

**THE MANAGEMENT OF SINGLE GENDER CLASS IN
ISLAMIC EDUCATION LEARNING AT HIDAYATUL
MUBTADI'IN JUNIOR HIGH SCHOOL SINGOSARI
MALANG**

**BY
ELKA RATIYANA
11110141**



**ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHING TRAINING
THE STATE ISLAMIC UNIVERSITY MAULANA MALIK IBRAHIM
OF MALANG
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MALANG**

Presented to Faculty of Tarbiyah of State Islamic University Maulana Malik Ibrahim Malang in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I)

BY

ELKA RATIYANA

11110141



**ISLAMIC EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHING TRAINING
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OF MALANG**

June, 2015

LEGITIMATION SHEET

THE MANAGEMENT OF SINGLE GENDER CLASS IN ISLAMIC EDUCATION
LEARNING AT HIDAYATUL MUBTADI'IN JUNIOR HIGH SCHOOL
SINGOSARI MALANG

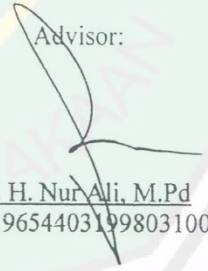
THESIS

BY
ELKA RATIYANA
11110141

June, 16th 2015

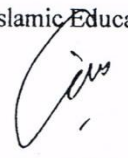
Approved By,

Advisor:


Dr. H. Nur Ali, M.Pd
NIP. 196544031998031002

Acknowledge by,

The Head of Islamic Education Program


Dr. Marno M. Ag
197208222002121001

LEGITIMATION SHEET

APPROVAL SHEET

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EDUCATION LEARNING AT HIDAYATUL MUBTADI'IN JUNIOR HIGH
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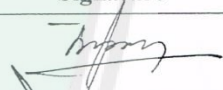
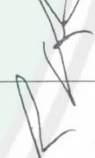


SKRIPSI

Prepared and compiled by

Elka Ratiyana (11110141)

Has been defended in front of the board of examiners on July 8, 2015

And has been approved by the board of examiners as the requirement for the
degree of Sarjana Pendidikan Islam (S.Pd.I) on July 8, 2015

The board of examiners		Signature
Chairman of the board examiners Dr. H. Samsul Hady, M.Ag NIP. 196608251994031002	:	
Secretary of board examiners Dr. H. Nur Ali, M.Pd NIP. 196504031998031002	:	
Advisor, Dr. H. Nur Ali, M.Pd NIP. 196504031998031002	:	
Main Examiners Dr. H. A. Malik Karim Amrullah, M.Pd.I NIP. 197606162005011005	:	

Approved by

The Dean of Faculty of Tarbiyah and Teaching Training
State Islamic University Maulana Malik Ibrahim of Malang


Dr. H. Nur Ali, M.Pd
NIP. 196504031998031002

DEDICATION

Thanks to Allah SWT for His Mercy and Grace that given to me, so that I could finished this little creation. May Allah gives some useful by this thesis for dear readers.

By all proud I dedicate this paper for,

Beloved parents, My dad Umar Tsabit and My Mom Nur Cholifah. My little sister Elzya Husana Anik that always gives motivation, prays and advices. Thanks for all supports and prays. May Allah makes us Sakinah Mawaddah and Warrahmah Family.

My beloved friends in ICP class, Aghnia Mursyida, Atina Tri Rahmatin, Dina, Fatimah Fachrin, Ghulam Nurul Wildan, Hanna Zulfa, Jenny Hidayanti, Dian Tri Kurniawan, Nurmala Tirta, Rohana, Safika Ulfa, Wiwin Tria, Luluk Mufidah. We had 3 years for our great memories. May Allah gives us the best for our future and blessed us with Mercy and Grace for our lives.

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

إِنَّ اللَّهَ يُحِبُّ مَنْ أَحَدِكُمْ إِذَا عَمَلَ عَمَلًا أَنْ يُتْقِنَهُ (رواه البيهقي)

Artinya :

Allah mencintai seseorang yang apabila ia mengerjakan suatu pekerjaan, maka ia mengerjakannya dengan sempurna.

(H.R. Baihaqi)

Husyain Syahatah, *Kiat Islami Meraih Prestasi*, (Jakarta: Gema Insani, 2004), hlm. 114.

Dr. H. Nur Ali, M.Pd
The Lecturer of Tarbiyah and Teaching Training Faculty
The State Islamic University of Maulana Malik Ibrahim Malang

ADVISOR OFFICIAL NOTE

Matter : Thesis of Elka Ratiyana Malang, 15 Mei 2015

Appendix : 4 (Empat) Eksemplar

Dear,

Dekan Fakultas Tarbiyah Dean of Tarbiyah and Teaching Training Faculty

The State Islamic University of Maulana Malik Ibrahim Malang

At

Malang

Assalamualaikum Wr. Wb.

After carrying out at several times for guidance, both in terms of content, language and writing techniques, and after reading the following skripsi:

Name : Elka Ratiyana

NIM : 11110141

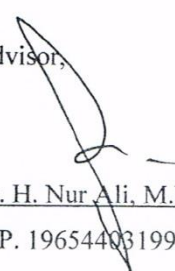
Program : Pendidikan Agama Islam

Title of Skripsi : *The Management of Single Gender Class in Islamic Education Learning at Hidayatul Mubtadi'in Junior High School Singosari Malang*

As the advisor, we argue that this skripsi has been proposed and tested decent
So, please tolerate presence.

Wassalamualaikum Wr. Wb.

Advisor,


Dr. H. Nur Ali, M.Pd

NIP. 196544031998031002

CERTIFICATE OF SKRIPSI AUTHORSHIP

I certify that the skripsi I wrote to fulfill the requirement for Sarjana Pendidikan Islam (S.Pd.I) entitled *The Management of Single Gender Class in Islamic Education Learning at Hidayatul Mubtadi'in Junior High School Singosari Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to fact, I am the only person who responsible for the thesis if there is any objection or claim for others.

Malang, June 16, 2015



Elka Ratiyana

PREFACE

بسم الله الرحمن الرحيم

Alhamdulillah, We always say Praise to the Almighty God because of all graces, guidance, and His Blessing, so the writers could finish this thesis as well. Shalawat and Salam always represented to His prophet, Muhammad SAW who brings us to the Al-Qur'an's grace as way of life.

There are so many helps from outsiders in finishing this thesis, so the writers want to appreciate big thanks to:

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3. Dr. H. Nur Ali M.Pd as dean of tarbiyah and teaching science faculty and the writer's advisor
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May all helps would registered as "Amal Saleh" in Allah SWT side.

The writer felt there are so many lacks in this thesis, so the writer expect constructive critical and advisor for readers for reparation.

As final may Allah records all helps as "Amal Shaleh" in Allah SWT side and gives bless and useful in this thesis and we could be His servant that useful for others.

Malang, June 15, 2015

Writer

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ABSTRACT

Ratiana, Elka. 2015. The Management of Single Gender Class in Islamic Education Learning at Hidayatul Muhtadi'in Junior High School Singosari Malang. Skripsi, Islamic Education Program, Faculty of Tarbiyah and Teaching Training, State of Islamic University Maulana Malik Ibrahim Malang. Advisor: Dr. H. Nur Ali M.Pd.

Single Gender Class is the class where boys and girls learnt separately. For this system, the classroom management is needed to find the appropriate method in teaching-learning process. In Islamic education teaching learning process, purposely the students could develop their selves to behave by guiding Islamic value as way of life. While the classroom management helps the teacher in creating cohesive condition to makes students learnt comfortably.

The purpose of this research is for: (1) to describe the problems of single gender class management in teaching Islamic Education at Hidayatul Muhtadi'in Junior High School Singosari Malang, (2) to understand how the teacher manage the single gender class in Islamic education learning at Hidayatul Muhtadi'in Junior High School Singosari Malang.

To get the purpose, the researcher use qualitative research method. The instrument is the researcher herself, and collecting data technical are observation, interview, and documentation. Data is analyzed by reducing irrelevant data, displaying data and taking conclusion

The research result represented, (1) the problems of single gender class management in Islamic education learning at Hidayatul Muhtadi'in Junior High School are individual problem especially behavioral problem and group problem that emphasize on adaptation difficulty in single gender class system, (2) the management of single gender class by teacher in Islamic education learning at Hidayatul Muhtadi'in Junior High School are Organizing teaching learning activities, organizing student's behavior, and organizing teaching learning activities.

Key Words: Classroom Management, Single Gender Class

ABSTRAK

Ratiana, Elka. 2015. Manajemen Kelas Gender dalam pembelajaran Pendidikan agama Islam di SMP Plus Hidayatul Mubtadi'in Singosari Malang. Skripsi, Program Pendidikan Agama Islam, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing : Dr. H. Nur Ali M.Pd

Kelas Gender adalah kelas dimana laki-laki dan perempuan belajar secara terpisah. Untuk sistem ini, manajemen kelas dibutuhkan untuk mencari metode yang tepat dalam proses pembelajaran. Dalam proses pembelajaran pendidikan agama Islam, yang bertujuan murid murid dapat mengembangkan diri mereka untuk berperilaku dengan bimbingan nilai-nilai Islam sebagai jalan hidup. Sementara manajemen kelas membantu guru-guru dalam menciptakan kondisi yang kohesif untuk membuat murid belajar dengan nyaman.

Tujuan dari penelitian ini: (1) untuk menggambarkan masalah kelas gender dalam pembelajaran pendidikan agama islam di SMP plus Hidayatul Mubtadi'in Singosari Malang, (2) untuk memahami bagaimana guru mengelola kelas gender dalam pembelajaran pendidikan agama Islam di SMP Plus Hidayatul Mubtadi'in Singosari Malang.

Untuk mendapatkan tujuan, peneliti menggunakan metode penelitian kualitatif. Instrumennya adalah dirinya sendiri dan teknik pengumpulan data adalah observasi, interview, dan dokumentasi. Data dianalisis dengan mengurangi data yang tidak relevan, display data dan mengambil kesimpulan.

Hasil penelitian menunjukkan, (1) masalah manajemen kelas gender dalam pembelajaran di SMP Plus Hidayatul Mubtadi'in Singosari Malang dikategorikan dalam dua tipe perilaku masalah individual khususnya masalah perilaku destruktif dan masalah grup kelas yang menekankan pada kesulitan adaptasi, (2) manajemen kelas gender oleh guru dalam pembelajaran pendidikan agama Islam di SMP Plus Hidayatul Mubtadi'in adalah pengelolaan aktifitas pembelajaran, pengelolaan murid, dna pengelolaan fasilitas pembelajaran.

Kata Kunci: Manajemen Kelas, Kelas Gender

ملخص

رتيانا، الك. 2015. ادارة حجرة الدراسة جنس في التعليم التربيه الإسلام في المدرسة الثانوية هداية المبتدئن سنجساري مالانج. إطروحة، قسم التربية الإسلامية. كلية التربية، الجامعة مولانا مالك ابراهيم الإسلامية الحكومية مالانج. مشرف : الدكتور الحاج نور علي .

فصل الجنسية هو الفصل هناك الرجل و النساء تدرسا في المختلف الفصل. لهذا النظام، ادارة الفصل مطلب لحصول علي الطرق المناسبة في عملية التعليم. في عملية التعلم من التعليم الديني الإسلامي، الذي يهدف إلى تطوير الطلاب أنفسهم على التصرف مع القيم هدي الإسلام كطريقة للحياة. في حين كظم تساعد المعلمين في خلق الظروف متماسكة لجعل الطلاب يتعلمون بشكل مريح.

والغرض من هذه الدراسة: (1) لتوضيح المشكلة من الطبقات بين الجنسين في التعليم الإسلامي التعليم الديني في المدرسة الثانوية هداية المبتدئن سنجساري مالانج، (2) لفهم كيفية إدارة الفصول الدراسية المعلمين الجنسين التعلم في التعليم الديني الإسلامي في المدرسة الثانوية هداية المبتدئن سنجساري مالانج.

للحصول على الهدف، استخدم الباحثون أساليب البحث النوعي. الصك نفسها وتقنيات جمع البيانات والملاحظة والمقابلة، والوثائق. وقد تم تحليل البيانات عن طريق الحد من بيانات لا صلة لها بالموضوع، وعرض البيانات واستخلاص النتائج.

وأظهرت النتائج، (1) مشاكل إدارة الصف بين الجنسين في التعليم في المدرسة الثانوية هداية المبتدئن سنجساري مالانج تصنيفها في نوعين من السلوك من المشاكل الفردية، وخاصة مشكلة السلوك المدمر ومجموعة الطبقة المشاكل التي تشدد على صعوبات التكيف، (2) إدارة الفصول الدراسية بين الجنسين من قبل المعلمين في تدريس التربية الدينية الإسلامية في المدرسة الثانوية هداية المبتدئن سنجساري مالانج هي إدارة أنشطة التعلم، وإدارة الطلاب، والتعلم الحمض النووي إدارة المرافق.

كلمات: إدارة الفصول الدراسية والفصول الجنس

CHAPTER I

INTRODUCTION

A. THE CONTEXT OF STUDY

Islamic education becomes a compulsory subject in the school. Ideality, Islamic education has a function to build the high quality of human source, good character, morality and implementing syari'ah. Indonesia needs the high quality human source to develop be the advance nation.

Islamic education system is not only expected to be backing the moral value, but also as productive minded announcer that could be collaborating with the new age demands¹. So that's inside the Islamic education lesson, not only has the role to taught spiritual ability, but also the social ability to be a beneficial for others. Islamic education is also needed in global association.

One of ways to succeed the process is providing proper classroom management. This ability involving many aspects, not only the activity during in the learning process, but the planning before, the assessment on the last teaching and organizing on both physic things (whiteboard, marker, desk, chairs) and nonphysical things (human resources). The main subject is the teacher.

As a leader in the class, they have the main role or managers that organize the class to be a learning environment and all sides of school

¹ Ninik Masruroh and Umiarso, *Modernisasi Pendidikan Islam* (Jogjakarta: Arruz Media, 2013), page 109

environment needs teacher organizing.² So by well organizing, these environments could encourage the students' desire to learn.

The classroom management based on gender divides into two types, mixed classroom and single sex classroom. Mixed classroom is coeducational classroom which has male and female students in the class. They study, interact, communicate, and discussing something together. While single sex classroom the separated class based on gender.

Classroom management can be used in teaching Islamic education lesson even at single gender class despite some facts and theories in order to know the positive and negative impacts in conducting single sex classroom, but take a benefit of psychology science to decide the well class management can be easy. This science domain found that not all are equal in the classroom. Based on Diane Halpern research, in cognitive process, the boys show good on working memory, but they sometimes show mental retardation, but on girls they good in long term memory.

These some article and research from the school which is conducting single sex education, these are reviews of children development in psychology, cognitive process, affective, and other related in and will be differentiate based on gender.

