

## Creative Steps for Learning Islamic Religion (Classroom Management Study at Smk Muhammadiyah 2 Wates)

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### ARTICLE INFO

#### Article history

Received

Jul 2, 2023

Revised

Aug 21, 2023

Accepted

Aug 23, 2023

#### Keywords

Class Management

Creative Learning

Islamic education

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### ABSTRACT

This research aims to learn and understand more deeply related to the creative learning and class management steps carried out by Islamic Religious Education teachers at SMK Muhammadiyah 2 Wates. This scientific study uses a qualitative descriptive method. Data collection techniques used are observation, interviews, and library research. At SMK Muhammadiyah 2 Wates, researchers suggest that educators' roles and functions are vital in carrying out learning steps and classroom management. Based on the research results, every PAI teacher at Muhammadiyah 2 Wates Vocational School must understand, analyze, make decisions, and be competent in achieving changes in class conditions and student enthusiasm, so that learning can be carried out in a conducive and effective manner.

### Citation:

Risam, R. N., Mujahidin, A. A., Rahmanti, N., Fionita, F. A. & Roviana, S. (2023). Creative Steps for Learning Islamic Religion (Classroom Management Study at Smk Muhammadiyah 2 Wates). *Journal of Islamic Education and Ethics*, 1(2), 154–168.

## INTRODUCTION

The learning creativity step is a process of learning stages that can emphasize how a facilitator is able to facilitate the learning process in order to create supportive and comfortable learning conditions. Therefore, students can be stimulated to carry out creative and fun activities (Kalida, 2015). In achieving this creativity, a teacher needs to improve the quality of the learning process, which is directed and organized, in order to create a goal of creative learning. The creativity of Islamic religious learning includes five aspects, namely Al-Qur'an Hadith, Fiqh, Aqidah Akhlak, SKI, and Arabic from MI, MTs to MA levels. The application of Islamic religious learning that is carried out certainly needs to be managed, which is a clear direction for building successful learning (Warsono, 2016).

Successful learning is undeniable in many aspects, be it goals, materials, media, methods/strategies, tools, and evaluations applied (Kulsum, 2020). The success obtained from the many steps in the preparation with various processes starting with the process of planning, organizing, directing, and controlling, which is often known as the 4P instrument, is used as the key to controlling the learning process. Control of the learning process is aimed at building a pleasant learning atmosphere, which is in order to optimize and increase student interest and motivation in learning (Asmara & Nindianti, 2019). An effort to increase students' interest and motivation to learn certainly requires creativity so that it creates a sense of curiosity or interest in students to participate in the teaching and learning process. Because of this creativity, it can be awakened when a teacher can first recognize the attitude, environment, the habits contained in the learning place, which is often called the approach step. (Astuti, 2019). In this approach, it is expected that a teacher can determine the steps that are deemed appropriate and creative, which are directly proportional to the student's condition where the implementation stage is rather than the goals that have been determined.

In creative learning, it is not only teachers who are required to play an active role, but students are also important to show their involvement in the process of teaching and learning activities which is the key to effective learning. In this effective learning, of course, in the learning process, there are often problems, both from the condition of students who are difficult to be conducive, the class environment that is not organized, and so on. It can interfere with the achievement of learning, especially in religious subjects known as PAI, which often makes students bored in participating in their learning. The boredom that is created sometimes occurs because the interests and talents of students are not known by educators, so learning is considered boring and creates many obstacles in the classroom. These existing constraints (Goddess, 2012).

Efforts in creating learning objectives are stages of managing learning so that it can be carried out according to planning so that careful preparation is needed. Sometimes this immature lesson preparation can cause various obstacles in the implementation process, from the diverse attitudes of students and limitations in infrastructure to a less supportive classroom environment (Fahrur Rosikh et al., 2021). So that in this case, it is necessary to have classroom management as a step to create comfortable classroom conditions in active, creative, effective, and fun learning so that the efficiency and effectiveness of learning can support the learning objectives that have been planned (Kadri, 2018). The comfort of a class can definitely be achieved by using a classroom management system where using the facilities or infrastructure provided by the school with a touch of teacher creativity, be it tables, chairs, or props to support the learning process, especially in PAI learning (Sa'diyah, 2017).

