



The Implementation of Humanist Education-Based Classroom Management in Madrasah Ibtidaiyah Muhammadiyah Semanu

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ABSTRACT

This study examines classroom management based on humanist education at Madrasah Ibtidaiyah Muhammadiyah Semanu (MIM Semanu). The study aims to describe the implementation of classroom management and identify the factors that support and hinder it. A descriptive qualitative research method was employed, involving the principal, homeroom teachers for grades 1-4, and students as subjects. Data collection techniques included interviews, observations, and documentation, with data validity ensured through triangulation of sources and techniques. Data analysis followed Miles and Huberman's framework, encompassing data collection, reduction, presentation, and conclusion drawing. The results of this study indicate that MIM Semanu has implemented humanist classroom management practices, including strategic seating arrangements, educational classroom decorations, adequate ventilation and lighting, and structured class management. Guidance is provided in a friendly and fair manner, and student grouping is attractively organized according to class conditions. Supporting factors include adequate facilities and infrastructure, enthusiastic students, and innovative educators. Conversely, inhibiting factors comprise some students' difficulties in receiving material, lack of awareness of obligations, and the diversity of students, which complicates the provision of personalized attention.

ABSTRACT

Penelitian ini mengkaji manajemen kelas berbasis pendidikan humanis di Madrasah Ibtidaiyah Muhammadiyah Semanu (MIM Semanu). Tujuan penelitian adalah mendeskripsikan penerapan manajemen kelas dan faktor-faktor yang mendukung serta menghambatnya. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan subjek kepala sekolah, guru wali kelas 1-4, dan peserta didik. Teknik pengumpulan data meliputi wawancara, observasi, dan dokumentasi dengan keabsahan data melalui triangulasi sumber dan teknik. Analisis data mengikuti teori Miles dan Huberman, yang mencakup pengumpulan data, reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa MIM Semanu telah menerapkan manajemen kelas humanis dengan pengaturan tempat duduk, hiasan kelas yang mendidik, ventilasi dan pencahayaan yang baik, serta pembentukan kepengurusan kelas. Bimbingan dilakukan secara ramah dan adil serta pengelompokan peserta didik diatur menarik sesuai kondisi kelas. Faktor pendukung meliputi sarana dan prasarana yang memadai, semangat peserta didik, dan pendidik yang inovatif. Sedangkan faktor penghambat mencakup beberapa peserta didik yang kesulitan menerima materi, kurangnya kesadaran akan kewajiban, dan keragaman peserta didik yang menyulitkan pemberian afeksi.

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Introduction

Current educational practices often lack the cultivation of human values in students, focusing more on cognitive aspects than ethics and aesthetics (Siti, 2018). The quality of a good education depends on a variety of factors, one of which is effective classroom management. Fajri (2019) stated that important factors in education include student input, facilities and infrastructure, teaching materials, and human resources (teachers). Good and creative classroom management is needed to create a conducive learning atmosphere, in line with the views of Sodikin (2022) and Suryana (2017), who emphasized the importance of teacher skills in creating a fun and responsible learning environment. (Parveen et al., 2024)

Classroom management is very important in the learning process because it can affect the control of the course of learning and student behavior. Juliana M (2021) underlined that classroom management aims to control student behavior and create a conducive atmosphere. In addition, Widyaningrum and Hasanah (2021) added that classroom management has a direct impact on the success of student learning both in terms of attitude and knowledge. Therefore, classroom management must be carried out effectively in order to maximize student learning outcomes.