The changing of behavior as one of the prove of knowledge constructed, as Piaget said on assimilation and accommodation of cognitive

² Novan Ardy Wiyani, *Manajemen Kelas Teori dan Aplikasi untuk menciptakan kelas yang kondusif* (Jogjakarta: Arruz Media, 2013), page 44

process, the fitting of scheme happened and even changes, those scheme give impact to the way of thinking and behavior. And this behavior shows differences on gender, based on many research, the boys more active, aggressive, and firm. And girls shows extrovert, worried, sensitive and more aggressive on relationship.

Anita Woolfolk said that;

Although there is no sex differences in general intelligence, reliable differences are found on some tests of cognitive abilities. Many of the tasks that assess the ability to manipulate visual images in working memory show an advantage for males, whereas many of the tasks require retrieval from long term memory and the acquisition and use of verbal information show a female advantage. Large effects favoring males are also found on advanced tests of mathematical achievement, especially with highly select samples. Males are also overrepresented in some types of mental retardation³

King, Gurian, and Steven said in his research, “However as a group, boys are more likely than girls are to be graphic thinkers and kinesthetic learners and to thrive under competitive learning structure”⁴.The research suggests the greater group cohesion may occur in single gendered.This may be one of the advantage in class management, there’ll no children leave behind. All targeting the students need under achieving the competence in curricula.

The other research proves boys and girls learn in different ways is the new research engage corpus callosum, the way of assure of 2 cerebral hemisphere communication. The right hemisphere where is controlling

³Anita Woolfolk, *Educational Psychology* (Boston: Pearson,2005), page 168

⁴Craig Erico Ogden, *Comparison of Student Performance in single sex education and co educational settings in Urban Middle School*. (Published Theses, 2011), page 35

music, pictures and emotion skill and the left hemispheredominate verbal level, which females structure is overage 20% larger than in males. That's why female seem be able to do multitask more efficiently, this research done by Gurian, Sousa and Walsh.

In addition, de munck said in his book,

And boys' brain tends to have more cortial areas, mainly in the right hemisphere, wired for spatial / mechanical processing than do girls brain. This makes the decision making areas better. Boys' brain tend to go into notable rest state than girls' brain do. For that if the classroom is not providing any stimuli, the male brains tend to sleep more quickly into a rest state. In the classroom, boys often try to avoid these natural male rest states by engaging in activities like tapping their pencils or poking their classmates⁵

These characteristic will help us to decide the teaching method in the classes, and also the skill of managing class. The study about boys and girls interesting found how they different in seeing and hearing,as Sax (2007) said. And his research found the girls in the different level of hearing and better than boys. That's why girl as said before can do multitask better than boys.

Based on the survey data in South Carolina reveal that the majority of students, parents believe that the single gender format positively impacts boys' behavior in school, their attitude toward school, their participation in school, their ability to complete class work and home work. About 59% of the boys report their behavior as improved while participating in single gender classroom. 70% report improvement in class participation and

⁵ Ibid., page 48

completion of class work. Attitude in school is rated the lowest at fifty-seven percent reporting a positive impact.⁶

These entire theorist happened by the single sex instruction at Hidayatul Mubtadiin Junior High School. In Islamic Education Learning Class, the girl class tends learns more in reading and listening section, but relating with the working memory show advantage on boys class. The creativity of teacher in classroom management is affected in learning.

Here some research enough to shows how single gender system really affects the personality of student. By proper management class the educational process could be run fluently. And now how the class management of single sex school? It's quite different with the class management on coed class. And this be the one of important things must be discovered.

Start by many questions about class management, how the teachers treatment to manage single gender classroom in Islamic education learning, the researcher interest to hold this research. For that this research under the title **“The Management of Single Gender Class in Islamic Education Learning at Hidayatul Mubtadi’in Junior High School Singosari Malang”**.

⁶ Mercedes S Tichenor and John M. Tichenor, Hearing the voices of Single Gender Classes(USA:Published Article, 2012), page 12

B. THE FOCUS OF STUDY

Then by understanding those matters, the writer will formulate the main case that should be must investigated in this discussion, those are as follows;

- 1) What are the problems of single gender class management by the teacher in Islamic education learning at Hidayatul Muftadiin Junior High School Singosari Malang?
- 2) How the Islamic Education teacher manages the single gender class in Islamic Education Learning at Hidayatul Muftadiin Junior High School Singosari Malang?

C. THE OBJECTIVES OF STUDY

The objectives of this study are;

- 1) To understand the problems of single gender class management in teaching Islamic Education at Hidayatul Muftadiin Junior High School Singosari Malang
- 2) To know how the teacher manage the single gender class in Islamic Education learning at Hidayatul Muftadiin Junior High School Singosari Malang

D. THE SIGNIFICANCES OF THE STUDY

The significance of this research here, we address to

- I. Islamic institution, private organization, such boarding school or private school. For those school supporting single sex school, choosing the

strategy of management class such as a better way for transforming education in the class. This research will prove for the next time, the differences of way of teaching because of they learn little bit different.

II. Science development as theoretical, well managed class can increase the learning result, this is the truth. But how about the single gender class, how it class management? This class needs more creativity of teacher for making up. And beside the pro and contra about which is the better (single gender or coed class), this research represent the way for class management in single gender classroom. And as science, this must be developing more, regarding many schools implementing this class system.

III. As a writer, I should be proud to writes this thesis. The problem which really happening in our beyond. In Hidayatul Mubtadiin Junior High School. The school has powerful to hold on the system following the Hidayatul Mubtadiin boarding school, the single gender school. That's why many problems relating management class must be discussed, as an academician whose take education merger; this is my duty to find out.

E. THE SCOPE OF STUDY AND LIMITATION

The scope of Study and limitation of this research are:

I. The first study in this research is about class management problems in the class and school globally. The problems focus on the problems that faced by teachers

- II. The main study is limited on the implementation of class management in Islamic education learning in the second grade at Hidayatul Mubtadi'in Junior High School. The study of the teacher's activity to manage the Islamic education teaching-learning process in the class.



CHAPTER II

THEORETICAL PARADIGM

A. The explanation of key terms

I. Class Management

a. Definition

To clarify the definition of Class Management, previously management explanation, Based on book Lasslet and C J Smith, management refers to skill in the organization and presentation of lesson in such ways that all pupils are actively engage in learning.¹

In other book by Novan Ardi, Class management is a series of activity including planning, organizing, implementing, and valuing to reach the target of gathering purpose.²

This explanation about function and purpose, and how about the class management based on other views? The most update book, by Novan Ardy Wiyani about class management, class management is teacher's skill as leader and also manager in creating conducive class climate to get the success of teaching learning activity and Cooper J.M in his book Classroom Teaching Skills (on direktorat Jenderal Pendidikan Tinggi, 1993) there are 5 definition;

- a. Class Management is a set of activity in optimal zing the student's freedom

¹Colin J Smith and Robert Lasslet, *Effective Classroom Management*(London and New York: Routledge,1993), page viii

² Novan Ardi Wiyani, op.cit., page 49

- b. Class Management is a set of teacher's activity to create and maintain the orderliness class condition
- c. Class Management is a set of teacher activities to develop the student's behavior that wanted for and reducing the unwanted behavior.
- d. Class Management is a set of teacher's activity to develop good the interpersonal relationship and positive socio emotional climate
- e. Class Management is a set of activities to emerge and defending the effective class organization³

So we have some definition here about the class management, then If we look on the definition based Cooper J. M, this is a set of activity by the teacher, and on third definition it begin to relates with the behavioral effect in the class. And approaching used to get the target is by interpersonal relationship and building socio emotional feelings amongst them. And so the definition of class management is a set of activity by the teacher to make students actively engage in learning and develop the wanted student's behavior and reduce the unwanted the student's behavior through building the interpersonal relationship and good socio emotional climate.

b. Function and Purposes

Class management has functions and purposes according Mulyadi in his book *classroom management*; Class management has

³ Mulyadi, *Classroom Management* (Malang: UIN Press, 2009), page 2

function in creating and optimizing all activities in the class including:⁴

- 1) giving and completing the facilities for many tasks such as helping the group in dividing the task, helping individual to cooperate with the class, helping work procedure and changing the class condition;
- 2) taking care the task will be done fluently

And the purposes of class management are;⁵

- 1) creating the situation and class condition as well learning environment to make students develop their ability as good as possible
- 2) bridging many obstacle that could block the way of learning interaction
- 3) preparing and arranging facilities and learning media that support the students study based on their social, emotional, and intellectual in the class
- 4) build and guide the students appropriate with their social background, economy, culture and individual character

On the other book by Novan Ardy Wiyani, commonly class management has a purpose to create the well condition within class

⁴ Ibid., page 5

⁵ Ibid., page 5

as the place for transferring knowledge and feedback. And specifically according Salman Rusydie the purposes are;

- 1) Facilitating the learning activity for students
- 2) Making out many obstacle that block the way of interaction in learning activities
- 3) Arranging many utilizing learning facility
- 4) Guiding the students based on their family background, economy, culture and individual character
- 5) Helping students to learn based on their potency and skill
- 6) Creating a well social situation in the class
- 7) Helping students to learn orderly⁶

c. Principles

The basic problem faced by teacher even for them who taught for many years. Because by well class management, teacher could create and maintain the class condition to get learning target. So to get the succeed class management, there are some principles, at least 6 principles that must be known⁷;

1) Warm and enthusiastic

In class management context, it's mean to behave full of happiness and affection to the students. And enthusiastic mean to behave more energetic in learning activity

2) Challenge

Students love some challenge that teases their curiosity.

This skill will pull out student's attention

3) Variety

⁶ Novan Ardy Wiyani, op.cit., page 63

⁷ Ibid., page 82

To avoid feeling bored in the class, variety in model of teaching very needed in organizing class management

4) Graciousness

In this context, it means teacher is easy to change the model of teaching and choose which is appropriate with the student's need

5) Emphasize to the positive things

It means teacher's view must be positive to give positive energy for students and avoid many negative comments for students

6) Investing self's discipline

As model in the class, discipline education must started by teacher because the self's discipline is the end of all learning target, to get the students do all things by discipline

After understanding the principles of class management, teacher must have many skills in class management. To manage class well, the teacher must master these skills components in class management, according to Moh Uzer Usman, those are 4 skill components in class management;

- 1) Individual approximate skill (counseling)
- 2) Organizing skill
- 3) Guiding and abridging in learning skill
- 4) Planning and doing teaching learning skill⁸

⁸ Ibid, page 90

d. The Factors of influence

According to Djamarah: 2006, the success of class management was tied to 3 factors; physical surroundings, Socio-emotional condition, Organizational condition⁹

1) Physical Surroundings

a. The classroom

It's enough for total students; it's quite wide and not narrow to move. So there is not chance for students disturb others

b. The seat

c. Ventilation and lightening

d. Storage saving arrangement

Must be placed on separate room that easily to take and put, except the important means for teaching-learning, such as books, curriculum guide, broom, etc¹⁰

2) Socio-emotional condition¹¹

a. Leading types

b. Teacher's attitude

c. Teacher's voices

d. Good relationship guide

3) Organizational condition¹²

⁹ Euis Karwati dan Donni Juni Priansa, *Manajemen Kelas* (Bandung: Alfabeta, 2014) page 28

¹⁰ Ibid., page 29

¹¹ Ibid., page 30

¹² Ibid., page 31

- a. Student's internal factors, including biology, intellectual, and psychology different
- b. Student's external factors including class' surrounding, student's placement, the total of students

e. The Procedure and Activity

Class management is the activity of organizing the source in the class, so it can gives the contribution to reach learning purposes. Based on what must be managed, globally it divides into 2 activity the student's organizing and facilities organizing¹³

➤ Student's organizing

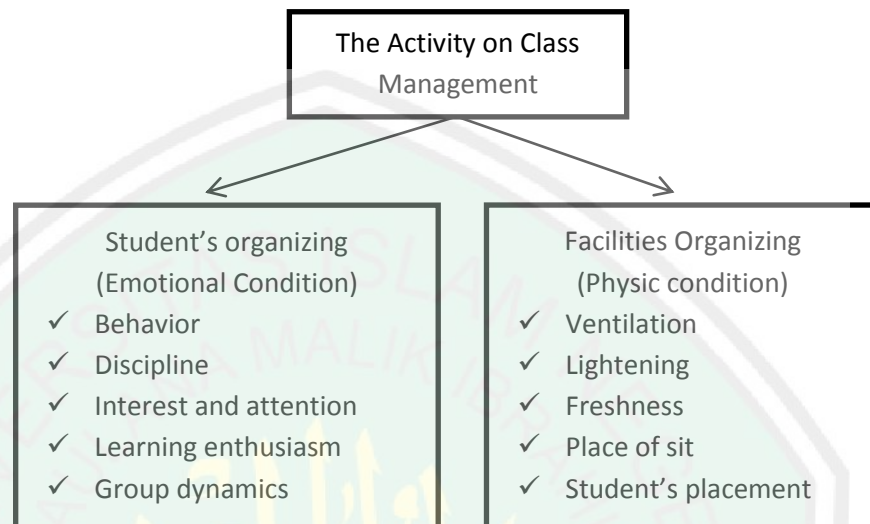
Students are not object; they do activity to gain the knowledge, so they are subject. So organize the students are how we put the students in the class based on other intellectual and emotional development. The students have a chance to get the position in learning according to interest and desirability

➤ Facilities organizing

The teaching-learning activity is based on the condition and class situation. So all class surrounding including the means and facilities must fulfill and support the good interaction in the class¹⁴

¹³Ibid., page 21

¹⁴ Ibid., page 24



In the process of organizing class will be explained procedurally as 3 main activities those are;

1. Organizing the teaching-learning activities

In the activity of teaching learning, all was designed by curriculum. In KTSP system, the main curriculum was provided by the government but in implementation could be combined by the traditional curriculum created by institution in order to get the schools' vision.

In order for the fluency of teaching-learning activities, procedurally in the process involved these 4 actions; a) Teach

Planning, b) teaching-learning implementation (PBM), c) the teaching ending, d) examination organizing¹⁵

a. Teach Planning

Administrative minded teacher always prepare their selves, by plan all the teaching-learning activities. Related to what must be designed before implementation are

1. Syllabi developing

Syllabi is the planning of some group of lesson by current theme, involving competence standard, basic competence, the material, indicator, evaluation, time allocation, and the source of learning. In KTSP, the competence standard and basic standard is arranged by government. And the others aspect could be developed by institution, as by this opportunity, teacher freely constructs the syllaby by some action such described by Mulyasa, 2008;

- a) analyzing the basic competence program,
- b) arranging RPP,
- c) developing learning strategy,
- d) developing the media and learning method¹⁶

¹⁵ Mulyadi, op.cit., page 74

¹⁶ Ibid., page 75

KTSP syllabi format¹⁷

Nama Sekolah :
 Mata pelajaran :
 Kelas/semester :
 Alokasi waktu :

Standar kompetensi	Kompetensi dasar	Indikator	Materi standar	Standar proses	Standar penilaian

2. Making RPP

RPP is the plan of explaining procedure, model, method, strategy of teaching, evaluation, and the source of learning. The describing more detail than syllabi. This is the most important planning in KTSP.