In order to regulate the learning of the Islamic religion, we need to know the role that students get, namely as a builder of competent and noble human resources where the inculcation of moral values is carried out through schools. So that the determination of the steps is considered both theory and practice for the cultivation of morals, in this management process, classroom management is certainly influenced by various factors, from teachers, students, and facilities to families. From this, success in managing class management here comes from various aspects, which take into account the management standards (Erwinsyah, 2017). So that the management of Class management in learning Islamic religion can be effective and can be a solution provided by a facilitator or a teacher who can generate creativity that supports students' interests and interests to carry out active learning as well as the stage of instilling *karakul Khaimah* in students in the school environment.

## METHODS

This scientific study applies a qualitative approach by illustrating existing situations and events based on reality, finally presented descriptively along with actual problems. This descriptive method intends to describe the problems that run in depth. The method of this study is included in an *ex post facto* study, namely analyzing ongoing events that do not cause fraud related to independent variables (Sugiyono, 2011). In the use of data collection techniques, namely using field observation techniques, interviews, and library research. The data analysis used, namely data reduction, presentation, conclusions, and comparison of the findings in the field.

## RESULTS AND DISCUSSION

### A. Creative Learning

#### 1. Creative Learning at SMK Muhammadiyah 2 Wates

Creative learning is the development of models with reference to approaches that can improve the learning process to a higher quality Solihatn (2012: 161). Creative learning will create various kinds of ideas which are certainly interesting by reviewing problems

from various perspectives so that solutions to the learning process can be solved that can support and achieve the learning objectives themselves Zulkifli (2011: 1). creative learning has various characteristics according to Solihatini (2012: 161), such as:

- 1.1. Involve students in learning both emotionally and intellectually
- 1.2. Students are encouraged to be able to express their opinions in accordance with the material
- 1.3. Students are given the opportunity to be accountable for all the assignments they get.

In discussing the results of the research, it is possible to seek interpretation of this research in the field, namely at the SMK Muhammadiyah 2 Wates, Kulon Progo Regency, the results of the research are obtained in accordance with the existing reality, so that it can be discussed as follows.

#### 1.1.1. Learning with Imaginative Concepts

Creative learning is a teaching and learning process that has imaginative characteristics and is in accordance with reality. So everyone can have creativity and imagination in accordance with each educator who teaches. Pirto (2011)

#### 1.1.2. Learning that Stimulates Original Ideas and Work

Creative learning must include several original ideas; then, educators actualize them with independent learning. Such as educators giving assignments to students to memorize hadiths or letters in textbooks by advancing one by one in front of the class. This idea is in accordance with the interview with the subject "I" as follows "When creating creative learning concepts and original works, in the learning process, students must be able to memorize hadiths or letters and the methods used to memorize freely according to the abilities of students". So it will produce memorization that is in accordance with recitation and in short length where students are always involved in teaching and learning activities.

#### 1.1.3. Presentation of Various Learning

At the time of learning, activities can be interesting, exciting, and monotonous. Activities implemented by educators must have a variety of learning and teaching styles that are not boring. Then having a pattern of interaction that is varied and able to be understood by students, for example, such as grouping students in discussion activities, then students are divided into their respective tasks then after that, the results of the discussion are presented in class, as well as questions and answers and concluding the results of the discussion. When educators are expected to present teaching materials that are fun, serious, innovative, and interesting. So that various kinds of learning can be implemented by educators at SMK Muhammadiyah 2 Wates, such as presenting material during an imaginative, varied learning process. Various kinds of varied learning styles will greatly affect student learning outcomes, such as educators always paying attention to the nature and character of students and teaching not only sitting in front but around the

class. So by looking at the situations and conditions of creative learning, namely always thinking divergent Supriatna (2019). Creative learning will provide various answers according to the information absorbed by each individual, according to Munandar (2004).

#### 1.1.4. Immediate Assessment

In learning, there are various kinds of assessments, namely direct assessments and assessments of the correct and wrong tajwid. That way, students feel comfortable and have a sense of mutual trust with one another. Then present it in front of the class together with the group. By using this assessment, students will form self-confidence within themselves and practice writing Arabic so that it can be read easily so that students are always involved and produce high creativity Barbot (2011).