The optimal implementation of classroom management can be seen from the condition of the classroom during learning, where students feel comfortable, safe, and calm. Darmasya in Mahmudah (2018) emphasized that comfortable classroom conditions include good interaction between teachers and students, as well as an environment that supports learning. If classroom management is not optimal, then student learning outcomes can be negatively affected (Afiif, 2016). It is important for teachers to pay attention to the needs of students and create close collaboration to realize humanistic education. (Faizah Andriani & Rindanigsih, 2024; Parveen et al., 2024; Yang, 2024)

Humanist education-based classroom management focuses on learners and creates a fun and mutually supportive learning environment. Humanist classroom management is important to be applied in elementary schools to create an optimal learning atmosphere. This study aims to examine the implementation of humanist education-based classroom management in MIM Semanu and describe its supporting and inhibiting factors. (Heo et al., 2021; Hurwitz, 2017; Karim et al., 2024) (Dahlan, 2020a, 2020b; Irmayanti, 2021; Mukhyidin et al., 2020; Qosim et al., 2024; Wantini et al., 2022)

The strength of the article lies in its relevance to Islamic education studies, especially in exploring humanist-based classroom management in madrasah contexts. However, the article's weakness is the limited emphasis on integrating core Islamic values such as *tawazun* (balance) and *ta'dib* (discipline) into the concept of humanist education, which was not elaborated in depth. Additionally, the theoretical contribution is constrained because the study is based on a single case in a rural madrasah, limiting its generalizability. Improvements have been made by enhancing the discussion of Islamic educational values and connecting them with the practical findings, thus strengthening the article's theoretical foundation.

Methods

Research Design

This research employed a qualitative descriptive design aiming to understand educational realities inductively through narrative elaboration. A qualitative approach was chosen as it allows in-depth exploration of humanist-based classroom management

practices in a natural setting. The focus was on describing the actual implementation and identifying supporting and inhibiting factors within the madrasah context.

The research subjects included the principal, homeroom teachers for grades 1–4, and students. Sampling focused on key individuals who directly manage classroom activities daily. The perspectives of students were captured through classroom observations. Parents' perspectives were not included, as the research was limited to internal classroom management practices. This purposive sampling ensured rich, relevant data from those most involved in the studied phenomenon.

Data were collected through three techniques: interviews, observations, and documentation analysis. Interviews were conducted using semi-structured guides to gain detailed insights (Rahmat in Thalha, 2019). Observations involved directly monitoring classroom management practices (Nurjanah & Anggraini, 2020). Documentation, such as classroom layouts and educational materials, was analyzed to triangulate findings (Jailani, 2023). Instruments included interview sheets, observation checklists, and documentation templates (Adib, 2017).

Data analysis was performed interactively and continuously following the Miles and Huberman model (Rosyidah et al., 2021), involving data collection, reduction, display, and conclusion drawing. Thematic analysis identified key patterns and meanings. Deeper interpretation was emphasized, particularly examining why the "U" seating formation was deemed effective in MIM Semanu, considering the school's rural sociocultural context, which differs from findings in other educational settings.

Results and Discussion

Humanist Education

A. Peace, meekness, and tolerance

Peace, gentleness, and tolerance are part of humanist education. Observations on July 29, 2024 are known to create peace, namely students forgiving each other when fighting with each other. This is applied in teaching and learning activities in schools to create a healthy, conducive, and harmonious environment. The principal of SS revealed, that:

"To create peace, we should minimize as little as possible no fights. If there is a fight after that (after a fight), we sit with the child who is fighting and then to forgive each other." (Interview, July 29, 2024)

Based on the results of observations and interviews, MIM Semanu tried to prevent fights by reconciling disputing students and asking them to forgive each other. To create peace and gentle behavior in the classroom, each homeroom teacher has his or her own method. The homeroom teacher of grade 1 MN explained, that:

"To overcome noise in the classroom, methods such as "Snake Voice" and "Night Pat" are used. In addition, in guiding students, teachers apply a polite and patient approach, because harsh methods can make students afraid and not understand. (Interview, August 1, 2024)

Then through an interview with the 2nd grade homeroom teacher, RAM added, that:

"To condition the classroom so that it is calm and peaceful, I usually use ice breaking. And also what is clear when providing material must be able to control emotions, in order to provide calm learning services as much as possible" (Interview, August 1, 2024)