The example format of RPP

RENCANA PELAKSANAAN PEMBELAJARAN¹⁸

Mata Pelajaran :
 Satuan Pendidikan :
 Kelas/semester :
 Pertemuan ke- :
 Alokasi Waktu :

Jam pembelajaran (isi sesuai silabus)

Kompetensi Dasar :

1.
2.

Indikator:

- 1.1
- 1.2
- 2.1

¹⁷ Ibid., page 84

¹⁸ Ibid., page 86

2.2
(kompetensi dasar dan indicator ditulis lengkap sesuai silabus)

Tujuan Pembelajaran:

1.
2.
(rumuskan dengan lengkap mengau pada indicator)

Materi Standar:

1.
2.
(tuliskan garis besar atau inti nya saja yang langsung berkaitan dengan indicator)

Metode pembelajaran:

1.
2.
(tuliskan yang akan ditempuh untuk mencapai tujuan pembelajaran)

Kegiatan pembelajaran :

1. kegiatan awal (pembukaan) :
a.
b.
2. kegiatan inti (pembentukan kompetensi) :
a.
b.
3. kegiatan akhir (penutup) :
a.
b.

(Tuliskan kegiatan apa yang harus dilakukan dari awal sampai akhir, untuk mencapai tujuan dan membentuk kompetensi)

Sumber Belajar :

1.
2.
3.
(tuliskan sumber belajar yang akan digunakan, termasuk alat peraga media, dan bahan pembelajaran/buku sumber)

b. Learning Process

In managerial aspect, teaching learning process is the main of activity in classroom management. In the class, teacher should do this thing;

- a. creating a closed condition
- b. distributed the students responsibility

- c. identified the classroom problem
- d. developing the spirit of unity¹⁹

In the step of teaching and learning, follows these steps are;

1. The beginning

The introduction is purposed to give the motivation to the students, focus the attention, and understanding what the things that learnt by students relating to the material²⁰. This step is the most important to interest the students to the material that will be learn.

In single gender education setting, this step is important especially for boys lesson, who has the low motivation in study. The strategy of apperception for boys in England that has been tested and proved be successful.

This as described by Younger and Warrington;

.... This effort focused less on the actual teaching of reading and more on encouraging boys to become successful and satisfied readers. The approach involved making a wide range of text available to stimulate and sustain boys' interest and to build confidence through paired reading. A critical aspect of the approach was a decision by teachers to give boys time to talk about and reflect on what they read, to share their ideas about the text and to identify what specific things they enjoyed in the text²¹

¹⁹Ibid., page 97

²⁰ Ibid., page 97

²¹Austin Independent School District, Single Gender Education: A Review of Current Issues and Practices (US : Published review of presentation to board of trustees, 2011) page 14

So the apperception is including provide the wide range of text available, clearly and to the point to interest the boys reading more the text on the textbook.

2. The main activity

This activity as the core of teaching learning process must be involving; a) delivering the learning purpose, b) delivering the material, c) understanding guidance, d)controlling on students' understanding²². The most important is do the activity as the procedure at the RPP, the method that used and the strategy.

3. The closing

This closing activity is about giving the confirmation or conclusion and evaluation concerning the considerable studies that given in main activity²³. Important to know how successful the teaching learning activity is in the closing. It purposed to know how many percent the students reach the learning purpose.

c. Last of teaching-learning process

In the end of learning chapter, it must held the last evaluation or based the current time, this important to know how the chapter could be mastered whole by students and how far the students' competence.

²² Mulyadi, op.cit., page 98

²³ Ibid, page 99

In evaluation study it called summative evaluation. Summative evaluation is the assessment that do in the end of current time that inside include more than one chapter.

d. Examination organizing

Conterminous with semester program arranging and years program arranging, those are what must be mastered by students in a year. In the last program, there must be evaluation for all material. From this evaluation, it could decided who's student could come up to the next grade or stay in the same grade.

Examination implementation at school could be devided into 3 steps those are: a) examination planning, b) examination implementation, c) examination result organizing²⁴. This for the last examination to evaluate the students at all. A result could be measurement to get the next grade.

2. Students Organizing in the Class

The position of students in KTSP is as the producer who find the knowledge on their selves²⁵. In the classroom management, the students are subject, they're not object anymore that will be guided by teacher always.

In organizing the students in the class, teacher should give attention on this activity such as;

²⁴ Ibid., page 105

²⁵ Ibid., page 120

a. Make a self-government in the class

In the class, the students make a small group of people, they should have the governmental structures in the class.

Democratically, they choose this structure;

- a. chief of class and the representative
- b. secretary and bendahara
- c. chief of section (as need)

b. Choosing for seat

In the class, there are seating that could be one or two people sit on the class, in modern class the seating was set to be one desk one chair for facilitating the model of teaching.

The autocratic teacher will decide the seat for the students, and the democratic teacher will give the opportunity to the students to choose their seat under guidance²⁶

The factors that must be considered in choosing the seat are;

- sensory disturbance

The students are not all have the normal sensory, in teaching-learning process; the most important is the sight and hearing. According to the result of research that show the using of sensory by individual is;

- | | |
|------------------|------|
| ✓ taste sense | 1% |
| ✓ touching sense | 1,5% |

²⁶ Ibid., page 122

✓ smelling sense	3,5%
✓ hearing sense	11%
✓ sight sense	83% ²⁷

Consideration the importance of sight and hearing sensory, choosing the seat for those students has disturbance on both sensory should be decide by teacher.

- sex different

The factors of sexual development on human must be considerate in choosing the seat. In the elementary grades, it is not big deal. But how for students in junior or senior high school?, In order to avoid the unpredictable big problem. The seating choose should have the rules before beginning the lesson

c. Grouping the students

Grouping the students should done carefully. Pollard and Hilda Karli (2004), grouped the students into 5 big group;²⁸

- Impulsivity/reflectivity. Impulsivity is the someone who hurriedly in doing the assignment without any consideration, and reflectivity is someone who considerate the assignement as well as possible
- Extroversion/introvert. Extrovert is someone who friendly, opened, and depends on their friends' behavior. Introvert

²⁷ Ibid., page 123

²⁸ Ibid., page 124

is someone who closed and sometime do not need any friendship.

- Anxiety/adjustment. Anxiety is someone who feel less in socialize the classmates or teachers. Adjustment is someone who can socialize with the teachers or classmates
- Vacillation/perseverance. Vacillation is someone who have low concentrate and easy to change. Perseverance is has the high concentrate and has no surrender in doing any task
- Competitiveness/collaborativeness. Competitiveness is someone who measure the achievement and difficult to cooperate with others. While collaborativeness is someone who cannot do the task on himself and depends to the others

This grouping the students in order to understand the character of students could be easy to make them united in the class and use it to considerate the model of teaching.

d.Students' discipline control

In controlling the students' discipline, at least there are 3 technic in guiding the class discipline.

a. external control

This technic was held by outside the students. For example the school rules compel the students do the things and there is a punishment behind rules. The teacher regulate the students to discipline.

b. internal control

Internal control is the opponents of external. The students can discipline their mind and behavior without any outside compulsion.

The key of successful this technic is on the giving example by the teacher, time discipline, teaching discipline, praying discipline, and many others²⁹. So the teacher cannot discipline the students if they can give the discipline example.

e. Student's behavior organizing

School has purposed to the changing attitude of students.

In teaching activities, there are some destructive behavior that could be threatening the fluency of classroom management. on that reason, teacher should have the preventive and curative skill.

²⁹Novan Ardy Wiyani, op.cit., page 164

a. preventive skill are;

1. Hurryperceptiveis perceptive on the attention, inattention, involvement, carelessly attitude of student in doing the assignment. That action could be; gives the sight, approaches walking, giving the question, giving the fast reaction.
- 2.gives the attention, there are 2 ways in it;
 - visual: give the sight on those behavior need an attention
 - verbal: giving the comment, explaining or question
- 3.Focusing the group attention
- 4.Gives the clearly direction that related to the material
- 5.Admonishing
- 6.Giving reinforcement

The preventive skill is the activity to prevent the destructive behavior may happen in the class. This activity purposed to create the well socio-emotional

b. Curative skill

In this step, the teacher should have the curative solver for the behavior problem that continually done by students. According to Johar Purnama (2000), those strategies are;³⁰

³⁰Mulyadi, op.cit., page 25

1. Students problem identification
2. Problem analyzing
3. Solver alternative appraising
4. Get the feed back

After the behavioral problem getting bigger, the teacher should find any ways to modificate the behavior, based on the research, the using of social story is the effective ways.

The social story teaches many kinds of technic to soothe the angry or stressed organizing and gives the behavior alternative to shift the bad attitude. At least in this story involved these elements;

- How the behavior appear
- Social consequences of that behavior
- The strategy to change the behavior
- The motivation to change the behavior
- The positive impact of the suitable behavior³¹

3. Organizing learning facilities

a. Class equipment's organizing

1. Classroom arrangement

Based on Menteri Pendidikan Nasional Nomor 24 Tahun 2007 about the school facilities standard defined that class must have this standard:³²

- The total of classes same as the total of group of class

³¹ Jane Bluestin, *Classroom Management*, (Jakarta: Indeks, 2011), Page 48

³² Euis karwati, op.cit., page 46

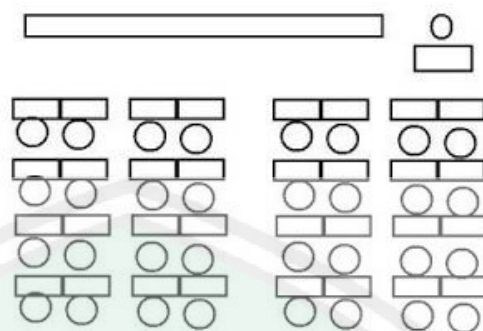
- The maximum capacity is 32 students in a class
- The minimum of room wide is 2 m²/ student. For students less then 15 person the wide of class 30m²
- The classroom has facilities that have enough light
- The classroom have the standard to get the students out easily if there an emergency and have locked
- In the classroom there are facilities sat least:the seat, the desk/students, teacher seat, teacher's desk, cupboard, whiteboard

2. Seating arrangement

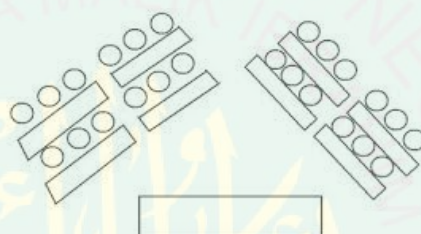
The sitting place should may happen face to face both teacher and students, so teacher can control the student's activity³³. The seat must suitable for method teaching including strategy and lesson. For example

- This model is appropriate for talkative or other strategy that used two ways communication direction. In this model students sit in pair. In coeducational class, the girls usually sit in the front. In single gender education, the seat arranged for short student in the front and the tall in behind

³³Ibid., page 29

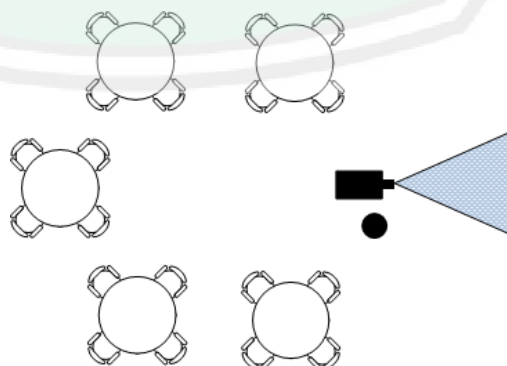


Or

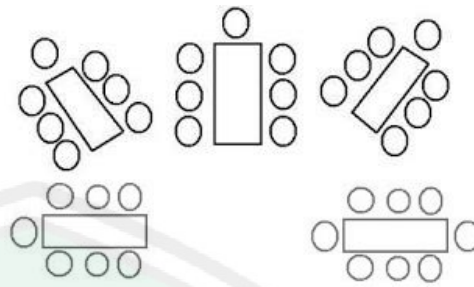


Chevron formation: this model appropriate for talkative and question interactive. This model more advance in conservative teaching method (talkative) because reducing the distance in both teacher and students.

- This model appropriate for discussion method

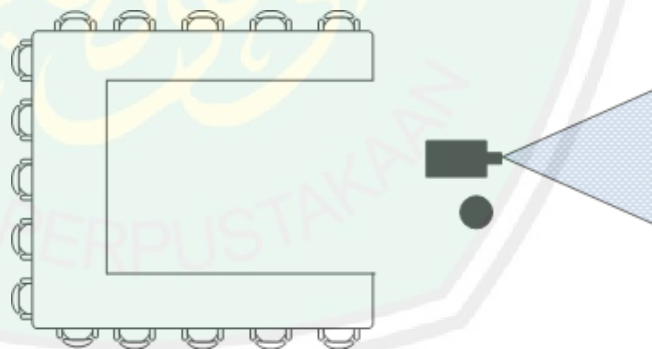


And



Meeting formation: for discussion method, the teacher as facilitator gives the direction in task and let the students work collectively. The implementation of this formation divided the students into 4-5 groups each group could be 4-5 person, it depends on the total students.

- This model appropriate for presentation or open discussion



U formation: could be found in workshop. This model purposed to make students interest with the material. Teacher as class manager is actively engaged the student's attention by actively get next to students dynamically move easily. This model is good to make 3 ways communication direction. The teaching

strategy could be used are: presentation, open discussion.

b. Learning equipment's organizing

In teaching learning process, teachers need media to get the effective process, for those the organizing of learning equipment is needed. Those equipment can be classified as follows;³⁴

- Visual aid, for example: LCD, OHP, TV, globe, model, and etc
- Display lesson, such as the learning book
- The other equipments such as marker, ink, eraser, etc.

c. Classroom cleanness protecting

To support the learning process, the classroom must keep be clean. As Muhammad prophet said "cleanness is part of the faith". If the classroom keeps clean, the students can enjoy the learning.

II. Single Sex Education

a. Definition and History

Single Sex education also known as single gender education, is the practice of conducting education where male and female attend separate class in separate buildings or schools. The practice was

³⁴Mulyadi, op.cit., page 141

common before the nineteenth century, particularly in secondary education and higher education.

There are 2 models institution in system of single sex education. Those are single sex instruction or single sex classroom and single sex school, the differences in both are:

Single Sex instruction: Class grouping of students of the same sex within aco educational setting

Single sex school: student of the same sex who attend the same educational facility³⁵

The difference is in the system of institution, when the separated class between genders is applying, where they study and how school system used and the school surroundings. Hilmi also argue in his thesis,

Single sex classroom is a classroom which only has one sex, male or female. Commonly schools are cooperative educational school (mixed school). on other hand, Smithers and Robinson conduct a review of studies that examine educating females and males together and separately, either in different school or in different classes which done in Australia, US, Canada, New Zealand, Ireland and united Kingdom³⁶

By those terms, so the definition of the single sex classroom is the education practice in the school where female and male attends separate class in a building, separates building, in one school institute and system. While single sex school completely separated and have its own system to regulate boy's school or girl's school. In

³⁵ Craig Erico Ogden, op.cit., page 25

³⁶ Hilmi Roshida. *The Effect of Single Sex Classroom in Improving student's English speaking skills of the second graders of SMPN 5 Bangkalan* (Published Thesis, 2013) page 13

Indonesia, this practice more used in Islamic boarding schools which are has long history as a model of education in Indonesia.