## 2. Teacher Creativity in Using Learning Methods

### 2.1. Methods that Stimulate Creativity

Brainstorming is a method of exchanging opinions in which groups are led to generate innovative ideas, exchange ideas, and express their thoughts on certain issues, so it can be explained that this method is able to provide information in terms of knowledge and experiences of students who are very complex. This method aims to enable teachers to train and develop their ideas to stimulate student creativity. By using this method, educators have tried to do creative learning Santrock (2007). The importance of the learning process is to make students more creative in the learning that is being carried out.

### 2.2. Combining Learning Methods

There are various kinds of procedures to achieve systematic learning, namely by using a variety of very varied methods so that learning is created more interesting, able to capture information conveyed by students so that learning can be directed and fun to avoid boredom and boredom. During the learning process, as much as possible, the teacher creates a learning process that always combines various methods to achieve learning goals so that the accuracy of the combined method can be seen by Hebert (2010). In addition, creative learning also includes aspects of educators being able to convey motivation to students and can bring out student creativity during the learning process by combining various methods and strategies that are very varied, for example, group work with the lecture method Lin (2011). Some of the creative methods used by educators must meet the requirements such as the method used is able to provide motivation for enthusiasm for learning, is able to increase the development of students' knowledge, is able to encourage students to show their work, is able to attract students' enthusiasm to continue learning, is able to apply the method learning by itself. The learning method carried out at Muhammadiyah 2 Wates Vocational School is by dividing groups, question and answer, demonstrations, lectures, etc., depending on how the

teacher varies the various methods. So educators at SMK Muhammadiyah 2 Wates have really implemented creative learning so as to produce learning that is fun, not boring, and easily accepted by students.

### **3. Teacher Creativity in Developing Student Learning Media and Resources**

Learning objectives have various components, such as media and learning resources, so as to help achieve creative learning, combined with the development of media and learning methods that vary from educators. The selection of learning media can provide benefits and functions to help students learn resources because utilizing a variety of media can facilitate the delivery of knowledge and other information to students so that it is easy to understand to achieve optimal learning goals Mahnun (2012). Some things will be explained in the creative learning of a PAI teacher in developing learning media.

#### **3.1. Create Your Own Media**

When the teaching and learning process occurs, media is needed as a tool in achieving learning goals; with the development of learning media, sometimes there are limitations, namely the lack of inadequate facilities and infrastructure, so educators can develop their potential by making media by themselves such as learning made like a game, which requires materials such as paper, markers, rulers, etc.

#### **3.2. Modifying Learning Media**

Modifying learning media is developing media that will be used for the learning process so that it becomes new and has high effectiveness in the learning process.

#### **3.3. Combining Teacher Media and Student Work**

The results of students' work can be used as examples by educators in learning media, for example, such as making calligraphy, so the best calligraphy is selected and can be used as a reference in making calligraphy for other students. That way, students will feel happy and proud of their own work when educators make their work an example for other students Mahnun (2012).

#### **3.4. Development of Learning Resources**

Muhammadiyah 2 Wates Vocational School has learning resources in the form of libraries and workshops that are used for the learning process; educators can assign students to study from existing learning resources at Muhammadiyah 2 Wates Vocational School when educators cannot teach for some reason, or also participants Students can search the internet to find complete material.

## **B. Class Management**

Classroom management is a way of supervising student behavior in class; according to Mulyadi, class management is a skill that must be owned by every teacher in understanding, analyzing, deciding, and the ability to act to improve the class atmosphere and dynamics in

achieving educational goals and supporting the process of educational interaction as a medium to empower the potential of existing classes to the maximum extent possible.

1) Planning

a) Definition of planning

According to Terry in Nadzir, Planning is a step to determine the work that must be carried out by a group to achieve the goals to be achieved (Nadzir, 2013).