From the results of the interviews of the 1st and 2nd grade homeroom teachers above, it can be known that to create peace and gentle valley behavior in learning in grades 1 and 2, namely by providing codes and doing ice breaking. Reflecting a gentle attitude in teaching, namely staying with good, polite, and patient delivery so that the material is more comfortable in front of students. Meanwhile, the ATW 3rd grade homeroom teacher added, that:

"To create peace in the classroom, I make class agreements that are approved by students, so that they feel comfortable in learning. In addition to using LKS, I also use media such as LCD and game methods, as well as doing ice breaking every day. Providing small rewards, such as candy, also helps boost student morale. During teaching, I try to remain patient and professional, because the teacher's attitude will be an example for students." (Interview, August 1, 2024)

Then through an interview with the 4th grade homeroom teacher FSK also said, that:

"I routinely motivate students before and after learning to strengthen the sense of togetherness between them. In addition, I show a gentle attitude by setting a direct example, especially for students who need additional help. I differentiate between the material criteria and the number of questions, and help explain if there are students who do not understand." (Interview, August 6, 2024)

To create peace in the classroom, teachers of grades 3 and 4 implement class agreements that must be followed by all parties. During learning, teachers use fun media and methods, such as games, as well as give rewards as appreciation. Motivation that emphasizes togetherness is provided before and after the lesson. A gentle attitude is shown through professionalism as a teacher and adjustment of material according to the needs of students. So that students in the learning process do not feel disturbed and create a peaceful state in the classroom.

Based on the results of interviews and observations, it can be concluded that to create peace in the classroom, teachers use various methods, such as ice breaking, fun learning methods, and motivation. In addition, teachers provide material with a gentle attitude, not rude, and are good examples. Observations on July 29, 2024 show that teachers teach with polite, easy-to-understand, and patient language. In addition to a gentle attitude, teachers must also foster an attitude of tolerance to students so that they can coexist with each other at school. The homeroom teacher of grade 1 MN said, that:

"To realize tolerance in students, I usually give enthusiasm and motivation to students, to give an understanding to students." (Interview, August 1, 2024)

Through an interview with the 4th grade homeroom teacher, FSK also added that:

"So to realize tolerance, I joined at the same time as providing the motivation so that I must be able to appreciate every friend at school." (Interview, August 6, 2024)

From the results of the interview above, it can be seen that the 1st and 4th grade homeroom teachers in fostering a teacher's tolerance attitude provide motivation and enthusiasm to students before and after the teaching process, inserting the value of tolerance motivated so that students can respect other students. Meanwhile, the homeroom teacher of grade 2 RAM explained, that:

"To realize tolerance in students in grade 2 is still a bit difficult to do, because the children are still crying. Now in such conditions, we still have to control the child so that if we play it we remain careful." (Interview, August 1, 2024)

Then with an interview with the 3rd grade homeroom teacher, ATW added, that:

"For example, there is a student A who is really ignorant, so I told other students that the ignorant friend was reminded not to prank his friend" (Interview, August 1, 2024)

Based on the results of interviews with homeroom teachers in grades 2 and 3, it can be known that in fostering a tolerant attitude towards their students by controlling all bad behavior of students and always reminding students not to disturb other students. So, students can get along with other students.

Overall, based on the results of interviews and observations on peace, gentleness, and tolerance, it can be concluded that in realizing peace, teachers teach students professionally as a teacher. Using varied and fun learning methods with good, polite, gentle and easy to understand learning delivery. So, students feel calm and peaceful when

learning. Meanwhile, to realize a tolerance attitude, teachers insert tolerance values in each material. See figure this below:

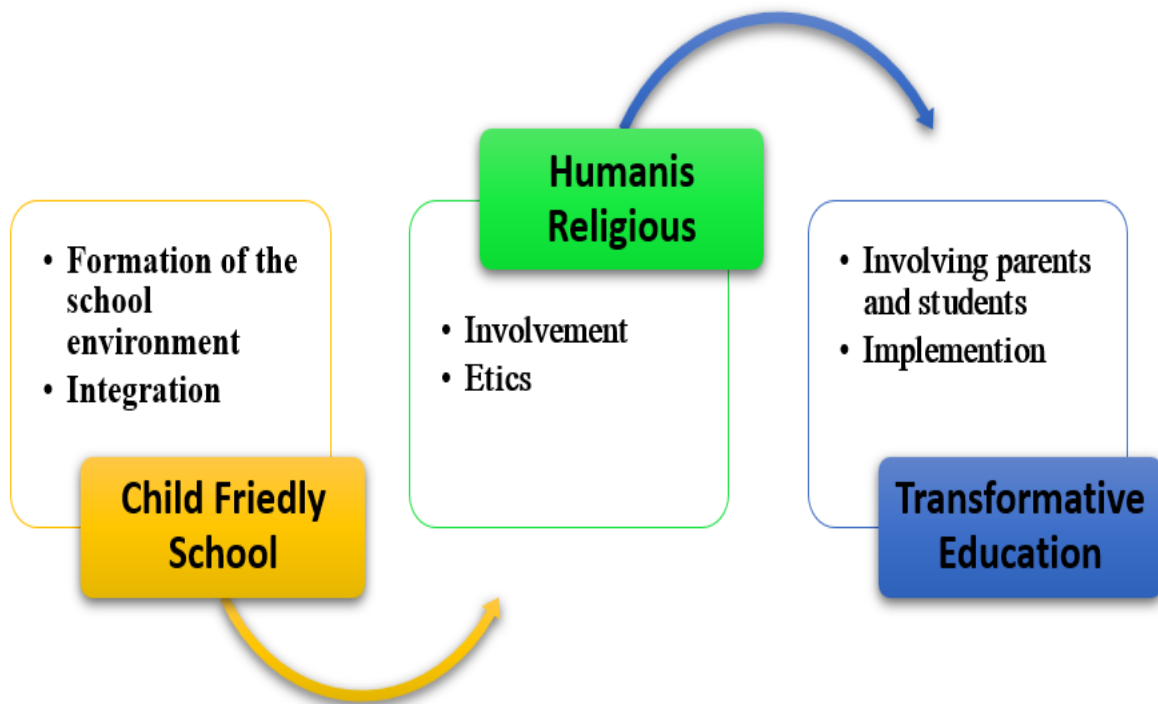


Figure 1 models humanis releigious

B. Independence and confidence

The researcher's observation on July 29, 2024 regarding students' independence and confidence when students work and dare to come to the front of the class to answer the teacher's questions. This independence and confidence are taught from the beginning of the class by providing freedom in learning, so that students are more independent and confident. The principal of the SS said, that:

"To increase independence, here there is character education, so it is hoped that with character education children will become independent."

"For a sense of confidence, we have the slogan 'Gapai Akhlak' in which there are values of confidence with us participating in children's performances, we give flexibility to perform, both in front of friends and in public." (Interview, July 29, 2024)

Based on the results of the observations and interviews above, it can be known that the way to increase students' independence and confidence is by providing opportunities for students to come forward to answer questions and through character education given at the beginning of class so that students become more independent. In addition, it is by involving students in a competition or children's performances. This will certainly help students in increasing their confidence by daring to perform in public. In increasing independence and confidence in the classroom, homeroom teachers apply it in every learning process. Through an interview with the 1st grade homeroom teacher MN explained, that:

"Of course, we must often provide motivation in learning, then if there are children who lack their understanding, we must encourage them so that they can be more confident." (Interview, August 1, 2024)

Then the interview with the homeroom teacher of grade 2 RAM also added, that:

"If independence is usually given independent tasks, for example in Indonesian language tasks such as neat writing, now it is done by yourself as much as possible until it is completed to train independence. For confidence, it usually uses the practice of memorizing murajaah to test the results of memorization and also his confidence." (Interview, August 1, 2024)