In addition, Ronald said in his thesis,

Single Sex Schooling has a long history as a model in education in Northern Ireland, England, and United States (Lepore & Warren, 1997; Riordan, 1990; Sullivan, Joshi and Leonard 2010). During 1800's the United States has significant shift to coeducational public school primarily due to financial constraint of operating separates single sex school (Riordan, 1990). American private and Catholic school remain primarily single sex school at K-12 and collegiate levels until 1970's and 1980's³⁷

In USA, Single gender class develops in 2006. In 2002 only 12 schools represent this system, but now maybe around 500 public schools copying this system. Many leader such Diane F Halpern, the former of American Psychological Association and Leonard Sax, the founder of national for association for single sex public education was fully support this system.

b. The Method

This part represents the way of teaching or how the class management in single gender classroom, according to Craig Erico Ogden, a student of Georgia Southern University. He has found the way after observing the students' performance in single sex school coeducational school in urban middle school.

³⁷ Ronald Huffman, *Single Sex School and Classroom* (Published Thesis, 2002), page 5

School in that district has adopted strategies that have proven to be successful. Most of these strategies involve using movement during instruction, building on the visual aspect, and incorporating students' interest and choice (King, et al., 2010)³⁸ those strategies are;

- 1) Social/emotional programming (e.g., advisory session, community meetings, and mentoring)
- 2) Cultural events (e.g., speakers, cultural awareness programs, Fatherhood and Motherhood appreciation)
- 3) Community service
- 4) High school and college preparation
- 5) Afterschool academic program require for struggling students
- 6) Rigorous curriculum (e.g., AP and honors classes)
- 7) Discipline/uniforms
- 8) Culturally responsive or relevant instruction
- 9) Positive role modeling and mentoring program
- 10) Professional development (with understanding of research on boys' / girls' learning and development)³⁹

Other professional and researcher Caroline Butler, a veteran teacher in South Charlotte Middle School at North Carolina US. She had represented the way to teaching boys and girls based on her school's successful academic achievement. Some activities in the class were different between boys and girls, those are;

For boys' class

- 1) Agree/disagree (asking before decide)

³⁸ Craig Erico Ogden, op.cit., page 52

³⁹ Ibid., page 52

- 2) Movement/ time relays (encourage each boys to move, as they have shorter attention, teacher gives to the point instruction to get them move to other activities)
- 3) Debate (increase opportunities for boys to work in pairs)
- 4) Prove a statement false (as they interrupt the class to gain the credibility in eyes of peers, get them ideas and prove false, it's never mind directly to the speaker)
- 5) Active games-relays, ball toss (gives break in the middle of task or while changing chapter)
- 6) Engage in active competition (boys motivated by competition)
- 7) Small increments of instruction (gives simple instruction and deadline to complete work)
- 8) Create and build a product (encourage activities that build and create a product)

For Girls' class

- 1) Collaborative paragraph or essay writing (a collective cooperation, and makes essay writing to improve the language, so motivate to speak in class)
- 2) Proving a statement true (gives positive side before blaming)
- 3) Progressive analysis-abstract to concrete (gives detail instruction and allow enough time to complete work)

- 4) Debate ideas –not people (encourage each to speak in the class, not individual debate)
- 5) Creative writing (realizing that girls are personalize everything, it used to analyzing the literature that provided and enable them to make connection)
- 6) Imaginative poetry-imitate great poetry (increase the use of color in flip card or presentation)
- 7) Establishing contemporary connections (select literature or activities enable girls to make connection)

III. Islamic Education Learning in Junior High School

a. Definition of Islamic Education Learning

Learning means to encourage the child's creativity entirely, make them active, achieving the learning target effectively and take place in the please condition.⁴⁰ According to Brunner, The theory of Learning focuses on how to influence other so that happened the learning process. The target in learning process in this discussion, proposed on Islamic education learning goals.

According Ronizowsky, learning meant instruction in the teaching process that focused on the goal directed on teaching planning. The essence of process is behavior changing on the experience context that major programmed intentionally⁴¹

⁴⁰ Suyono, Hariyanto, *Belajar dan pembelajaran* (Bandung: PT Remaja Rosda Karya, 2011) page 207

⁴¹ Sutiah, *Buku Ajar Teori Belajar dan Pembelajaran* (Malang: Universitas Negeri Malang, 2003)

Before we discuss more about the Islamic education learning, we have to know what is the Islamic education previously based on many experts, the terms of Islamic education learning is;

1. Based on Zakiyah Drajat on her book, she define the understanding of Islamic education learning as an effort of guiding and directing on the student so after the education, can understand and apply the religion precept and make into the way of life⁴²
2. Tayar Yusuf define Islamic Education Learning is a conscious effort by the older generation to shift the experience, the knowledge, qualification and skill to the younger generation so become a pious human to Allah SWT.
3. Ahmad Tafsir a guidance gave from someone to someone that so they can develop maximally appropriate with the Islamic precept⁴³
4. Azizi (2002) said that the essence of Islamic education learning is the value transfer, knowledge, and the skill for the older generation to the younger generation so they can get the better life⁴⁴

So, the definition of Islamic Education learning is an conscious effort of guiding or encourage and directing someone in

the learning process and after that, he can develop himself maximally so they get the better life.

Islamic Education Lesson in Junior High School find the suit target of learning based on the age, the development of junior high school student has a drastic physical change and sometime arise the emotional shock, that so they need religion to calm it.⁴⁵ In this session, Islamic education learning more focus on the student's personality to overcome the problem they had.

If related to the word “learning”, from understanding before the learning meant to encourage the students to study, or in other word “instruction”. Islamic education learning meant an effort of teacher to encourage students to study, wants to study, and interest to study Islam Religion, in both ways as knowledge and practice.

b. Islamic Education Learning in Junior High School

The implementation of Islamic education learning in Junior High School according to the curriculum stated by KEMENDIKBUD. 2 years ago the new curriculum 2013 was introduced, but reevaluated in 2014. In 2015, KTSP curriculum was restated. So Islamic education learning operated in Junior High School back to KTSP curriculum.

According to UU SISDIKNAS 2003 pasal 20, the curriculum of Islamic Education Learning in Junior High School are mentioned below:

⁴⁵ Abdul Rahman Saleh, *Pendidikan Agama & Pembangunan Watak Bangsa* (Jakarta: PT Grafindo Persada, 2011) page 60

1. Islamic Education is a lesson that develop from the basic learning in Islam, so Islamic Education cannot separated from Islam
2. Contemplate by the side of content, Islamic Education is the basic to be a component that cannot separated from the other lesson and purposed as moral development and students' personality. All those lesson should be on the same path by PAI lesson
3. By existing of Islamic Education in Junior High School, purposed to form the students in faith and Taqwa to Allah SWT, has good character (budi pekerti luhur) and possess enough knowledge about Islam, especially the source and Islam pillar and used as supplies to learn the other lesson.
4. Islamic Education is not only bring the students mastery the Islamic studies, but also emphasize on the implementing in daily life in the middle of society. so Islamic Education is not only on cognitive aspect, but affective and psychomotor
5. Globally, Islamic Education based on the certainty on the basic of Islam law, Al-Qur'an and Hadist Muhammad Prophet (dalil naqli). By Ijtihad method (dalil aqli), ulama develop the Islamic Education principles detailed on fiqh and the other ijtihad.
6. The basic principle of Islamic Education poured on three basic framework; Aqidah, Syari'ah, Akhlaq. Aqidah is interpret on

Iman concept, Syariah is interpret from Islam concept, and Syariah has 2 basic dimension, Ibadah and Muamalah, and Akhlaq is interpret the concept of Ihsan. From those 3 basic concept, developed to many exist science and connected to other lesson such as technology and arts and culture that Junior High School learnt.

7. The last purpose of Islamic Education in Junior High School is formed the students that has the good character. As the Muhammad prophet's mission, so the akhlaq education is the soul of Islamic Education lesson. Based on this concept, all lesson must contains the students' Akhlaq and behavior.
8. PAI is the obligation lesson that must be followed by students especially Islam students, or for the other religion by honest conscious in learning.

This the image of Islamic education in Junior high School globally. And Islamic education in Junior High School could be developed by many variations, but still according to this global characteristics. By this guide, Islamic education teachers or schools hoped to develop the syllaby easily and varieties. (Panduan Pengembangan Silabus PAI, Depdiknas 2006)

Islamic Education used to be the obligatory lesson in Junior High School caused by many internal critics from the society. Many social problematic such as corruption, the declining of honesty and

justice shows Indonesia is still difficult to improve it's human source.

All of those must be connected to Islamic education lesson at schools.

As muhaimin (2009:56) said,

.....Islamic education is still faced by many internal critics, such as: The First, Islamic education lack in changing the religion knowledge in cognitive aspect to be “meaningful” and “values” in affective aspect. After this long time Islamic education emphasizing on knowing and doing and unconcern to being aspect. The second, Islamic education cannot through and cooperate with the other lesson (non-religion). The third, Islamic education is less in having relevant to the social changing that happened in society⁴⁶

The matters that showed by Muhaimin focused on 2 points in the Islamic education characters in KTSP 2006 guide, According to the second point that Islamic education is the component that cannot separated from the other lesson and purposed as moral development and students' personality. This correlation match in many school problems, such as the lack of moral development and student's personality influence the student's attitude in the classroom in teaching-learning activity for all lesson.

According to the fourth point in Islamic Education lesson' characters at KTSP 2006, that Islamic Education is not only bring the students mastery the Islamic studies, but also emphasize on the implementing in daily life in the middle of society. So Islamic Education is not only on cognitive aspect, but affective and

⁴⁶ Nusa Putra and Santi Lisnawati, Penelitian Kualitatif Pendidikan Agama Islam(Bandung: PT Remaja Rosda Karya, 2012) page 8

psychomotor. As the first matters that Muhaimin said, “it’s difficult to change the knowledge aspect to meaningful and values”. It’s related to the four pillars of learning by UNESCO, learning to know, to do, to be, and to life together. For Islamic education in Indonesia analyzed difficult to change from learning to know and to do to learning to be and life together.

The content of Islamic education material in Junior high School according to KTSP 2006 curriculum is Qur’an Hadis, Aqidah and Akhlaq, Fiqih, and SKI. This lesson as main subject according to Islamic Education lesson’ character in KTSP guide, pointed at the basic principle of Islamic education. Qur’an Hadist are learning the interpretation of God’s revelations could be dalil naqli to the three principle (Aqidah, Syari’ah and Akhlaq). Aqidah and Akhlaq shows the learning of faith (Iman) and Ihsan. Fiqih is the implementation of Islamic education knowledge, full of practice lesson or called “learning to do”, and SKI the lesson of taking the hikmah from the Islamic history and hoped to inspire the good deed.

IV. Management of Single Gender Class in Islamic Education Learning

Single Sex Classroom Management could be used in Islamic Education Learning. Learning from studies in neuroscience, endocrinology and psychology find that not all is equal in the classroom. Males have areas of brain in spatial memory, and motor

coordination than in females.⁴⁷ In the class situation, the more frequent initiation has lead by male students. The high achieving males has taken in positive initiating behavior (such as dominating class discussion), while low achieving male students initiate through more negative behaviors, such as misbehaving and violating rules and norms.

Discussing about the different in learning both gender, could be understood that low and high achieving cannot determine by the same learning process. In Islamic education learning especially that is not only emphasize on cognitive learning, but affective learning as well. The affective side on learning points at the initiation to do something which is proven as the high achieving males. Those why the proper class management is required in teaching single gender class.

Succeeding single sex class management in Islamic Education Learning is not an easy task. The teacher must prepare the material, the technique of teaching. Lack of training and pedagogical skill could influence the successful of class management. Then the teacher of single sex classroom must get the training in classroom management because the problem that they faced is different with the mixed classroom management.

The fact clearly problems with the same classroom management that applied in both gender shows in the end of evaluation, the

⁴⁷ Hilmi Roshida. *The Effect of Single Sex Classroom in Improving student's English speaking skills of the second graders of SMPN 5 Bangkalan* (Published Thesis, 2013) page 3

boy's marks are left behind the girls. The problem of this research focus in gender and how to set an activity that engage both genders to learn in the learning process to get the learning purpose.

The problem among classroom management commonly doing some destruction action such as sleeping, poking classmate, playing pen, make a noisy, interrupting teacher and the conflict in the class those makes uncohesive class will be discussed here by pointing on gender problem characteristic.

Another focus of this research is the classroom management process by Islamic Education teacher in Islamic Education Learning at Hidayatul Mubtadi' in Junior High School.

B. Related Thesis Review

This research is ever done before by Nur Azizah, the academician from Universitas Islam Malang, one of them is the strategy of class management in SMP 4 BATU, this research represent the problems of class management in Islamic education lesson, and then the strategy of treatment. The limitary of discussion is about the how to increase the Islamic education result study by the class management, and the impact of the teacher treatment by analyzing the result study like test result or school report (rapor sekolah).

A few conclusion by this research is the strategy of class management is cannot said optimally implemented, because the lack of teachers' support, and the students their selves. But the facilitates are

support well, the designed program, and teacher's planning teaching (RPP and Sillaby) is quite good.

This research is like others begin from the problems happened, those are 2 big categories for the class management problems; Individual and Group. Individual problem such as attention getting behavior, power seeking behavior, or revenge seeking behavior more focus on individual problem. This is not about student discipline but emotional problem. This student can repaired by changing the seat, or group. And this is the one of class management function.

The other research represent classroom management by Fitri Puspika Sari, "The Strategy of Class Management in Islamic Education Learning to Increase the Learning Motivation in SMPN 2 Krembung Sidoarjo", the result of this research, the school has almost same problem like others, such the limited of time and learning method. Islamic Education Lesson teachers give the talkative method almost all the time, by their limitation of time. This not a good idea, because make them bored and fall asleep.

And one research represents class management, Eka Akbar Mirza Isnanto, "The Classroom Management in achieving the effective teaching learning process in SMKN 2 Malang." This research shows some problems in the class, physical and non physical as follows; the room arrangement, the cupboard is not at it place, the teacher's chair used by

students (as physical problem), less discipline of teacher, interrupting teacher in explaining, use the sport cloth in class, the existence of non-Muslim student in the school. This research use observation as research method. And most problems like these maybe happened not only in this school. I give the lines on the most affect in class management is lack of discipline by teacher, the room arrangement, and interrupting teacher in learning.

On the field most problems began form the teacher, we see as the Eka Mirza's research said that teacher's discipline in the time of entering class, then how to make the class have a positive energy? Like emphasize the good thing and self discipline investment on student. And also the limit method that teacher implement in learning, such talkative method, in the limited time of learning as follows in KTSP curriculum and 2013 curriculum, the time of teaching Islamic religion is always limited just 2 hours. In this time, the teacher forced to give the innovative in teaching regarding the religion also the abstract science on junior high student's view. As explained before, the class management is about the teacher's skill. And how to make the warmth situation if there is no good relationship between teacher and students?