Learning planning, according to Suryapermana, is decision-making that is carried out in order to achieve predetermined goals, which includes determining policies, determining programs, determining learning procedures/methods, and learning activities to be carried out (Widyanto & Wahyuni, 2020)

b) Planning function in learning

i) Learning Planning as a Science

Learning planning is a way to create, develop, implement, evaluate, and maintain learning situations or facilities for learning material with all its complexity.

ii) Learning planning as reality

The stage of developing learning by providing learning linkages that are measured in terms of time or a process of learning linkages from time to time, of all the processes that have been done, where the teacher has checked all the activities that have been carried out systematically.

iii) Lesson planning functions as a system

Learning planning functions as a driving force for the learning process; learning planning is also carried out as an effort to develop a learning system through a systematic process, which can then be implemented with reference to the planning system.

iv) Planning as technology

This planning encourages the use of techniques that can be used to develop behavior and theories to find solutions to problems in learning (Seknun, 2014)

2) Organizing

Handoko said that organizing is the breakdown of all work to achieve a goal to be achieved. Melayu SP Hasibuan stated that organizing is the process of managing and classifying activities needed to achieve goals. In line with Hasibuan's opinion, the notion of organizing is also explained by Asnawir in Subekti Organizing is the activity of compiling, the process of forming one's work relationship so that one unit can be realized to achieve the goals achieved (Subekti, 2022).

Meanwhile, according to Darma, quoted from Yuanita, the class organization has the goal of assisting in grouping tasks; forming groups can make it easier to achieve organizational goals, helping someone to be able to collaborate with groups or classes (Yuanita, 2022).

Class organizing steps According to Karwati and Priansa, quoted from Yuanita, there are steps used in class organizing, namely:

- i. Observing the various goals and targets that have been previously set.
- ii. Reviewing work that has been compiled and re-specified so that various tasks are translated into several activities.
- iii. Determine members who have the ability and ability to realize the tasks and activities.
- iv. Delivering valid and transparent information to educators regarding obligations that must be carried out, regarding the time and place of implementation, as well as work relations (Yuanita, 2022)

According to A. Soedomo Hadi quoted from Oci class organization includes inside and outside class organizations, KBM organizations, student personnel organizations, and class physical facility organizations. Intra-school organization can be in the form of teaching and learning management carried out in class. Intra-class activities are activities carried out during school hours, while extra-class activities are activities carried out outside teaching and learning hours/school hours. Activities outside the classroom aim to reduce the boredom of students studying in class; of course, the learning environment is adjusted to the learning material. In organizing classes, teachers play an important role because educators need to control classes accordingly and establish good communication with students (Oci, 2018)

### 3) Briefing

According to Liang Gie, quoted in Lin, direction is an activity of directing or commanding activities so that the activities carried out are in accordance with what was planned and the results set. According to Suharsimi and Arikunto, this briefing intends to understand whether strategies, methods, and techniques are suitable for the delivery of learning (Meriza, 2018)

### 4) Control

Harold Koontz, in Hasna, argues that control is an activity that is basically monitoring and assessing subordinates so that all plans that have been prepared are able to achieve suitability and the goals have been set. In line with Harold's opinion, a figure, namely Earl P. Strong argued that control is a way to regulate several aspects within an agency, so that implementation can be in line with the provisions in a plan (Hasna, 2019). From this, it can be concluded that control is an activity to command an institution to carry out activities so that it is in accordance with predetermined goals.

### 5) Class Control

According to Salabi, class control is part of curriculum management which then becomes part of education management. (Salabi, 2016). Teachers have an important role



in class control, especially in PAI learning, which has standards of learning effectiveness, including:

(a). Involve students actively

William Burton in Wahyudi, teaching is a way of guiding student learning activities so that they have a willingness to learn. Therefore, students need to be subjects in the learning process because students are required to be very imaginative because students are the subjects who do the learning. (Revelation, 2022)

(b). Able to attract the interest and attention of students

Interest is something that is embedded in every individual. Conditions of high interest in learning can create conditions/environments for effective learning. The contribution of students in learning is often associated with the behavior of students, both from the aspect of knowledge, affective, and psychomotor.

(c). Can generate student motivation

Motivation is something that can activate forms into behavior in order to meet needs and achieve goals, as well as individual readiness. Such behavior can trigger certain goals.