From the results of the above interview, it can be concluded that the 1st and 2nd grade homeroom teachers in increasing the independence and confidence of students are by motivating students to be more enthusiastic in learning. As well as giving assignments in each subject to students to do independently. Providing practical assignments for students so that they can increase their confidence. Then the FSK 4th grade homeroom teacher added, that:

"I often give assignments whose answers are in accordance with my own thinking, it is indeed to analyze something, to think, so we modify the questions that will be given so that they think, so the answers must be different." (Interview, August 6, 2024)

From the interview of the 4th grade homeroom teacher, it can be interpreted that the guardian teacher gives assignments with modified questions, so that students can think independently more critically because the answers between students are different. Meanwhile, the 3rd grade ATW teacher had a different opinion, that:

"I told him to come forward, if no one wants to come forward, I will appoint him. With impromptu questions, it will make children more focused in their studies. Well, over time, the child's confidence when moving forward will continue to grow." (Interview, August 1, 2024)

According to the 3rd grade homeroom teacher's interview above, it is interpreted that the teacher asks students to come forward to answer questions, so that students are made to focus on paying attention to the teacher's explanation. This is supported by students who dare to come forward to answer questions in front of the class. Of course, it shows the attitude of students' confidence when learning.

Based on the results of interviews with all homeroom teachers in grades 1-4 in improving the attitude of independence and confidence of students above, it can be concluded that providing motivation and enthusiasm, giving learning tasks with question modifications, and asking students to answer questions can increase students' independence and confidence in the classroom.

Overall, based on the results of interviews and observations regarding independence and confidence above, it can be concluded that increasing attitudes of independence and confidence is carried out when the lower class through character education, children's performances, and competition activities. In addition, it also provides motivation for the spirit of learning and provides the widest possible opportunities for students to explore their insights more.

C. Freedom, responsibility, and self-evaluation

The researcher's observation on July 29, 2024 is known that students do the assignments given by the teacher freely and independently. Regarding teachers in providing freedom of thought, expression, and opinion to students is applied in every subject. The homeroom teacher of grade 1 MN said, that:

"I do it when there is a drawing activity, so when I draw it, I let them want to draw anything according to their imagination." (Interview, August 1, 2024)

Then through an interview with the 2nd grade homeroom teacher of RAM also said, that:

"To give that freedom, of course, I give it to every subject." (Interview, August 1, 2024)

Based on interviews with homeroom teachers in grades 1 and 2, it can be known that teachers give freedom to students in every lesson. Free students to complete tasks with their own thoughts. ATW's grade 3 homeroom teacher also added, that:

"I apply this in all subjects, for example, in math lessons, my child is told to do assignments, children are free to do it in any way or method, usually children who participate in tutoring have their own way." (Interview, August 1, 2024)

It can be seen that there is an additional for students to do free assignments using any method or method. Through interviews, FSK 4th grade homeroom teachers also supported, that:

"At the end of each lesson, there will be an evaluation where there are questions, which I will give more questions or opinions later." (Interview, August 6, 2024)

Based on interviews with grade 4 homeroom teachers, it can be concluded that teachers in grades 1-4 provide learning freedom to students by letting them choose ways and resources to complete lesson assignments. Evaluations are conducted at the end of each lesson to assess learners' progress and ensure their understanding. The existence of this freedom of learning will make students not stressed by schoolwork. Students are free to draw according to their imagination. This is an example of the freedom of students in learning. Of course, it is also to train students' responsibilities as students. Then in fostering an attitude of responsibility, homeroom teachers have their own way. The homeroom teacher of grade 1 MN explained, that:

"What I always emphasize, because I am still in grade 1, sometimes I am lazy in putting their belongings, so I emphasize to keep the goods they have. In addition, I also always remind to always maintain cleanliness." (Interview, August 1, 2024)

Through an interview, the 2nd grade homeroom teacher of RAM explained, that:

"Introducing the attitude of responsibility to students that I apply, one of which is during sports lessons, for the attitude of responsibility when wearing the sports uniform that students wear themselves" (Interview, August 1, 2024)