A thesis in Surabaya by Hilmi Rosyida, entitled "The Effect of Single Sex Classroom Management in Improving Students English Speaking Skill of the 2nd grades at SMPN 5 Bangkalan". He said in preliminary literature that Single sex classroom management can be used

in teaching English. Deciding this management should consider some facts and theorist in order to know the positive and negative impacts of conducting single sex classroom. Studies in neuroscience, endocrinology, and psychology find that not all is equal in the classroom. Males have areas in brain involved in language, spatial memory, and motor coordination than in females. And they high achieving through more negative behaviors such dominating class discussion, while low achieving show negative behaviors, such behaving, violating rules and norms.

Well, as Eka Mirza's thesis shows problems coming from circumstances and students, so the target of this class management classified to 2 kinds; class organizing and student's organizing. Class organizing includes physical circumstances can lead into learning enjoyable or in opposite. As Novan (2013) said, Classroom organizing relates to class arrangement, its four walls placed the students gathering, circumstances, it's the condition of class facilities, and the atmosphere also, its an ventilation, air circulation, temperature and etc.⁴⁸

And the second target is students organizing, this problem more showed by Hilmi Rosyida's thesis, such the negative behavior, humiliating others and violating the rules it caused males' brain areas, spatial memories and motor organization is wider than females, and females tend to able to processing the information using both sides of

⁴⁸ Novan Ardy Wiyani, op.cit., page 60

brain and doing the multitask of lesson, this because they have skill to connect the both sides of brain.

So in student organizing relates to give stimulate to increase and defend the student's condition in good motivation to be active and participate the learning process.⁴⁹ This process must done in day by day, because the condition never constant. This happens most in boy class, so this why it needs more creativity in teaching boys. And this discussion will be more develop after exploring the class management in Hidayatul Mubtadiin Junior High School Singosari Malang.

The major issues in Islamic school, for almost the great school has the strategy to reach the goal on Islamic education studies, we give the line on single sex school. Such boarding school or most NU school use single gender class in teaching. No something wrong with the policy, as we said before. The most important is how to manage the single gender classes, the class managing, can't be copied easily. External factors may support or obstruct the class management, such as Family and Facility. The family, as a smallest unit of society represents the society where they live. That the culture will impact the students entirely, because the family's background. And for addition, Mulyadi (2009) said facilities factors, the form of class, big or small, the books in learning, the easy access many information to get the learning more effective.⁵⁰ The physic

⁴⁹ Ibid., page 60

⁵⁰ Mulyadi, op.cit., page 11

things like these are real different each school. These factors must be considered, because these factors caused the different of class managing.

As far I found, a research about designing and managing single gender class is very few in Indonesia. Most research I got from western literature, American and UK. Because this system is spread on public school involved even previously they got so many critic, but many evidence prove some increasing academic achievement better than coed school. And more detail we find these effects on Islamic Education Lesson. This research prove enough how boys and girls learn on different ways. Then if they gathering in the social group like class how it's treatment?

This problem had not answered completely yet. Most research about class management limited on coed class. The single gender class need different treatment, regarding their different psychology, realize their gender role and gender identity that they learn even after they go to school. But the purpose of class management is same for any research related, globally the purpose is to create the class situation comfortable for study.

Title	Similarity	Dissimilarity
The strategy of class management in SMP 4 BATU	<ul style="list-style-type: none"> ✓ The Class Management ✓ In Junior High School ✓ In Islamic education learning ✓ Qualitative research 	<ul style="list-style-type: none"> ✓ In coeducational class
The Strategy of Class	<ul style="list-style-type: none"> ✓ The class management ✓ In Islamic education 	<ul style="list-style-type: none"> ✓ In coeducational class

Management in Islamic Education Learning to Increase the Learning Motivation in SMPN 2 Krembung Sidoarjo	<ul style="list-style-type: none"> learning ✓ In junior high school ✓ Qualitative research 	<ul style="list-style-type: none"> ✓ To increase student's motivation (purpose)
The Classroom Management in achieving the effective teaching learning process in SMKN 2 Malang	<ul style="list-style-type: none"> ✓ The class management ✓ Qualitative research 	<ul style="list-style-type: none"> ✓ In coeducational class ✓ In Senior high school ✓ To achieve the affective teaching process (purpose)
The Effect of Single Sex Classroom Management in Improving Students English Speaking Skill of the 2 nd grades at SMPN 5 Bangkalan	<ul style="list-style-type: none"> ✓ The classroom management ✓ In junior high school ✓ In single sex education class 	<ul style="list-style-type: none"> ✓ To improve student's english speaking (purpose) ✓ Quantitative research

CHAPTER III

RESEARCH METHODOLOGY

A. Research method

As Qualitative research, it is important to know why we use this approximation. To know the answer of the research question we use the theory of class management and by enough data from field, focus on the resolve the class problem, the treatment of teacher the arranging the class as well, and the last how this class management implemented in both class; girls and boys. Does this management give impact to Islamic education learning? This will we find out. Based on phenomenology many problems relating class managing, is very much. And single gender school, where we found very few in Indonesia, class management becoming main problem, where some of them realize the boys and girls learnt on different ways.

B. The Presence of Researcher

In this research, the researcher is not only observing outside the class and be the guest of school, but as a researcher and a teacher, the writer could be a full participant. And any instrument we got from labour officer for the documentation of related activity as the research's support. And this planning research was known by director of school, so that we get a license to hold this research to be a subject.

C. The Location of Research

The location of Research we take in the Hidayatul Muftadiin Junior High School, the private school owned by the Hidayatul Muftadiin Boarding school institute. This school located in Jl. Kembang Purwoasri Singosari Malang. And Gus M. Mustofa as the headmaster of school was the son of the Kyai Ghozali, a President Director of Hidayatul Muftadiin Junior High School himself.

Even this school was a private school but this opened for outsider. And any rules were directly from the director. This was interested to be discuss, how they implement this school, beyond the great private and public school in Singosari. But this school still kept the old tradition. And more interest by the outsider was gives the same opportunity to join this single gender school, and about joining the boarding school was not a compulsory.

And why the writer chooses Hidayatul Muftadi'in Junior High School Singosari Malang as research point, those answer as follows;

1. The school has the strength belief to segregate teaching based gender, proved by keeping the Islamic boarding school culture to the common school (it's junior high school)
2. The school welcomed by the community around for keeping the community culture, one of them are keeping the children has no intimate relationship between both gender

3. The school has full private curricula such as Islamic lesson has divided into 4 different lesson held at the different time; Hadist, SKI, FIQH, and akhlaq. This was done to strength the vision of school and having the special characteristic as private Islamic school.

D. The Data and Source of Data

The data is real data we got from the result study at the time. And this qualitative research, we take the data from all the subdivision of school and the some written document about the class management as support. Described as follows;

- ✓ The Headmaster of Hidayatul Mubtadi'in Junior High School Singosari Malang, Muhammad Mustofa, S.PdI
- ✓ The Islamic Education Lesson Teacher, Joko Salam S.Pd, Muhammad Mustofa, S.PdI and Muhammad Nur Kholis, S.Hi
- ✓ Master of Class VIII, Defi Afridah, S.Pd and A. Fauzy Has, S.PdI
- ✓ The student of class VIII A and B (boy and girl class)

E. The Collecting Data Technical

The ways of collecting data;

a. Depth Interview

Sugijono said that, "an interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of

meaning about a particular topic”¹. This method used to get the data from the learning process in the class and the learning plan by the teacher before entering the class in Islamic education subject. And more important the treatment of teacher is in class, girls and boys. Those people could be asked for information in interview;

1. Islamic education teacher
2. The headmaster of Hidayatul Muftadi’ in Junior High School Singosari Malang
3. School staff (Waka Kurikulum, Waka Kesiswaan, and the teachers of Hidayatul Muftadi’ in Junior High School Singosari Malang)

b. Observation

The method observation used is participant observation, Susan Stainback said that “in participant observation the researcher observes what people do, listen to what they say, and participate in their activities”² Then the writer as the researcher will join to the class, or be the teacher of Islamic religion if there is a chance and listening the confession of teacher or school staff well. This method will really helpful this research well.

In answering the focus of study on this research needs many observation in the location of research. The management

¹ Sugijono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010) page 317

² Ibid., page 311

class is not only the management in teaching, but also the physical things that influence the learning factors. And also the difference of teaching model based on the gender. The researcher as the subject participant will watch out all and assimilating or accommodating with the classroom management theories.

c. Documentary

This method as the complement of research, the documentary is about the narratives of the somebody relates to research, and many documents about Islamic education learning result, such the photos, the result studies on form physic, photos, or any programs. Just as Bogdan said, “in most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief³

In order to know the procedure of single gender class management, many documentaries are needed some action in teaching, the difference teaching plan, and the classroom action research form. These data will found in school documentary, which is quite easy to find, because is not so long the school accreditation done.

³ Ibid., page 329

F. Data Analyze

In this study, the way of analyze the data already obtained is describing (no statistics), which the researcher conducted research by describing data obtained by the words of phrases that are separated for the category to obtain conclusions which is intended to know something about what, how, how much, how far, and so on.

Generally, descriptive research is non-hypothesis research. Descriptive research is different into two types of research based on its data characteristic; those are explorative descriptive research and developmental descriptive research⁴

In this study, the researcher uses explorative descriptive research, by describing the situation or phenomena status. In order to know the problems exist in problem statement and the procedure to treat. Data analyze uses the sociological approach.

Data Analyze Process

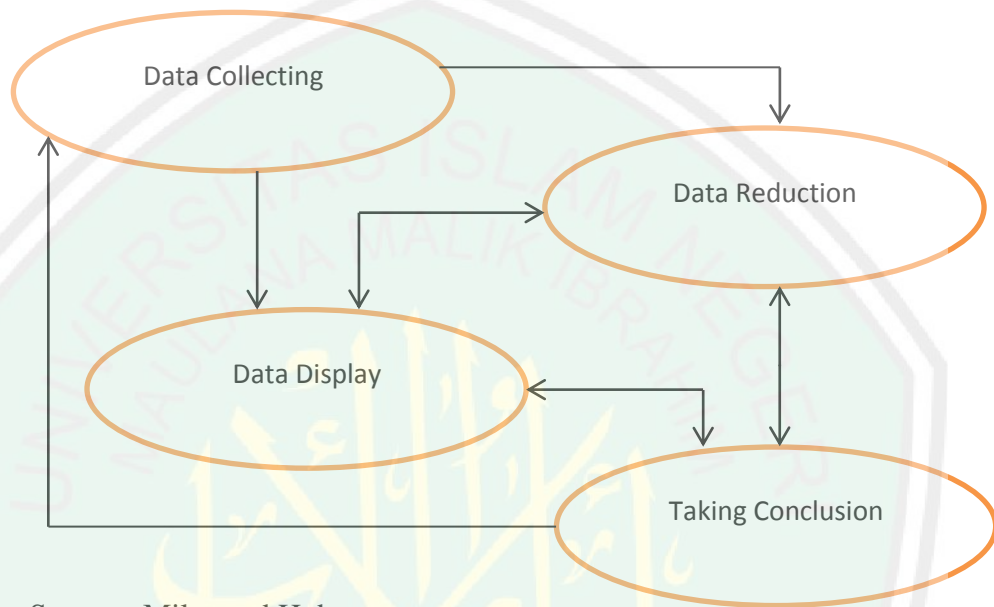
Data analyze technique use Miles and Huberman model. Data analyze do in the middle of collecting data implementation. In the interview process, the researcher analyzes the answer that given by interviewee, this process continually does until the researcher get the credible information.

Miles and Huberman explain that activity in qualitative data analysis did interactively and continually thoroughness, until the data was

⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu pendekatan Praktis*, (Jakarta:PT Bima Karya, 1989), Page 195

saturation already. The activities are data reduction, data display, and conclusion/verification.⁵

The pattern could be drawn as follows:



Source : Miles and Huberman

1. Data Reduction

In the research location, the information was so much and complex, then data reduction begins to apply. Encompass and classify the main data, sort, finding the theme by giving code. This activity does continually in the research. After get the simple data, sort the data (vanish the unneeded data), then the data could be get the temporary conclusion.

2. Display data

Display data to facilitate the researcher to get easy in show the image entirely or the current parts of data. The data classified by

⁵Sugijono, op.cit., page 337

grouping and sort the unneeded data to match with the research problem. All data were classified and displayed based its own problem, serial and parts.

If in the quantitative research, data display was represent in graphic, table, pictogram. But in qualitative research, display data was done in organizing, find the relationship pattern so the data will be understandable.

In qualitative also, the displaying data could be formed as temporary descriptive, draft, category relation and many kinds. In this matter, Miles and Huberman (1984) state, “the most frequent form of display data for qualitative research data in the past has been narrative text”.⁶

3. Verification or taking conclusion

In qualitative research, verification data use continually during the research. Even in the first entering location, the information that provided it analyzed to find the meaning from the data and build the related scheme, hypothesis and the last take the conclusion. But the conclusion could be tentative. So it could be come back to the first step until get the credible data and final conclusion

⁶ Ibid, page 341

G. Legitimate research finding

Legitimate research checking in this thesis is:

1. Participation extension

In the qualitative research, the researcher is an instrument. Researcher participation has fully control in finding the data. The participation was not a short time. Participation extension meant the researcher comes back to the research field do the interview, observation for a second or third times. Then, the mutual trust and emotional affinity was built and legitimate data was found.

Participation extension was done to test the credibility in this data research, this is focused on the data testing, is the data after checking in the field was right or not, change or not. If after checking the data was right so it's credible already and the extension time could be finished.⁷

In this research, the researcher exactly goes down on the field observing the implementation of class management in the classroom at PAI lesson. In the location of research at Hidayatul Mubtadi'in Junior High School, the researcher needs enough time intensity to test the credibility of data to get more clearly.

2. Observation perseverance

The researcher held the observation carefully and the detail continuity with the prominent factors. The data must be relevant with

⁷ Ibid., page 370

the discussion problem. Then, the researcher beat out on the detail to get the deeply clear data.

3. Triangulation

William Wiersma (1986) said that triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.⁸

Triangulation check the legitimate research used the other source as comparison. In this research, triangulation technic that could be used is:

- a. Compare the data on observation with the interview
- b. Compare what people represent on public with the personally depth interview
- c. Compare what people said about research situation with what them said on daily
- d. Compare the depth interview data with related documentation

The researcher compares the data that get from the interviewee with the documentation and reality observation. This technic purposed on knowing the class management process in single sex education in Hidayatul Mubtadi'in Junior High School Singosari Malang.

⁸Ibid., page 372

H. Research step

The research steps will be implementing as follows,

1. The beginning

In the beginning, the researcher will observe that phenomena that happened and found the matters in Hidayatul Muhtadi'in Junior High School. From this matter, the researcher present the research proposal. After the proposal was accepted, the researcher begin to arrange the permission letter. Then the researcher comes to the research location and represents the intention.