### **Creative Learning Steps at SMK Muhammadiyah 2 Wates**

A teacher must be required to apply various creative learning methods in order to attract students' learning interests so that the learning objective can be achieved optimally. There are several learning methods and steps that are usually applied by ISMUBA teachers at SMK Muhammadiyah 2 Wates, including:

#### **I. Lecture method**

PAI creative learning applied at SMK Muhammadiyah 2 Wates uses the lecture method. The lecture method is a method that is often used by PAI teachers in general in the learning process, which is conveyed verbally or verbally. "The use of this method is considered effective in delivering learning that is adapted to the conditions of the students in the class," said Indarto, a teacher at the school. This method has advantages and disadvantages in its implementation, including:

##### **A) Advantages of the lecture method**

- 1) This method is easy to apply
- 2) Without using tools
- 3) The use of this method is effective for classes with large numbers
- 4) Class control can be carried out in full.
- 5) Learning with this method can be delivered as a whole.

##### **B) Disadvantages of the lecture method**

The results of our findings are that the application of the lecture method at SMK Muhammadiyah 2 Wates has drawbacks. Namely, students feel bored because they seem monotonous and are one-way.

## II. Discussion method

This method has the main goal of solving a problem that involves students to train their reasoning power and critical thinking. At SMK Muhammadiyah 2 Wates, this method has advantages and disadvantages, namely:

- a) The advantages of the discussion method
  - (1) Students can develop critical thinking skills
  - (2) Stimulate students to be more active and creative in learning
  - (3) Can exchange ideas with other friends in a group
  - (4) Can foster leadership spirit
- b) Disadvantages of the discussion method
  - 1) Learning will be controlled by active students
  - 2) This method requires a long allocation of time

### **Class Management at SMK Muhammadiyah 2 Wates**

#### 1. Learning Planning at SMK Muhammadiyah 2 Wates

In carrying out lesson planning at SMK Muhammadiyah 2 Wates, the teacher adjusts between ATP and teaching modules so that learning objectives can be adjusted to the teaching modules. According to Utami, teaching modules are learning tools that are based on the applied curriculum with the aim of achieving predetermined competency standards (Utami, 2022). The next step is the teacher preparing the material to be taught, where the learning material is already in the teaching module; all that remains is how the implementation of the learning is in accordance with the level of students' understanding of the material.

#### 2. Class Organization at SMK Muhammadiyah 2 Wates

The teacher, in organizing the class, prepared a learning contract at the beginning of the semester. The learning contract contains the teacher's agreement with students while participating in the learning. The learning contract consists of things that students may and may not do while participating in the learning. The learning contract is a class organizing tool so that learning runs conductively. However, in addition to learning contracts, teachers also often remind students about the learning process so that students are interested and serious about participating in teaching and learning activities because the characteristics of each student are different. Furthermore, the teacher can also do learning outside the classroom so that students do not feel bored during the learning process.

#### 3. Class Briefing at SMK Muhammadiyah 2 Wates

The teacher reminds or reprimands students who have low learning interest. Reprimands made by the teacher. The teacher's warning usually invites students to wash their faces while sleeping during the teaching and learning process; students often skip classes during class hours.

#### 4. Class Control at SMK Muhammadiyah 2 Wates.

The teacher always reminds students who are not concentrating on learning; the teacher can also give educational punishments to students, such as going to the front of the class explaining what material has been delivered by the teacher; The teacher also works with students to remind each other for students who are still lazy to follow the lesson / busy in class.

### CONCLUSION

Based on the results of the research, it can be concluded that class management at SMK Muhammadiyah 2 Wates has implemented it as optimally as possible. This is marked because there is a plan and determination of achievement targets to be achieved by the school and homeroom teacher. Then the PAI teacher at SMK Muhammadiyah 2 Wates is very concerned about the condition of each student, especially in the learning process. The material taught does not always have to refer to the teaching material module but also uses other references, for example, from YouTube videos and others.

The teacher also always reminds students who are not concentrating on learning, giving punishment to students who deviate as little as possible by carrying out interactions that are appropriate for both the homeroom teacher and students. For example, the teacher gives educational punishments to students, such as going forward to explain the material that has been delivered by the educator in front of what has been delivered by the teacher.

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