



## Classroom Management Strategies in Fiqh Learning on the Material of Obligatory Prayers at MI An Nur Krian Sidoarjo

Kusnul Munfa'ati<sup>1</sup>, Sinta Wahyuningsih A.<sup>2</sup>, Siti Zumaro<sup>3</sup>

<sup>1,2,3</sup>Institut Agama Islam Uluwiyah, Mojokerto, Indonesia

Corresponding Author: [khusnul@lecturer.uluwiyah.ac.id](mailto:khusnul@lecturer.uluwiyah.ac.id)

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### Abstract

This study aims to describe the classroom management strategies applied in Islamic Jurisprudence (Fiqh) learning, specifically the material of Fardhu Prayer for second-grade students at Madrasah Ibtidaiyah (MI) An Nur Krian. The background of this study emphasizes the importance of theoretical Islamic Jurisprudence learning. It includes practical, affective, and spiritual approaches, which are specifically adapted to the developmental characteristics of children of Madrasah Ibtidaiyah age. A qualitative descriptive method was used with observation, interviews, and documentation data collection techniques. The results of the study show five main strategies used by teachers: (1) learning planning based on direct prayer practice, (2) classroom arrangement resembling rows, (3) use of visual media such as motion cards and learning videos, (4) reinforcement of positive behavior through rewards and praise, and (5) an affective and spiritual approach in which the teacher acts as a role model. These strategies effectively create a conducive classroom atmosphere, increase student engagement, and foster internalization of sincerity in worship. This study confirms that appropriate classroom management in Islamic Jurisprudence learning significantly influences the success of value-based religious education in early childhood. These findings can be a reference in developing a fiqh learning model based on character formation and practical experience in Islamic elementary schools.

**Keywords:** Classroom Management, Fiqh, Obligatory Prayer, Madrasah Ibtidaiyah, Islamic Education

### Introduction

Education at the Madrasah Ibtidaiyah (MI) level plays a crucial role in shaping children's character and spirituality from an early age. In this context, Islamic jurisprudence (Fiqh) learning plays a strategic role in practically instilling Islamic values, including topics on worship such as obligatory prayers. The obligatory prayer material taught in grade 2 of the Madrasah Ibtidaiyah level should be introduced as knowledge and directed more towards developing students' religious habits and attitudes. (Nur, 2023).

However, Islamic jurisprudence (Fiqh) learning often faces challenges such as low student engagement, students' tendency to lose focus, and teachers' approaches inconsistent with the developmental characteristics of elementary school-aged children. Many teachers emphasize cognitive aspects over practical and affective approaches, resulting in students having difficulty fully understanding and performing prayers. (Hasan Ruzakki & Hosaini, 2021). Students at this age need direct experience, familiarization, and role models to internalize the values of worship.

Effective classroom management is key to meeting these challenges. Teachers must employ strategies that regulate classroom behavior and atmosphere and encourage active participation, comfortable learning, and spiritual engagement (Mayzy Az-Zahra Putri et al.,

2025). Unfortunately, there is still little research specifically examining how classroom management strategies are applied in Islamic jurisprudence (Fiqh) instruction, particularly in the obligatory prayers (Shalat) topic in elementary school (MI) classrooms. Most studies tend to be general or emphasize behavioral management without considering the spiritual dimension within the madrasah context.

Based on this background, this study aims to describe the classroom management strategies implemented by teachers in Islamic jurisprudence (Fiqh) learning, specifically for second-grade obligatory prayers at MI An Nur Krian. It also identifies how these strategies support student engagement and create a meaningful learning environment. This research is expected to fill the literature gap and serve as a practical reference for MI teachers in designing more contextual and valuable classroom management.

## **Literature review**

### **Classroom Management**

Classroom management is a fundamental element in the success of the learning process. In elementary education, classroom management encompasses not only the physical arrangement of the classroom but also the management of student behavior, the dynamics of social interactions, and the creation of a conducive learning climate. Effective classroom management will create a safe, orderly learning environment that supports the achievement of learning objectives (Susanto et al., 2025).

Classroom management encompasses a teacher's ability to create and maintain optimal learning conditions and handle distractions that hinder learning. This includes strategies for encouraging student engagement, establishing classroom rules, and using appropriate reward and consequence techniques (Yunita et al., 2024).

From an Islamic perspective, classroom management also involves moral and spiritual values. Teachers are not only instructors but also moral educators. Therefore, classroom management in madrasahs must combine a pedagogical approach with religious values (Safitri, et al., 2025).