Based on the results of the two interviews of the 1st and 2nd grade homeroom teachers, it can be known that in introducing the attitude of responsibility of students, it begins with maintaining the goods and attributes brought so that they are not confused. As well as reminding to always maintain classroom cleanliness. Then the 3rd and 4th grade homeroom teachers (ATW and FSK) explained, that:

"To introduce this, as earlier the assignment. A task that is not just a material task but like a task to help parents." (ATW Interview, August 1, 2024)

"One of the things I did was on duty. For example, my students give assignments and they have to be completed today and collected." (FSK interview, August 6, 2024)

Based on the results of the interview above, it can be known that the 3rd and 4th grade homeroom teachers in fostering responsibility to students, namely by giving assignments. It can be concluded based on the results of interviews with homeroom teachers in grades 1-4, that homeroom teachers in grades 1-4 in fostering different attitudes of responsibility can be through maintaining cleanliness, maintaining attributes, and growing through learning tasks.

Grade	Freedom in Learning	Responsibility Fostering	Self-Evaluation	Teacher's Approach to Challenges
Grade 1	Teachers allow students to draw freely according to their imagination.	Emphasizing the importance of maintaining belongings and classroom cleanliness.	At the end of the lesson, students' progress is evaluated.	Teachers provide additional guidance and reminders to keep things organized.
Grade 2	Teachers give freedom in every subject, allowing students to choose their methods.	Encouraging responsibility through sports lessons by having students wear their own uniforms.	Evaluations are conducted at the end of lessons to assess understanding.	Teachers manage emotions and offer more control over tasks.
Grade 3	Students are allowed to choose their own way to solve tasks, even in subjects like math.	Responsibility is introduced by giving assignments that include tasks to help parents.	Evaluation is done at the end of each lesson to monitor progress.	Teachers provide additional guidance and maintain emotional control.
Grade 4	Students are encouraged to choose methods and resources for completing assignments.	Responsibility is fostered through tasks such as completing assignments and helping with duties.	Students' progress is evaluated with additional questions and opinions.	Teachers manage difficulties by relaxing before teaching and controlling emotions.

At MIM Semanu, students' freedom is given by letting them explore knowledge and choose the method of doing tasks according to their preferences. Students' responsibilities are managed through teacher directions regarding the importance of maintaining school attributes, motivation to carry out obligations, and work assignments. Obstacles faced by teachers include difficulties in managing students, preparing learning media, and managing emotions. To overcome these obstacles, teachers provide additional guidance, control emotions, and relax before teaching.

Supporting and inhibiting factors

The researcher's observation on July 29, 2024 regarding supporting factors and inhibiting factors in classroom management was found to be several inhibiting factors in MIM Semanu in students, such as the presence of one student who is categorized as a Special Needs Child (ABK). Through the homeroom teacher of grade 1 MN said the inhibiting and supporting factors, that:

"The supporting factors are the school curriculum and infrastructure, while the inhibiting factors are the lack of students in capturing the material." (Interview, August 1, 2024)

Then the homeroom teacher of grade 2 RAM also revealed, that:

"Supporting factors, teachers must be competent teachers from a pedagogic point of view and good relationships with students, learning preparation must be mature, a positive and conducive learning environment, and students who have high enthusiasm, while inhibiting factors, the large number of students cause teachers to have difficulty in providing affection, diversity of students from different learning abilities and learning styles." (Interview, August 1, 2024)

Based on interviews with homeroom teachers in grades 1 and 2, it can be known that there are supporting factors such as adequate facilities and infrastructure, careful preparation of teaching media, and also a conducive environment. In addition, there are also inhibiting factors, such as students who have difficulty grasping the material and the existence of diverse learning styles of students. Through interviews with homeroom teachers in grades 3 and 4 (ATW and FSK) also said that the supporting and inhibiting factors for classroom management are:

"The population factor is that there is a teacher's strategy that is not monotonous, and for the inhibiting factor, some students are not aware of their obligations." (ATW Interview, August 1, 2024)