2. Implementation step

In this step, the researcher finds and collects the data that needed, according to planning:

- a. The researcher does the interview to the headmaster, PAI teachers to get the information about classroom management in single sex instruction.
- b. Do the directly observation in the implementing of classroom management in PAI learning, then take the picture about the implementation for documentation
- c. Find the legal documentation which needed to support the research
- d. Execute the checking to the data to know what less an complete the data till get the valid and credible data.

3. Finishing

In this step, the report research written, in the form of thesis according to the thesis format guide published by Islamic State University. The researcher begin to arrange the data and analyze before taking conclusion



CHAPTER IV

RESEARCH FINDINGS

A. Research Object Description

1. School Profile

Name of School	: SMP PLUS HIDAYATUL MUBTADI'IN		
Status	: Accreditation "B"		
Telephone Number	: 0341-441339		
Address	Street	: Kembang, 2	
	Village	: Purwoasri	
	Sub district	: Singosari	
	Regency	: Malang	
	Province	: Jawa Timur	
	Post Code	: 65153	
Email	: smphmsgs@gmail.com		

2. Vision and Mission of Hidayatul Muftadi'in Junior High School

- a. The vision of Hidayatul Muftadi'in Junior High School is excellent in achievement, good in mental spiritual, and following the IPTEK development
- b. The Mission of Hidayatul Muftadi'in Junior High School are;
 1. Implementing Islamic education through investing AQIDAH based Syari'ah Islam

2. Developing the synergic curriculum considering the training of mind, feeling, and heart.
3. Developing the Active, Innovative, Creative, Effective, and Happiness Learning

3. The student's condition

Class	Total		Sum
	Boys	Girls	
I	32	26	58
II	22	37	59
III	23	24	47
Sum	77	87	164

4. Lesson's list¹

Lesson	KKM
PAI	80
AL-QUR'AN HADIST	80
AQIDAH AKHLAQ	80
FIQIH	80
SKI	80
PENDIDIKAN KEWARGANEGARAAN	77
BAHASA INDONESIA	76
BAHASA INGGRIS	75
MATEMATIKA	75
ILMU PENGETAHUAN ALAM	75
ILMU PENGETAHUAN SOSIAL	77
SENI BUDAYA	80
PENDIDIKAN JASMANI	78
TEKNOLOGI INFORMASI DAN KOMUNIKASI	75
BAHASA DAERAH	78
BAHASA ARAB	80
CONVERSATION	75

¹ Documentation of School Structure Hidayatul Muftadi'in Junior High School

B. Data Exposure

Based on the observation and interview with some informant of school community including: the Islamic Education teacher, the Headmaster and students, and some supporting data from school document and the implementation of this research, the researcher compiled research report as the following:

1. The problems of single gender class management by the teacher in Islamic education learning at Hidayatul Muftadi'in Junior High School Singosari Malang

The Islamic education learning material in second grade of junior high school is in basic science category. Fiqh material for example, the teaching is about the procedure of Thaharah and prayer. As an observation and interview with the Islamic education teacher at the time, in teaching thaharah procedure needs a proper classroom management. The single gender classroom leads into gender problem in learning. As Mr. Joko Salam as Islamic education teacher,

“dalam pembelajaran praktek wudhu, saya memperagakan keseluruhan prosedur yang benar, dan ketika murid-murid perempuan uji praktek wudhu, saya telah memberitahu sebelumnya tidak perlu mengangkat rok terlalu tinggi. Namun masih ada yang mengangkat rok tinggi. Sehingga ini menjadi kelebihan sistem kelas gender ini karena ketika praktek-praktek seperti ini sebetulnya kita tidak memerlukan kehadiran murid laki-laki untuk menjaga moral tetap baik.”²

² Interview with Joko Salam, S.PdI As PAI teacher, 9th of July 2015. Time 18.15 Wib in Teachers' office.

Based on the statement above, the systems of single sex education actually support the Islamic education learning just as Mr. Joko Salam said. Then it can conclude the problem will happened if the girl teacher teaches boys' class in fiqh procedure above.

In the process, the classroom management problem in single gender class is like commonly classroom management in mixed classroom, while the teachers manage the class to set the activity to engage the students in learning, some distraction matters happened and makes the class uncohesive to process the learning activity. Those matters could be sleeping, playing pen, poking classmate, make a noisy, interrupting teacher and other actions. In addition some students are persistently to take over the class such as a student wit, saboteur, students with ADHD and many others.

In this section, the discussion will focus on the characteristic of behavior in classroom management. And the difference in gender behavior will be analyzed later and classify the gender behavior mostly done in the class to determine the gender classroom management in Islamic education learning

A. Individual Problem

An individual problem caused by individual act of student. An observation was held on boys and girls classes. Based on gender an individual problem is quite different. Here problem will be explained into 2 matters. The first problem is discipline problem, it happened in

both classes' boys and girls. Some students don't bring the learning equipment such as books or writing tools. It makes some students use to read the lesson in pairs. This discipline matters is explained by M. Nur Kholis, Aqidah and Qur'an Hadist teacher ;

“ya masalah disiplin mengenai keterlambatan atau lupa membawa instrumen pelajaran salah satu factor penyebab sulitnya manajemen kelas dalam pelajaran Qur'an Hadis. Dan masalah ini lebih banyak terjadi di kelas laki2”³

Based on the statement above, the individual problem on discipline matters mostly happened on the boys' classes, when the causal factor is the adaptation problem. This statement represents the discipline violation is less for them whom could adapt with the different environment. And the teacher's big task is found about how to train the students' mature for life to get them discipline on minds and act.

The second problem is the lack of focus to the material. In both classes happened. In girls' classes, it's found a few of students. It about 1-3 students lost their focus in the material. Some of them sleeping on the desk, abstracted (melamun), some of them playing with the pencil, some of them try to speak in pairs. But the disturbance act is simpler in the girl's classes, even they have individual problem, they have not brave enough to make the class noisy. As Joko Salam, S.PdI said;

³ Interview with M Nur Kholis, S.PdI. As the students' division and Qur'an Hadis teacher, 23th of April 2015. Time 09.30 wib in teachers' office.

“masalah kehilangan focus murid tergantung pada strategi mengajar. Di kedua kelas, laki-laki dan perempuan, kehilangan fokus sering terjadi. Ini adalah masalah yang kompleks, begitu banyak penyebabnya. yang pertama adalah materi PAI untuk SMP telah diajarkan di pondok secara lebih spesifik. Maka materi PAI dapat mereka pelajari lebih dari 2 kali. Yang kedua, aktifitas di pondok sedikit banyak menyita waktu mereka dan menuntut untuk fokus pada pelajaran dan aktifitas pondok. saya pikir 2 penyebab utama ini mengakibatkan peserta didik kurang focus pada pembelajaran PAI”⁴

Based on the statement, loss of focus felt on both classes with the complex reason. And there are 2 causal problems below;

1. The boarding school material close to PAI curriculum in junior high school
2. Boarding school activity

These 2 causal problems influence the low focus in learning. So the destructive behavior could be shown in the teaching learning process. But based on gender, the group matters could be found the differences, in girl's class, passive actions such as sleeping or dreaming (melamun) is mostly done.

While in the boys' classes, the loss of focus may become something must be happened. At least 3 students have lost focus. And the most serious, more than 6 students till the half of students lost in focus. The more complex problems may found in the boys' classes. Many kinds of action shows they're not interest in learning such as sleeping, abstracted (melamun), playing with pencil, speak in pairs or

⁴ Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 09.20 Wib in Teachers' office.

other desk, make a noisy by making some comments or jokes, poking friends and etc.

The problems of individual actions in classroom management classified in 4 kinds of behaviors;

1. attention-getting behavior
2. power seeking behavior
3. Revenge seeking behavior
4. Disabled performance⁵

This table is show many differences of destructive behavior based on gender;

Activity		Boys	Girls
Attention getting behavior			
Passive	Doesn't bring learning instrument (oblivion)	√	√
	Sleeping	√	√
	Doesn't do assignment	√	√
Active	Comes late	√	√
	Poking classmate	√	√
	Playing pen	√	√
	Make a noise	√	√
	Asking unnecessary question	√	×
Power seeking behavior			
Passive	Disobedient	√	√
	Stubborn	√	×
Active	Make noisy	√	√
	Tell lie	√	√
	Open debates (oppose teacher)	√	×
Revenge seeking behavior			
Passive	Disobedient	√	√

⁵ Mulyadi, op.cit., page 13

	Stubborn	√	×
Active	Make noisy	√	×
	Tell lie	√	×
	Open debate (oppose student or teacher)	√	×
	Fighting	√	×
Disabled performance			
Passive	Condescend act	√	√

The tables represent the behavior problems different actions in boys and girls. The boys get the active actions and the girls mostly act with passive action. The active actions are including make noisy (to get revenge), open debates in front of class, interrupting teacher by asking unnecessary question or be a class wit, and fighting. The passive actions are including oblivion, sleeping, disobedient (without any interrupting), and condescend act.

B. The Group Problems

A problem among group of students in the class is less found in the girls' class. In the learning process there is no disregarding the class rules attitudes. The complex problems found in the boys' classes. The strong character of individual shown in friendship, such violence in the middle of teaching, fighting and so on.

The group problem is the difficulty to adaptation. While the student's background are different, especially resident place. Based on the data that the researcher gets from the students' database that updated about March 2015, there are 48 students live outside the

boarding school from 168 students. Among 28% a group of student's life at home and the most of them in boys' classes, 31 students.

And these students may influence the group of student lives at the boarding school that morally well behaved. As Muhammad Mustofa, fiqh teacher said that;

“mayoritas murid saya yang banyak berada di luar pondok banyak memberi pengaruh pada yang lain yang berada di lingkungan pondok, maka itu sebagian aktifitas destruktif sering karena ajakan-ajakan dari anak yang diluar pondok.”⁶

Based on the headmaster statement above, some conflict often happened between group students' lives outside boarding school and inside the boarding school. If the students outside have power in the class they often used it to against the school rules by comparing with another school. These conflicts often make bad socio-emotional situation in the class.

2. The Management of Single Gender Class by the teacher in Islamic Education Learning in Hidayatul Mubtadi'in Junior High School Singosari Malang

Class management is the activity of organizing the class to get the learning purpose. The main subject is the teacher and students. The activity of class management will divide into 3 main activities as follows;

⁶Interview with Muhammad Mustofa, S.PdI. As the headmaster and Fiqh teacher, 25th of April 2015. Time 09.30 wib in teachers' office.

A. Organizing the learning activities

The teaching learning activity is design based on curriculum. But in the current curriculum that used in Hidayatul Muhtadi' in Junior High School is entirely come back to the KTSP. So this school combines traditional curriculum and the national curriculum. That's why in Junior High School SMP used the PAI learning be divided into 4 main lesson; Aqidah, Qur'an Hadist, SKI, Fiqih. But still join the government curriculum PAI lesson as globally religion lesson. This policy is according to the school mission "Developing the synergic curriculum considering the training of mind, feeling, and heart."

On the process of organizing teaching-learning activity classified procedurally;

1. Lesson Planning (making syllabi and RPP)

Syllabi is lesson plan of the current material by the current theme, involving standard competence, basic competence, lesson material, indicator, evaluation, time allocation, and the source of learning.

In Islamic educational learning at Hidayatul Muhtadi' in Junior High School Singosari Malang, the syllabi used the provided syllabi from the government.

RPP is the important component in the teaching-learning plan. This planning described the method, media of teaching, the source of learning, the activity in the class and the procedure of teaching. In

KTSP, RPP must be constructed professionally to draw the whole scenario in the class in order to get the learning purpose.

Based on my interview with Joko Salam, S.PdI, as PAI teacher he argued that,

“saya membuat RPP untuk kedua kelas (laki-laki dan perempuan), semua metode, media dan sumber ajar yang saya gunakan sama tidak ada perbedaan, semua saya sesuaikan dengan karakteristik materi. Yang saya bedakan hanya perlakuan terhadap laki-laki dan perempuan ketika di kelas.”⁷

Based on the statement, the teacher never makes a different RPP for both class, but the treatment in the class. So it can defined that the teacher used the same planning strategy of teaching in both classes, and different treatment based on gender was implement in the process of teaching learning, this will be discussed in the next chapter.

2. learning process

In the process of learning must be begun by apperception. This is the important step to interest the students into the learning material. Especially in Islamic education learning, there are some chapter that should be explained by teacher itself, such as Aqidah, Akhlaq, the teaching of faith and moral.

As my interview with Mr. Joko Salam, he said that;

“dalam mengajar, sesuai dengan RPP, saya sering membuat apersepsi yang lebih kreatif untuk menarik perhatian anak-anak mengenai apa yang akan disampaikan dalam pelajaran. Dalam apersepsi ini terkadang berbeda antara gender, untuk kelas

⁷ Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 09.30 Wib in Teachers' office.

perempuan lebih mudah bagi saya tidak menghubungkan materi yang lalu dengan materi yang sekarang, karena mereka dapat mengkonstruksi sendiri, sedangkan untuk kelas laki-laki terkadang saya harus mengingatkan kembali pelajaran masa lalu lalu menghubungkannya dengan yang sekarang.”⁸

Based on the interview and observation in the class VIII A boys' class, the Islamic teacher gives the apperception in Aqidah Akhlaq chapter by telling stories, while getting the student's into the purpose of learning, the activity slowly comes to the core of lesson by reading in pairs. As Mr. Salam said, that the first introduction like apperception must be creative as well in gaining the students' interest. Well apperception must be done well especially for boys, who actually show no interest in the lesson.

In the core of material, the teacher teaches procedurally. Besides delivering the subject, the teacher always reminds to execute in the behaviors. One of material related at the time is about the law of revenge. So by the question “who's wants to revenge to classmate,”. This shows the teacher is not only delivering the lesson but also identified the class problem. This is done in order to create the well socio-emotional in the class.

In Islamic teaching process, the strategy of delivering subject is differently in boys, in some empirically experience of the teachers

⁸Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 09.35 Wib in Teachers' office.

that is not useful for using the same strategy. As Joko Salam, S.PdI said,

“untuk kelas laki-laki, mereka mempunyai focus yang tidak lebih lama dari perempuan, maka strategi saya adalah memperpendek metode ceramah dan penyampaian konsep secara singkat dan jelas. kemudian, anak –laki2 juga sering lupa mengikuti prosedur pengerjaan tugas lebih sering dalam pelajaran fiqih, maka saya gunakan strategi perjelas tugas dan proses pengerjaan sekaligus pengumpulan dan alokasi waktu, dan kompetisi sering saya adakan di kelas agar mereka termotivasi, dan untuk anak-anak yang suka menginterupsi saya datangi bangkunya dan memeriksa apa yang ia kerjakan dan memperingatkannya”⁹

Based on the statement, the different treatment for boys' classes was found, it caused the boys have shorter focus than girls. So in formatting the strategy of teaching in boys' classes, there are 4 main strategies

- a. Boys have shorter attention, so activities should be broken in 10 or 15 minutes, so use the short but clearly concept and apperception
- b. Boys haveless word to follow the direction, so the task must be clear, to the point, and give the time limit/allocation.
- c. Boys is motivated in competition, then use some competition in making evaluation, could be games or etc
- d. Boys tend to interrupt the teacher, then the teacher must heard them but controlling what they do on his desk.