Research by Çelik and Arikan (2021) shows that teachers with well-developed classroom management strategies successfully build positive student relationships and foster an active learning environment. These strategies include open communication, consistency in rules, and empathetic responses to student behavior. Therefore, good classroom management results from careful planning, understanding student characteristics, and the teacher's reflective ability to adapt their approach to evolving classroom dynamics (Alotaibi, 2020).

### **Jurisprudence Learning in Elementary Madrasahs**

Fiqh (Islamic jurisprudence) learning in elementary schools aims to instill a basic understanding of Islamic law that is practical and applicable to everyday life. One of the topics taught in second-grade MI students is obligatory prayer, which includes an introduction to the names of obligatory prayers, their times, the requirements and pillars of prayer, and practical prayer movements and recitations (Mahmud, 2022).

According to Arifin (2019), Islamic jurisprudence (Fiqh) learning at the elementary level must be designed to suit the psychological development of students still at the concrete

operational stage. This means the learning approach must be concrete, visual, and involve hands-on activities such as prayer practice. This is also supported by Gunawan (2021), who emphasized that Islamic education at the elementary level should combine affective, cognitive, and psychomotor approaches in an integrated manner. The material on obligatory prayers in grade 2 of Islamic elementary school (MI) consists of: the definition of obligatory prayers, the types of obligatory prayers, the times for performing obligatory prayers, and prayer movements and recitations.

Learning about obligatory prayers can also be maximized through hands-on learning and habit-building, where teachers guide students through prayer repeatedly and gradually (Diani & Wulandari, 2022). This learning is reinforced using visual media such as prayer movement posters and video recordings, which are effective for lower-grade students (Izzaty & Pohan, 2020).

Thus, Islamic jurisprudence (Fiqh) instruction on obligatory prayers in second-grade Islamic elementary schools (MI) is not merely theoretical but must be built through hands-on experience and habituation. This aligns with the principle of learning by doing in elementary Islamic education (Rahman & Nurhayati, 2020).

### **Classroom Management Strategies in Fiqh Learning on the Material of Obligatory Prayers**

Classroom management in Islamic jurisprudence (Fiqh) requires adaptive and contextual strategies, particularly in the obligatory prayers for second-grade Islamic elementary school students. Second-grade students are at the concrete operational cognitive development stage, so teachers must combine visual approaches, hands-on practice, and the reinforcement of spiritual values (Gunawan, 2021).

One important strategy in classroom management is practice-based learning planning, where teachers explain the theory of prayer and provide opportunities for students to practice the movements and recitations repeatedly. This strategy effectively fosters students' understanding and skills in worship (Mahmud, 2022).

Furthermore, flexible seating arrangements can support the teaching of obligatory prayers, such as forming rows during congregational prayer practice. Teachers can also use prayer movement props or instructional videos to clarify instructions and enhance students' visualization of prayer movements (Diani & Wulandari, 2022).

Reinforcing positive behavior through rewards such as praise, stickers, or applause has also been shown to help maintain students' attention and increase their motivation to learn (Çelik & Arikan, 2021). This strategy helps create a fun and relaxed classroom atmosphere appropriate for the characteristics of elementary school-aged children.

Equally important is the teacher's affective approach. Building personal relationships with students, instilling the value of sincerity in worship, and setting an example in prayer are all part of an Islamic character-based classroom management strategy (Hasanah & Yusuf, 2021).

Thus, an effective classroom management strategy in learning Islamic jurisprudence about obligatory prayers for grade 2 MI students combines cognitive, psychomotor, and affective strategies and consistent habituation (Zahroh & Choiriyah, 2021).

## **Previous Studies**

Several researchers have researched classroom management in Islamic Jurisprudence learning in Madrasah Ibtidaiyah. However, the research is still general in nature and has not specifically discussed classroom management strategies for learning obligatory prayer material for lower grade levels.

In their research, Zahroh and Choiriyah (2021) demonstrated that improving teachers' classroom management skills positively impacted students' learning motivation. They found that teachers with effective classroom management strategies could increase student engagement and concentration in Islamic jurisprudence (Fiqh) learning activities. However, this study did not specifically examine teachers' strategies for delivering religious instruction, such as prayer, which is psychomotor and affective.

Research by Hasanah and Yusuf (2021) highlights the effectiveness of religious and humanistic classroom management in madrasas. Teachers who consistently build personal communication and instill Islamic values can create a conducive learning environment. However, this study is limited to general aspects of student social behavior.