"The inhibiting factor for the existence of specialized children, for supporting factors there are several students who have a high enthusiasm for learning." (FSK interview, August 6, 2024)

Based on interviews with homeroom teachers in grades 1-4, the supporting factors for classroom management at MIM Semanu include the high enthusiasm of students, innovative and competent teachers, and adequate facilities and infrastructure. Meanwhile, inhibiting factors include students who have difficulty understanding the material, lack of awareness of some students' obligations, challenges in providing affection due to the large number of students, the presence of prioritized students, and lack of lighting facilities in one of the classes. See table this below:

Category	Supporting Factors	Inhibiting Factors
Facilities & Infrastructure	Adequate school facilities and infrastructure	Lack of lighting facilities in some classrooms
Teacher Competence	Competent teachers with good pedagogical skills	Difficulty in providing individual attention due to large class sizes
Student Characteristics	High enthusiasm for learning among students	Students with difficulty understanding the material
Learning Environment	Positive and conducive learning atmosphere	Diversity in students' learning abilities and styles
Teaching Strategy	Use of innovative and non-monotonous teaching strategies	Students' lack of awareness of obligations
Special Needs Management	Efforts to accommodate students with special needs (SNC)	Challenges in managing special needs students effectively

Overall, the supporting factors for classroom management at MIM Semanu include adequate facilities and infrastructure, high enthusiasm of students, and innovative and competent teachers. On the other hand, inhibiting factors include students' difficulties in understanding the material, lack of awareness of obligations, challenges in providing affection due to the diversity of students, the existence of prioritized students, and lack of lighting facilities in some classes.

Discussion

Based on the results of the above research, MIM Semanu in realizing peace is by minimizing the occurrence of quarrels between students. In minimizing the occurrence of disputes, teachers create peace in the classroom with their own methods such as ice breaking, making class agreements, and providing motivation. In line with Ruslan's opinion in Annisa & Habiby (2024) which states that to instill an understanding of the basic values of peace, it is important to make modifications to teaching tools, including the Learning Implementation Design, learning media, learning models, and relevant teaching materials. It can be concluded that in realizing peace in the classroom, teachers apply it in every learning process .

Based on the opinion of Saripah (2016), it is said that the performance of teachers is tied to their interesting examples, which makes teachers and students like friends, so that students easily accept learning. It can be interpreted that teachers must have an example that students can imitate. According to Yıldız (2017) said, that (Teacher behaviors affect student interest towards the lessons and their study habits and therefore their achievement), it means that teacher behavior can affect students' interests and habits in learning. Based on this opinion, it can be interpreted that one of the behaviors of a teacher is a gentle attitude. Classroom teachers at MIM Semanu in reflecting a gentle attitude in the learning process, namely still with good, polite, and patient delivery so that the material is more comfortable in front of students, being professional as a teacher who deserves to be emulated by students, and by paying good attention to the needs of students.(Fahrudin et al., 2024a, 2024b; Literature Treasures Religious and Management Organization et al., n.d.; Muhammad Anas Ma'arif & Bnu Rusydi , 2020; Saridudin et al., 2024; Siahaya et al., 2024; Umar et al., 2021; Yahya et al., 2024)

In realizing a tolerance attitude to students, teachers provide the value of a motivated tolerance attitude and the spirit of learning before and after learning. According to (Lewin et al., 2023), education is encouraged to pay more attention to the potential aspects possessed by humans (students) as social and religious beings. This is in line with the opinion of Djollong (2019) who said that teachers have a role in fostering, directing, and providing motivation related to tolerance attitudes. So, students can control all bad behavior. This has been realized with students who do not discriminate between friends when playing.

MIM Semanu in increasing the sense of independence and confidence in students is carried out by providing opportunities for students to participate in art performances or children's competitions. The existence of these activities makes students to perform in public. In line with the opinion that the way to increase confidence is to dare to appear in public.Diana et al., (2021) and Thohir et al., (2021)

MIM Semanu also strives to increase students' independence and confidence by providing motivation, providing learning tasks, and training students to dare to move forward in front of the class. According to Qosim et al., (2024), providing learning motivation will affect self-confidence, and self-confidence will affect students' independence. It can be interpreted that by providing a motivation for learning, students will become more confident in their abilities. When confidence has emerged, then the independence of students will also appear (Dewey, 2024).