⁹Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 09.40 Wib in Teachers' office.

The statement above was supported by student's statement, As Muisi said, the student of class VIII A,

“di kelas pak salam, seringkali pelajaran diselingi dengan canda, namun beliau juga bisa serius ketika penyampaian pelajaran yang serius, tapi kami memang suka dengan candaan, walau begitu beliau jarang memarahi kami menggunakan kata-kata, mungkin hanya tatapan dan sentuhan kecil seperti dijewer atau dicubit jika keterlaluhan”¹⁰

In boys' class, Mr. Salam, as Islamic education teacher, has aware about boys' character like moves their position, and actively open debates. But the teacher should not fell to their trap, the teacher should control the emotion in. So the use of verbal warning too long is not required considering they have shorter attention. But gives attention such as eye contact and little touch, this principle to not let the time running wasted and breaking time allocation.

While in the girls' class, the teacher has aware about the danger point in them are passively respond. As long as they keep behavior in front of teacher, their mind could be out from the lesson without any realize. So the different treatment teaching learning processes are needed. As Joko Salam, S.PdI said;

“Untuk kelas perempuan, mereka dinilai baik secara rata-rata oleh keseluruhan guru pengajar, gangguan perilaku jarang ditemui di kelas perempuan, karena mereka lebih menjaga adab terhadap guru seperti yang diajarkan di pondok bagi mereka yang tinggal di pondok.dan iklim ini terjaga dan mempengaruhi perilaku anak-anak yang diluar pondok. hanya sedikit yang harus diperhatikan ketika respon pasif ditunjukkan, breaking dan pertanyaan

¹⁰Interview with Muisi as a student of class VIII A, 25th of April 2015. Time 08.20 Wib in the class

diperlukan untuk memecah kebosanan dan mengetahui siapa yang kurang focus dalam pembelajaran”¹¹

Based on the statement, and the other statement of few teachers, they convey the girls classes are easier to manage. As long as they kept well manner in front of teachers. The influence of boarding school is strong enough to educate the girls. So then, boys and girls must have different treatment. By understanding the student's character in the classes, could be found the treatment must do. This statement supported by student's, they convey the treatment of teachers in different ways for them. As Candrarowati (the student of class VIII B, girl's class) said,

“kami sangat senang dalam pembelajaran PAI karena gurunya yang humoris, dan suka bergurau. Walaupun sedikit menakutkan ketika pelajaran serius, tapi kami tak pernah bosan, karena disamping belajar kami juga bermain. Namun saat ujian atau tes kecil, kami selalu serius... yah disini kan banyak anak yang pinter-pinter”¹²

Based on the statement, the characters of girls' class were found different with the boys. So that the boredom acts could be treat with ice break likes Mr. Salam did, because the boredom act forced the students into passive respond, as they can't break the class their selves. And the competitive acts show better in girls' class without any stimuli. That's why the behavioral problem less found in girl's class.

¹¹Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 09.45 Wib in Teachers' office.

¹²Interview with Candrarowati as a student of class VIII B, 25th of April 2015. Time 11.20 Wib in the class

By understanding the reason behind behavioral problem and the characters of behavior, the teacher gives the treatment as follows;

- a. for those students trying to get attention, the teacher gives the attention they need
- b. for those students try to seek the power in the class, they behave like there is no teacher in the class, the treatment is reminding the student's responsibility and class' rules, and told them softly that teacher will helps in making student's responsibility.
- c. For those students who behave to take revenge to the teacher or their classmate, the treatment is depend on their act, sometimes enough by verbal reminding, touching, or if necessarily (if tends to make a fight) get the guidance of BK.
- d. Falling faith behavior, this behavior is not only found in boys, but also in girls. For active behavior shown in boys. But in girls, as passive respond shown, important the teacher to get aware and predict their action (the girls) and treat them by keep on giving motivation and cherish the students.

3. Last of learning process

In evaluation in the last teaching process, the usual questions and answer to remind about what learnt always done procedurally based on RPP, and in the last chapter there are formative evaluation.

As Mr. Joko Salam said;

“setiap akhir bab ada tes, sesuai dengan karakteristik materi, ada tes lisan, tes tulis, dan praktek. Tes tulis biasa saya gunakan untuk bab Aqidah Akhlaq dan SKI, tes lisan atau hafalan untuk bab Qur'an Hadist, dan tes praktek untuk fiqih”¹³

From the statement above, that the teacher used the different format for the test, it according to the material characteristic. So it's quite objectively to get the learning purpose, where the student's goal found is not only cognitive, but also affective and psychomotor. In order to students have skill to actualize their lives with Islamic values, this good enough to apply.

This formative evaluation is important to know how far the material has been mastered by the students. It's important also for PAI. The time was arranged well in RPP, about 2 hours 80 minutes. It's designed as enough time to measure the student's competence. The oral exam for example, at least 2 minutes enough for each student.

B. Organizing Students in the Classroom

As the subject in class management, the students has the right to managed the class, for this matter the master of class gives the opportunity to the student to make a self-government, to choose the seat, even to choose the material their selves. The students organizing was well arranged by the master of class, those activities are

¹³Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 09.50 Wib in Teachers' office.

1. Make self-government in the class

This activity is purposed to gives authority to the students to make the well class management. As they become a subject in the class management. In doing some class tasks, it usually managed by the students. This democratic ways will educated the students about the important of responsibility.

In both classes, the self-government is arranged. This governmental structure was well done often in girls classes. In boy's classes, it sometimes works but sometimes gets trouble in application. The choosing of chief in boys' class must well guide. If using some democratic ways such as public election. The candidate must be top rated in teacher's sight. In facing some classroom management problems happened in boys, that the real commander must lead the class.

2. Choosing a seat

Mr. Salam, Islamic teacher in Hidayatul Muftad'in Junior High School is an democratic teacher, he said that he never choose the seat for his students, but this activity do for a reason, often happened in the middle of teaching process or in the beginning. This deciding is based of sensory disturbance, some students have difficulties in sight has the front desk. This is done in order to help the students with the special needs.

“Untuk pembelajaran biasa saya gunakan model tatanan bangku tradisional, dan mereka bebas memilih dimana mereka akan duduk. Namun ketika pembelajaran menggunakan metode diskusi, mereka duduk berdasarkan grup diskusi yang ditentukan”¹⁴

Based on the statement above, the seat was designed according to the teaching method. When the teaching method are talkative method, presentation, or another method that is not requiring group discussion then the seat was set in traditional. And if the teaching method are discussion with the group of students the seat were set circling to each group.

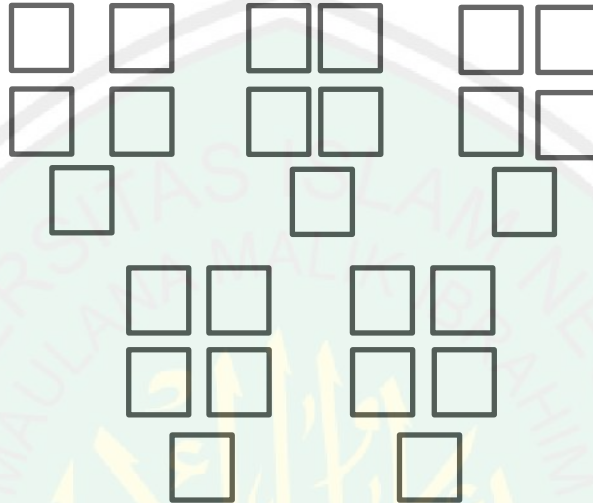
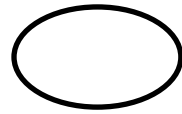
These are model of seat arrangement in the classroom:

Traditional form



¹⁴ Interview with Joko Salam, S.PdI As PAI teacher, 9th of July 2015. Time 18.00 Wib in the classroom.

Discussion Form



3. Student's discipline control

Controlling is one of the managerial activities. The discipline control was done by the teachers' shift. Hidayatul Muhtadi'in junior high school has 3 technic of discipline controlling as follows;

a. inner self controlling

Discipline relates to self-leadership. In Islamic education learning, there is one chapter in Qur'an Hadist purposed the students to do discipline in their life. In "Wal-Ashri" lesson about regarding time. This lesson often used by teacher to touch the student's selves from the deep heart by using SQ procedure. As Joko Salam, S.PdI said that,

"saya pernah menggunakan metode SQ dalam pembelajaran, awalnya hanya saya lakukan jika terkait dengan materi, namun saya semakin sering

menggunakannya untuk olah pikir siswa sesuai dengan misi sekolah. Dan saya sering menggunakannya untuk kelas laki-laki. Saat saya mengaplikasikannya hasilnya luar biasa murid saya satu persatu meneteskan air mata”¹⁵

In adolescent age, the mental at the age is unstable. It's quite difficult to discipline their selves except they have strong character. But the strong motivation is coming from inside the students. Then important for PAI teachers to motivate the student's discipline from their selves. It's a good way in purposing the PAI learning goal such as the behavior modification.

b. external controlling

External controlling, this strategy used by the school is fully controlling from the beginning of the time schedule until the last lesson for home. This controlled by 2 teachers in a day. In the beginning of lesson we used 5 minutes for reading Asmaul Husna every morning. In this time many discipline problems like coming late may appears especially boys.

In the last school day, there are praying together in the mosque for boys. This program is not applying on girls because of boarding school policy. And the mosque is besides the boarding school building, the students must walk for praying. This is a good discipline program in Islamic education learning also. By controlling and join the dhuhur prayer for all men teachers. It's

¹⁵ Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 09.55 Wib in Teachers' office.

quite influence to the outside students to not coming home after school.

c. cooperative control

In cooperative control, teacher and students make the discipline rules together to obey. In order to create well teaching learning process, a strong class rules well managed with the cooperative control by teachers and students.

In the class, the table of behavior and punishment as follows;

No	Behavior	Punishment
1	Coming late	Standing up
2	Doesn't do the assignment	Has adding tasks
3	Make a noise	Warning and contact interaction

4. Student's behavior organizing

From the observation, the researcher know that the formulation to keep the good behavior on students are the makes the well socio-emotional situation. The boarding school atmosphere was influence the school's climate. And for addition most of teacher has boarding school educational background. By this condition the outside students (who're not stay in boarding school) their behavior kept by the school's climate.

And the culture of school keep 3 aspect, those are well mannered, well communication, well behavior. On these 3 aspects, the sample was represented by teachers.

The students in both gender, they regards the rules. There is no serious relationship unlimited. Comparison with coeducational school, there are boys and girls sitting in a desk, or talking boys and girls in around the school or classes, sexual harassment for girls, making jokes, running chasing one another (boy and girl). In this school there are like those behaviors. They communicated among gender in such organization such OSIS and library officers. So than in relationship among gender, the single sex education system is better.

C. Organizing learning facilities

Organizing the learning support facilities will definitely help the fluency of class management. Those important facilities are;

1. Classroom equipments

a. Classroom arrangement

The classroom was designed by Kyai Ghozali Syarif (the founder of Hidayatul Muhtadi'in Junior High School). with the width of class is not according to government, but considering the law of separating class and the students condition at the time. The student at the first time forming have a class each grade. While the law forbidding the boys and girls in one class, cloth used to

separates the students. And there are 2 doors for each gender. But nowadays, the increase of students forces the separating class for genders.

Based on the observation, the classroom arrangement is well arranged, the size of class is 10x10 for 25 until 35 students. It's wide enough to make many kinds of seat for learning. the class designed with 2 doors, 6 windows, on a side and 2 small windows on the other side. And the other supporting materials for learning are;

- a. the president and vice president on the front wall
- b. educating pictures on the whole wall
- c. in some classes, decoration of Asmaul Husna around the class
- d. class structure and picket schedule by some decoration

Based on the data, there are 5 standard class and one bad class, this is caused by the bad class purposely is not built for class. For this class as special class for special students because is next to the students.

b. Seating Arrangement

Based on the observation, the seat and the desk for teacher are in the well condition the desk completely with drawer. And the seat position for students is still by traditional form. The seat

is facing to the whiteboard and teacher seat on the right of whiteboard. Based on the interview with Joko Salam, S.PdI

“di kelas memang susunan tempat duduk tradisional, namun dalam pembelajaran saya, saya menyesuaikan dengan metode pembelajaran. Ketika dalam metode diskusi yang mengharuskan anak-anak bertatap muka, saya mengubahnya dengan formasi kelompok, dan ketika metode presentasi, saya mengubahnya dengan formasi U”¹⁶

Based on the statement, the teacher are employing the flexibility of seat, the seat with desk unite with it. It easy to move with many kinds of seating arrangement. And the size of class also supports any teaching models. Then the teacher, could be used many kinds of teaching strategy without moving the class.

2. Learning tools

Based on the observation, the learning equipment was arranged well, those supporting facilities are such as

- a. marker ink for whiteboard marker, it organized by TU staff. The students fill in their selves.
- b. LCD, it kept in the cupboard with the key in the office. It used in the learning when necessarily
- c. visual aid for mathematics and science, are in the cupboard in the office, and used it necessarily
- d. Supporting book learning, among 3 years ago was sent by government. There are lesson's book from the past curriculum

¹⁶Interview with Joko Salam, S.PdI As PAI teacher, 19th of April 2015. Time 10.00 Wib in Teachers' office.

KTSP and curriculum 2013, and the supporting education book.



CHAPTER V

DISCUSSION

A. The problems of single gender class management by the teacher in Islamic education learning at Hidayatul Mubtadi'in Junior High School Singosari Malang

In the process of learning PAI, there are so many behavior problems on students which are never wanted. The disturbing action such as make a noisy, poking friends. The teacher just comes to the student's desk in order to make the students quite for a while. The most disturbing act is often to get the attention from surrounded. Then the teacher isn't gives too many attention but gives standard respond. According to Key Burke statement, almost the entire teacher ignore the disturbing act by knowing the accumulate problem which could thread the socio-emotional climate. It finds the way to not respond the student's problem personally. The point is on prevention.¹

The individual problem in class management is different based on gender, in the girl's classes; the problem is simpler than boys, the first problem is discipline, when the girls have comes late not more than 5 minutes, while boys could more. When the girls is only few students doesn't bring learning instrument, more students in boy class doesn't bring learning instrument. The second problem is the lack of focus, in girl class they have more than 15 minutes to listen the teacher, while boys cannot learnt without any moving or interrupting.

¹Jane Bluestin, op.cit., page xvii

The differences actions in both genders reflect the theory of cognitive process based on gender. As de munck said in his book;

Boys' brain tends to go into notable rest state than girls's brain do. For that if the classroom is not providing any stimuli, the male brains tend to sleep more quickly into a rest state. In the classroom, boys often try to avoid these natural male rest states by engaging in activities like tapping their pencils or poking their classmates²

In co-educational school, boys learnt almost in the same ways as girls by the same method. That's because the appearance of girls in the class make some good influences for boys'. In psychology the girls' development mature faster than the boys' this condition influence the boy's development.