Meanwhile, research by Çelik and Arikan (2021) focused more on comparing classroom management strategies between novice and experienced teachers in various countries. They concluded that teachers' planning readiness and reflective skills largely determine successful classroom management. Although the context is not a madrasah, the results of this study remain relevant as a reference for developing practice-based classroom management strategies.

Mahmud's (2022) research emphasizes the need for hands-on learning methods to teach children Islamic jurisprudence. He stated that overly theoretical learning tends not to foster in-depth worship habits. Therefore, classroom management strategies that support practical activities are crucial in teaching obligatory prayers.

These various studies demonstrate the need for more specific studies on classroom management strategies in Islamic jurisprudence (Fiqh) instruction, particularly on obligatory prayers for lower-grade MI students. This research is expected to fill this gap.

## **Research method**

### **Research Design**

This study uses a qualitative descriptive approach aimed at in-depth descriptions of classroom management strategies implemented by teachers in the Fiqh (Islamic jurisprudence) teaching of obligatory prayers for second-grade students at MI An Nur Krian. This approach was chosen because it is appropriate for examining educational phenomena in a natural context and observing how interactions between teachers, students, and the classroom environment occur in real-life situations (Sugiyono, 2019).

### **Data Collection Instruments**

This study's primary instrument was the researcher, equipped with observation guidelines, interview guidelines, and documentation sheets. Observations were used to observe

teacher and student behavior during the learning process. Interviews were conducted to explore designed strategies and teacher reflections on classroom management. At the same time, documentation was used to review lesson plans/teaching modules, learning media, student attendance, learning journals, and student grade books (Moleong, 2018).

### **Participants/Samples**

The research subject was a second-grade Islamic jurisprudence teacher at MI An Nur Krian, who taught the obligatory prayers. Meanwhile, indirect participants included all second-grade students as observers of their behavior and engagement in learning. Participants were selected using purposive sampling based on their suitability to the research focus (Creswell, 2016).

### **Data Collection Procedures**

Data was collected during the Fiqh learning process with the following procedures:

1. Direct observation of the teaching and learning process, focusing on teacher strategies in managing the class, seating arrangements, use of media, and student responses.
2. Semi-structured interviews with grade 2 Fiqh teachers, covering aspects of classroom management strategies, learning strategies, learning media, classroom management difficulties, and the value approach used.
3. Documentation of learning tools such as lesson plans/teaching modules, learning media, student attendance, learning journals, and student grade books.

### **Data analysis**

Data were analyzed through data reduction, presentation, and conclusion drawing, following the Miles and Huberman model. Data reduction was carried out by filtering relevant information from observations and interviews. Next, the data were presented in narrative form and tables of findings. Conclusions were drawn inductively, referring to patterns in field findings and their relationship to the theories and literature used (Miles, Huberman, & Saldaña, 2014).

### **Results/Findings**

This research was conducted at MI An Nur Krian, with a second-grade Fiqh teacher and students as subjects. Data were collected through classroom observations, in-depth interviews with the teacher, and documentation studies of learning materials. The research focused on classroom management strategies for teaching obligatory prayers.

#### **1. Practice-Based Learning Planning**

Teachers develop lesson plans (RPPs) that emphasize practical aspects. These RPPs allocate specific time for practicing prayer movements, recitations, and simple spiritual reflection. Learning objectives encompass not only cognitive aspects but also affective and psychomotor aspects. This aligns with the integrative principle in Islamic jurisprudence (Fiqh) learning (Mahmud, 2022).

#### **2. Physical Arrangement and Classroom Environment**

The classroom is arranged to resemble a prayer row formation. The space is provided to allow students ample space to practice the prayer. Teachers also use mini prayer mats as aids.

Observations show that students become more enthusiastic and actively engaged when the classroom atmosphere is conducive to practice (Gunawan, 2021).

### 3. Use of Visual Media and Teaching Aids

Teachers use tools such as prayer movement picture cards, prayer reading posters, and short videos about prayer procedures. This media is used before practice begins to strengthen students' initial understanding. According to students interviewed, visual media helped them remember movement sequences (Izzaty & Pohan, 2020).

### 4. Positive Behavior Reinforcement Strategies

Teachers implement simple reward systems such as "prayer stars" or stickers for students who correctly complete the exercises. They also offer verbal praise, such as "Masha Allah, that is a great move!" to strengthen student motivation. This strategy effectively increases student engagement during learning (Çelik & Arikan, 2021).