According to Sibagariang (2021), the concept of freedom in learning is to liberate educational institutions and encourage students to innovate and think creatively. According to Karmini, et al. (2021) (The aim of the learning process is to create interactive, inspiring, fun, creative learners and motivate learners to actively participate during learning.). Based on the two opinions above, it is concluded that educational

institutions must realize students who are innovative, creative, and can make students active in learning. So that in realizing this, school institutions must provide freedom to students. Based on the results of the above research, MIM Semanu in realizing the freedom of students in learning, namely by applying it in each subject. Provide lesson assignments in which students are asked to complete in any way and source. So that students are free to search for the breadth of information needed.

According to Salsabilah (2021), teachers can use learning activities to teach character values. One of the character values is the value of responsibility. Then in fostering an attitude of responsibility to students, teachers at MIM Semanu always provide affirmation in every school activity. Such as always taking care of students' goods and attributes, being responsible for the tasks given, and the value of responsibility is applied in every learning. One example of the application carried out by students is cleaning the classroom with picket activities.

Usiono (2021) said that in improving the quality of schools, there must be evaluations that need to be carried out in classroom management. There are several things that need to be evaluated at MIM Semanu in terms of teachers, students, and space conditions. However, the school has tried to overcome these obstacles. As in terms of teachers who find it difficult to manage students. This can be overcome by teachers must be able to control themselves, be patient, and remain in a calm state.

In implementing classroom management at MIM Semanu, there are supporting and inhibiting factors that affect the learning process. According to Nugraha (2018), these factors include the physical, social, emotional condition, and school organization. Some of the supporting factors in classroom management at MIM Semanu include the high enthusiasm of students, so that learning becomes easier to implement. In addition, innovative and competent teachers are also the main supporters, where they use media and interactive methods so that students can learn comfortably. Adequate facilities and infrastructure also support the learning process, so that teaching and learning activities can take place effectively.

The implementation of humanist education-based classroom management in Madrasah Ibtidaiyah Muhammadiyah Semanu is essential for creating an inclusive and supportive learning environment. Research shows that humanist approaches, focusing on empathy, respect, and the development of students' emotional and social well-being, are particularly effective in enhancing student engagement and academic performance. In the context of Madrasah Ibtidaiyah, integrating humanist principles fosters a sense of belonging and encourages positive interactions among students. This approach aligns with transformative education, promoting holistic development for all students, including those with special needs.

However, there are also several inhibiting factors in the implementation of classroom management. Some students have difficulty grasping the material, which can hinder the sustainability of learning for other students. The diversity of students' characters is also a challenge, especially in providing equal affection. In addition, there are still students who are not aware of their obligations as students, such as not doing the assignments given. The presence of students with special needs (ABK) is also a challenge in the delivery of materials and treatment that must be adjusted. Another factor is the limitation of lighting facilities, where one class only has two lights, so that the lighting is not optimal in supporting teaching and learning activities.

Conclusion

This study concludes that humanist education-based classroom management at MIM Semanu is effectively implemented and is the responsibility of each homeroom teacher. Each aspect of classroom management at MIM Semanu is tailored to the conditions of the students and their respective environments, ensuring that humanist educational principles are integrated into every learning activity. The role of educators and parents is crucial in understanding students' conditions, enabling the school to provide services that align with students' abilities.

Several supporting and inhibiting factors were identified in the implementation of humanist education-based classroom management at MIM Semanu. Supporting factors include adequate facilities and infrastructure, enthusiastic students, and innovative, competent educators. Inhibiting factors involve some students' difficulties in receiving materials, a lack of awareness of obligations among some students, and the diversity of students, which complicates the provision of personalized attention.

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