy during the learning process, carry out reflection or make a summary by involving students, conduct a final assessment in accordance with the Reading Literacy competence of students and carry out follow-up by providing direction.

In line with the opinion of Sintia Sango (2015), in this study also found the cultivation of teacher discipline in directing students ' reading literacy, which is more prioritized on the reading of the Qur'an. Discipline has been instilled in MIN 2 Ambon that planting discipline Duha prayer in congregation, reading Al'quran/memorization of the Qur'an, and refraction Zuhr prayer if learning masi take place during the day. This has a positive impact on the discipline of students at home. The disciplinary activities can be seen in the picture below.



Figure 4 iqra reading habituation

Based on the picture above, it can be concluded that the literacy habit of reading the Qur'an applied by Class IIB teachers in MIN 2 Ambon needs to be monitored regularly so that students' reading skills are more regular. Students who have been able to read the Qur'an will be directed to be able to memorize the Qur'an. After students have been able to memorize will deposit their memorization according to the target of achievement that must be memorized. After an interview with one of the teachers of MIN 2 ambon, that students when they have graduated from school they have a provision of juz 30 memorization. If the student has not been able to read the Qur'an, the teacher will conduct guidance to students who have not been able to read al-Qu'an with Juz Amma reading method.

C. The role of the principal in supervising the management of innovative, ideal, and fun classes to improve reading literacy of students MIN 2 Ambon

Supervision conducted by the principal of MIN 2 Ambon in order for teachers to be able to educate and improve the quality of teacher performance. This supervision is a control so that reading literacy activities carried out in schools can run as planned. Supervision conducted by the principal on teachers in the classroom include: 1) the application of Reading Literacy regulations, the improvement of teacher professionalism, and the creation of an effective psychological climate. These three things can be described as follows:

1. Setting rules for berliterasi

The rules that have been agreed upon must necessarily be applied by the teacher in the classroom. To determine the strategy that teachers do in applying the rules, the principal always monitoring teachers and students in the classroom. This is in line with the research of Asep Jihad and Suyanto (2013:97) which gives some suggestions that the rules can be agreed by students together, namely by making the rules as minimum and clear as possible, giving a reasonable reward or punishment. It is seen in the picture below.



Fig 5. Pengawasn kepsek Literacy activities

2. Professional improvement of teachers

Teachers become an important aspect in the learning process (Mursalin & Setiaji, 2021a). In the field of education and teaching, min 2 ambon teachers have professional teachers as many as 21 people, teacher training as many as 3 people, and 18 people follow the teaching and training of Teacher Training (LKPG). This indicates that min 2 teachers are already professionals in their field. This is one of the supporting teachers to improve reading literacy activities in MIN 2 Ambon.

3. Creation of an effective psychological climate.

The results of the study found that the teachers of Class IIB MIN 2 Ambon in terms of creating an effective psychological climate on learners, namely making learning activities fun, arranging seating in such a way and neat, and creating a classroom atmosphere that values and shares each other. In addition, do not scold students for no apparent reason, convey a message to students about moral values and teach students to share with each other, namely through the provision of advice and motivation. In addition, each teacher also teaches students to take responsibility.

This is in accordance with peelitian Almasitoh (2012) namely to invite students to share and be responsible for them, namely do not accept the reasons students make mistakes and give time to students to accept responsibility.

In addition, the principal also has an important role in improving classroom management activities in improving reading literacy. The role is also seen in the skills of the principal as a good communicator for teachers. It also encourages teachers to hone their skills when communicating. This action is evidenced when the teacher communicates with learners intensively in the classroom. The teacher has also sought that the students of Class IIB MIN 2 Ambon able to improve their ability in listening activities.

In research Alrochmah (2013) explains that students who are not good at listening, then they will be difficult to understand the learning material and likely to experience a failure. However, in this study it was found that the way reading rotates by pointing students at random and throwing sudden questions about the material that has been delivered makes the listening skills of learners can increase and more focused in following learning activities.

D. Factors supporting and inhibiting class management innovative, ideal, and fun to improve reading literacy students MIN 2 Ambon.

Supporting and inhibiting factors in Classroom Management in improving student learning are Internal factors and external factors which include problems of educators, learners, facilities (physical environment), community environment. Students 'internal factors relate to students' own reading interest motivation, emotions, thoughts, behavior, and personality of students. While external factors related to the environment where learning, placement of students, grouping of students, and the number of students. In addition to supporting factors, there are also obstacles faced by the average teacher MIN 2 Ambon, namely teachers run out of ideas to create innovative class designs, time to create innovative, ideal, and fun class designs is less (this is if the teacher's teaching schedule is full), teachers still lack experience (teachers

who have not taught for a long time). This is in accordance with the findings Nursyaidah (2015) “constraints faced by teachers in classroom management include teacher leadership, learning format, teacher personality, teacher knowledge and teacher understanding of students”. For the solution of the obstacles faced by the teacher above, the principal as the supervisor of literacy activities conduct procurement as follows:

- a. Training for teachers according to the needs of teachers (according to their shortcomings) in order to improve the quality of teachers
 - b. Conducting mentoring to find out what obstacles teachers face. According to the principal of min 2 Ambon, Mr. Rudiman Tewe, M.Pd revealed that MIN 2 Ambon teachers have become instructors of Indonesian Madrasah action guidance (AKMI) which includes reading literacy activities, social culture, science, and numeracy). This is influential to support the performance of teachers who are not involved in the instructor so that teachers who have become instructors can pour their creative ideas for teachers in MIN 2 Ambon.
 - c. Conduct evaluation and monitoring (1 semester 2x, free time)
 - d. Every Saturday Week 2 and Week 4 (minimum 1 month 1x) held a discussion for the development of teacher literacy competence.
 - e. Improvement of facilities and infrastructure has also been implemented in MIN 2 Ambon
- In addition to the above obstacles, there are obstacles that come from students, namely for Class IIB students, there are still 3 students who cannot read the Qur'an smoothly when following the commands given by the teacher. For this, the teacher will accompany the three students to focus and spirit in reading the Qur'an.

CONCLUSION

Classroom management in MI is an activity that is not easy by teachers. In addition to helping students understand the material, teachers also try to make learning activities innovative, ideal, and fun. Teachers should be able to be creative at any time to make learning activities easy to accept and fun for their students. Therefore, the support of the principal is needed in the management of innovative, ideal, and fun classes so that teachers can monitor student literacy activities. To improve reading literacy, students must be fostered and guided to be proficient in reading the Qur'an. The coaching that students have got in class will he develop at home. In managing innovative, ideal, and fun classes, various methods are also needed that have been mastered by teachers so that the obstacles that hinder the literacy process can be minimized.

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