### 5. Affective Approach and Value Habituation

Teachers consistently provide personal attention to students, such as gently calling them by name, guiding them during movement practice, and incorporating spiritual messages about sincerity in prayer. Students are also accustomed to reciting prayers before entering class and short dhikr (remembrance of God) after prayer practice. This approach creates a meaningful and spiritual learning environment (Hasanah & Yusuf, 2021).

Table 1. Findings of Class Management Strategies by Class 2 Islamic Elementary School Fiqh Teachers

No	Strategic Aspects	Field Practice Description
1	Learning Planning	RPP contains direct practice, affective, and spiritual objectives
2	Classroom Arrangement	Shaf formation, mini prayer mats, spacious classroom
3	Instructional Media	Prayer movement cards, videos, and reading posters
4	Reinforcement of Positive Behavior	Rewards, verbal praise, star stickers
5	Affective Approach and Spirituality	Teacher's example, group prayer, personal greeting, sincere reflection

In addition, researchers also found findings from the results of observations and interviews, and obtained the following data:

1. Students are more active and participatory during practical sessions than during theoretical explanations.
2. Teachers are more successful in creating orderly and conducive classes using visual media.
3. Simple rewards impact students' disciplined behavior in following prayer movements.
4. The teacher's affective approach becomes a reinforcement in instilling the meaning of prayer (Kunaifah, 2024).

## Discussion

The research results show that the classroom management strategies implemented by the Fiqh teacher in grade 2 of MI An Nur Krian are highly contextual and responsive to the

characteristics of elementary school-aged students. These strategies address the classroom's physical aspects and the students' psychological, affective, and spiritual aspects.

One of the most significant findings was the success of the hands-on practice strategy and classroom layout adapted to prayer. This aligns with Gunawan's (2021) opinion that elementary-age students require a concrete and hands-on approach to understanding religious concepts. By arranging the classroom to resemble prayer rows and providing props, students understand the theory and experience the actual process of worship.

Positive behavioral reinforcement strategies through rewards and verbal praise also contribute significantly to creating a conducive classroom atmosphere. In this context, the research findings corroborate the findings of Çelik and Arikan (2021), who found that positive reinforcement can improve student discipline and motivation, especially when provided consistently and relevant to learning activities.

Visual media such as movement cards and videos also support understanding prayer movements, especially for students who are not yet proficient in reading. This confirms the findings of Izzaty and Pohan (2020), who stated that visual media play a significant role in information processing in young children still in the concrete operational stage.

Furthermore, teachers' affective approaches are a key strength in classroom management. Teachers are not only instructors but also spiritual guides, personally guiding students in their worship. This aligns with the view of Hasanah and Yusuf (2021), who emphasize that madrasa teachers have a dual role: as educators and moral educators.

Fiqh learning cannot be separated from the affective and spiritual dimensions. Therefore, classroom management strategies in this context are not simply about organizing the technical aspects of learning but must also incorporate values and role models, as Mahmud (2022) argued in his study of worship learning at the elementary level.

By integrating hands-on practice, positive reinforcement, visual media, and spiritual approaches, the Islamic Jurisprudence teachers at MI An Nur Krian have demonstrated that effective classroom management in teaching obligatory prayers requires a holistic and contextual strategy.

## **Conclusion**

Based on the research findings, it can be concluded that the classroom management strategies implemented by the Islamic Jurisprudence (Fiqh) teachers at MI An Nur Krian in teaching the obligatory prayers for grade 2 reflect a holistic, contextual, and responsive approach to the development of elementary school students. These strategies include:

1. Practice-based learning planning emphasizes direct student involvement in prayer movements and readings.
2. Classroom layout that supports worship activities, such as row formations and aids such as mini prayer mats.
3. Visual media can be used to strengthen the understanding of students who are not yet fluent in reading.
4. Reinforcement of positive behavior through simple rewards and praise has been proven to increase student focus and discipline.
5. Affective and spiritual approach, where the teacher acts as an example and fosters the value of sincerity in worship.

These strategies create a conducive, meaningful classroom atmosphere and encourage the natural internalization of Islamic values from an early age.

### **Declaration of conflicting interests**

This study is limited by its location and number of participants, focusing on only one madrasah. The results may not be widely generalizable to other madrasah contexts with different characteristics. Therefore, further research is recommended with a broader scope and a mixed-methods approach, further exploring the effectiveness of each strategy in improving student learning outcomes, both cognitively and affectively.

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