So in different system, the behavior and characteristic of students are more visible by letting them in the separated class. And the reason to behave classified according to Dreikurs and Casse in Classroom management book by Mulyadi;

1. attention-getting behavior
2. power seeking behavior
3. Revenge seeking behavior
4. Disabled performance³

Attention getting behavior divided into 2 actions. Active, the behavior such as make a noise, show off, make a jokes, make questions. Passive, the child who is always tried to get helped by friends for that kid called lazy as usual. Attention getting behavior caused by wanted the attention to gain as purpose. In junior high school, these students are not tried to get teacher's attention only but more wide audience.

² Craig Erico Ogden, op.cit., page 48

³ Mulyadi, op.cit., page 13

Power seeking behavior is more deeply emotion than attention getting behavior. For active action, power seeking students try to lie, they don't want to follow the teacher's direction, and even openly shows debate opinions by teacher. As passive action, such a lazy student, oblivion, stubborn, and passively shows disobedient.

Revenge seeking behavior, this kind of behavior usually shows active action more than passive, as passive action showed by gloomy face students and never follows a teacher's instruction. But if they felt like defeated, active action shows violent behavior such as fighting.

Disabled performance could be found in condescending students. "No hope" feeling always in their mind. It caused by low achievement of score in the class or in school. And this action usually followed by retiring from any activity.

Based on gender, attention seeking behavior shows on student; (boys and girls), active and passive. But expressively boys show active behavior. Power seeking behavior shows on boys active and passive and for girls, passive action just on a few students. Revenge seeking behavior showed on boys in both action and passive, but for active acts such as do fighting just happened on few matters.

A group problem happened in class management is the adaptation. The adaptation problem especially the students from outside the boarding school, they gives strong powered in the class. While the boarding school students are familiar with the single sex education system in the class, but not for outside

students. Then the strong influence in behavior is coming from an outside group of students.

The group problem which happened in PAI learning is an adaptation. It effect no cohesive in the class, a conflict, even protest act. It's often powered by a student by disruptive behavior satisfies the class feelings. When a student has negative feelings caused by a teacher, he shares to his peers and trying to gather up the feelings, so for the others who have the same feeling but no temerity to express, he gives the impetus to demonstrate or express them. By this act, the group problem was build. In order to build an awareness of this problem, Lasslet and C.J Smith in his book "Effective classroom management" has argued,

In this circumstance, a teacher's critic or punishment on the individual's misbehavior is not the most effective way of stopping it. The key to altering the behavior of the disruptive pupil is to be found in altering the teacher's relationship with the class, by avoiding whatever he (the disruptive pupil) does which stirs up their resentment and prevents them from wanting to co-operate with him⁴

In group problem, a teacher's punishment which gives to the saboteur pupil personally is not the good way to prevent the bigger problem. And the most effective way is building the teacher's relationship with the class. Build awareness on disruptive pupil to redeem the resentment and prevents the others to not cooperate with some negative feelings.

⁴ R. Lasslet and C.J Smith, op.cit., page 62

B. The Management of Single Gender Class by the teacher in Islamic Education Learning in Hidayatul Muftadi'in Junior High School Singosari Malang

Hidayatul Muftadi'in Junior High School is an Islamic Private school which has limited time in teaching 2 hours in a week. But combining with the institution policy PAI lesson has 4 specific lesson as addition, those are Qur'an Hadis, Aqidah Akhlaq, Fiqh and SKI. While in the teaching process, there are many kinds of behavior problem which is disturbing the fluency of teaching-learning process, so the teacher forced to manage the class professionally. These are ways of class management in single sex education system at Hidayatul Muftadi'in Junior High School.

1. Organizing Teaching Learning Activities

From the research result ascertainable that organizing teaching learning activities was done well. In teaching planning, the Islamic Education teacher was capable to make the Syllaby and RPP. And in the teaching learning process, the teacher is capable to manage the class by considering the different of gender class.

In teaching PAI lesson in Hidayatul Muftadi'in Junior High School the teacher was emphasize on well apperception in gaining pupils' attention. This is important things considering the majority of students have studied at traditional muslim school which built the understanding of Islam already.

The apperception was done in both genders, especially in boys' class. The teacher aware about the boys has shorter attention in the class. So he makes a creative apperception that forced the student's move. Well apperception could be done by many ways such as giving the wide range of text that will be read by students as main context of lesson. This ways has been tested in research in England by (Younger and Warrington, 2005);

.... This effort focused less on the actual teaching of reading and more on encouraging boys to become successful and satisfied readers. The approach involved making a wide range of text available to stimulate and sustain boys' interest and to build confidence through paired reading. A critical aspect of the approach was a decision by teachers to give boys time to talk about and reflect on what they read, to share their ideas about the text and to identify what specific things they enjoyed in the text⁵

So this way can be conclude as follows; The First is making a wide range of text (the whole lesson talking about), The Second is used students' center to read the text, could be paired reading or group, to build the confidence in reading and understanding text, The last is individual focus by giving time on share the ideas, reflecting what they read and identify the specific things. So the first step is must be strong to sustain the boys' interest. This is well apperception.

In the core of teaching learning, the disturbing behavior should be appear. Based on gender, the treatment on both gender should be differentiate, that's why single sex education held to separate the

⁵ Austin Independent School District, op.cit., page 14

students and treat them differently. Leonard Sax has present in his book, why gender matters about the boys and girls learnt differently. He presents about the newborn boys and girls see and hear differently. They draw differently, when asking what a drawing is, girls typically respond with the nouns and boys respond with the verbs.⁶

2. Student's organizing in the class

From the research result, Hidayatul Muhtadi'in Junior High School used many ways to make conducive condition in teaching learning process, those are making self-government, discipline control, and behavior control.

In behavior controlling the school's rule is according to the society norms. And it has support by Hidayatul Muhtadi'in boarding school, they have accustomed the students by well-mannered habit such as give greetings each other's, well-mannered conversation, lower the voice in talking with the elder. This boarding school culture was helping the teacher in organizing the students at the class. So the students could be amoral human in the society.

In teaching learning process the teacher walks surround the class by looking at pupil's visage, in order to gives attention to all pupils. While many minor irritation happened, such as makes noise, chattering, shuffling feet or papers, unnecessary coughing. The teacher gives warning according to the disruption frequent.

⁶ Gerald W Bracey (independent researcher), *Separate but Superior: A review of Issues and Data Bearing on Single Sex Education* (Published Review, 2006)page 10

If apparent ignorance is not working, the next stage requires an attempt to inhibit the unacceptable behavior by making it clear..... Once eye contact has been made, the teacher signal may take the form of gestures such as using a frown, raised eyebrows, shake of the head or wave of an admonishing forefinger..... If signal has failed, restlessness and excitement may be calmed by the physical proximity of the teacher. Just by being close at hand, the teacher can provide a source of protection and orientation. Most children will stop irrelevant activity and chatter and resume their work once a teacher is near⁷

This statement provides the way of warning the small irritation by disruptive pupil. Based on frequent irritation, the teacher gives warning as follows:

1. Ignorance
2. Signal interference, such as eye contact, raised eyebrow, shake the head, wave an admonishing forefinger
3. Physical proximity control
4. Voice warning

More explained in the book, the voice warning must be important to gives line that the pupil have bigger problem in contradict with the teacher. So the behavioral reason should be aware. In the boys' class, the Islamic teacher has already known the typical of behavior that shown by students. So he was grouping the students by behavioral reason behind. Then he would choose the best treatment to manage the students.

In order to overcome the power seeking behavior, the teacher used the same ways "power approximation". For those who seldom do

⁷ R. Lasslet and C.J Smith, op.cit., page 36

the home assignment, the teacher pressure them by making class agreement. This is done in order to keep the students' discipline and independent.

The approximation that the teacher used in order to keep the conducive class is not by one approximation. He used many approximations for this known by "pluralistic approximation". As Euis Karwati and Donni Juni Priansa said in "Classroom Management" that Pluralistic Approximation is class organizing by using many kinds of approximation in order to create and keep the learning condition effectively and efficiently.⁸

3. Learning facilities organizing

From the research result, Hidayatul Muhtadi'in Junior High School in the formation of classroom management and another learning facilities organizing, all designed by the founder of Hidayatul Muhtadi'in Junior High School considering the single sex education system used. Although the classroom wide and form was innovated to support the single sex education system, it still refers to UU SISDIKNAS no. 20 tahun 2003 and PP no. 19 tahun 2005 about classroom minimal criteria.

⁸ Euis Karwati dan Donni Juni Priansa, op.cit.,page 15

The classroom and facilities organizing is designed following the class organizing principle, according to Loissel (Witanaputra 2003:9-22) are:⁹

1. Visibility, the placement of the things aren't disturbing students' and teacher's sight.
2. Accessibility, facilitate the students to take the learning facilities in the middle of teaching learning process.
3. Flexibility, the things in the class should flexible to move.
4. Pleasure, it is including lighting, temperature, compactness and graciously

⁹ Ibid., page 47

CHAPTER VI

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the finding and data analysis about single sex classroom management in Islamic education at Hidayatul Mubtadi'in Junior High School could be concluded that

1. The problem in single sex classroom management at Hidayatul Mubtadi'in Junior High School is divided into 2;
 - a. Individual problem, this problem emphasize on behavioral problem, it could be treat by understanding characters of behavior. Based on gender, the behavior characteristic in boys' are active, and in girls are passive.
 - b. Group problem, the same problem happened in both gender. The class is not cohesive condition caused by adaptation difficulty. In treating this problem, the personally punishment is not the best way, but building the relationship with the students is a better way.
2. The way of classroom management in Hidayatul Mubtadi'in Junior High School in Islamic education learning are:
 - a. Organizing teaching learning activities

Organizing teaching learning activities has well managed by teachers, following direction of national curriculum. In teaching learning process, the teacher has to differ in students' treatment while

delivering subject caused by the different behaviors character on gender.

b. Students' organizing in the class

Students' behavior is controlled by making school rules and implementing society's norm in the school. The teacher has kept the well relationship with the students. In in order to keep the conducive class, the teachers used at least 2 approaches to treat the disruptive action.

c. Learning facilities organizing

Learning facilities organizing is well done in Hidayatul Muftadi'in. Although some problem happened such as the lack of facilities that support the Islamic learning such as prepared Islamic videos interaction, Musholla is little bit far from the school. But to keep the available facilities, facilities division has quick respond to treat the broken facilities as well.

B. SUGGESTION

1. The Classroom management in Hidayatul Muftadi'in Junior High School cannot declare the well management. Because of many lacks in management objects, facilities and students so the Islamic education, the headmaster, all the division and teachers supports are needed especially in keeping the socio emotional in the class and well relationship with the students. So it suggested to the teachers to find out the way of managing

single gender classroom by reading some research or join the single sex education teacher training.

2. Based on gender, the psychology development is different, it so the learning model actually could be differ. It's good enough that teacher already aware about it. But in teaching strategy must be develop as well to get the learning purpose in both genders. In fact in single sex classroom, the boys has left behind by the girls in cognitive and affective. Beside the support of single sex education has get the students focus in study by reducing the stereotyping in genders. The teaching on gender in junior high school grade must be developing in many researches. So it suggested the teacher held the classroom action research to find the appropriate strategy in teaching gender.
3. In Islamic education learning, the single gender classroom is a good way in creating the class condition to keep the Islamic culture. And by supporting the society's norm, this system must be maintained. But the way in classroom management to get learning purpose with the cognitive aspect must be found. So it suggested the PAI teacher should be creative as well to innovate the teaching strategy in Islamic education learning.

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Attachment**Foto Observasi**

Foto Seluruh Kelas

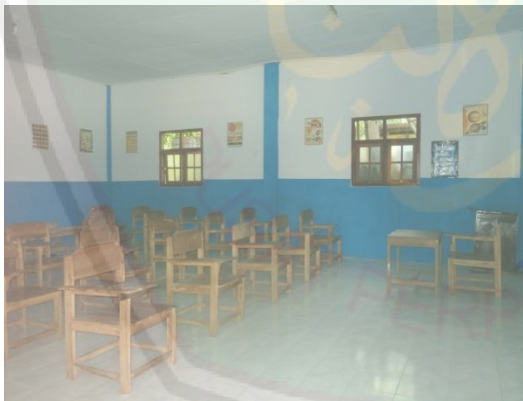


Foto Pembelajaran PAI (Fiqh-Praktikum)











Foto Interview



THE STATE ISLAMIC UNIVERSITY OF MAULANA MALIK IBRAHIM MALANG
TARBIYAH AND TEACHING TRAINING FACULTY
Jalan Gajayana Nomor 50 Telepon (0341) 552398
Faksimile (0341) 552398
Website : www.tarbiyah.uin-malang.ac.id


EVIDENCE OF CONSULTATION

Name : Elka Ratiyana
Number of Student : 11110141
Faculty/Program : FITK/Islamic Education
Advisor : Dr. H. Nur Ali, M.Pd
Title of Skripsi : The Management of Single Gender Class in Islamic Education
Learning at Hidayatul Mubtadi'in Junior High School Singosari
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The Head of Islamic Education Program


Dr. Marno M. Ag
197208222002121001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
<http://tarbiyah.uin-malang.ac.id> email : psg_uinmalang@ymail.com

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05 Maret 2015

Kepada
Yth. Kepala SMP Plus Hidayatul Mubtadiin Singosari Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Elka Ratiyana
NIM : 11110141
Jurusan : Pendidikan Agama Islam (PAI)
Semester – Tahun Akademik : Genap - 2014/2015
Judul Skripsi : *The Management of Single Gender Class in Islamic Education Learning at Hidayatul Mubtadiin Junior High School Singosari Malang*

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

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Dr. H. Nur Ali, M.Pd
NIP. 19650403 199803 1 0024

Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip





YAYASAN HIDAYATUL MUFTADI'IN KEMBANG SMP PLUS HIDAYATUL MUFTADI'IN SINGOSARI

"TERAKREDITASI - B"

NSS: 204051805348 - NPSN: 20558301

Jl. Kembang No. 2 Purwoasri Singosari Malang 65153 Telp. (0341) 441339

Laman: smpkembang.wordpress.com - Email: smphmsg@gmail.com

SURAT KETERANGAN

Nomor : 394/SMP+HM/v/2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Plus Hidayatul Muftadi' in Singosari Malang menerangkan bahwa :

Nama : ELKA RATIYANA

Strata : S1

No. Induk Mahasiswa : 11110141

Jurusan : Pendidikan Agama Islam

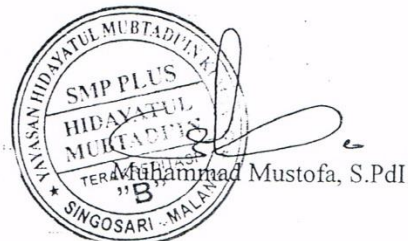
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Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Malang, 16 Juni 2015

Kepala Sekolah,


Muhammad Mustofa, S.PdI