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Islamic Classroom Management Model in Thailand's Primary Schools

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Abstract: This study aims to reveal the islamic classroom management model in Thai Elementary Schools. This study was a case study to find deeper and comprehend a phenomenon of managing classrooms in Thailand's lower primary school, Saengshatta. This study data were from observing four classes (year 1 to year 4) in the school, interviews with teachers and principals, and documenting the physical aspect of management. The data were gathered based on Kellough and Kellough's practical classroom principles. The data were analyzed using Kellough's theory by selecting the data into three categories; the plan, the setup, the evaluation, and transforming it into a conclusion. This study revealed that the Saengshatta school applied Islamic values to organizing and conducting the classroom. The organizing is shown by the lay-outing of the class based on the shape of the class; the group made, the individual weekly checking up of the students, the rules and obligations created to manage the time for the teachers and the students, and the learning media were contextualized into Islamic values. Islamic values are integrated into many approaches such as power, threat, freedom, recipe, teaching, group process, and pluralism. The model that Saengshatta applied were humanistic, democratic, and behavioristic.

Introduction

Buddhist values initiate Thailand's education as the temple monks share their skills with others. The monks give writing, reading, math, and other life skills to spread the Buddhism principle in daily life. Starting from the temple education activities, the government continues to adapt schools for the whole children in Thailand. The Thailand government's goal was to eradicate the illiterate by building many schools and their systems. The basic education in Thailand is kindergarten, lower primary, and higher primary, while higher education in Thailand is lower secondary, higher secondary, and university (Srinok et al., 2021).

Most Islamic schools in Thailand have several specific approaches that are applied in classroom management. Integrating Islamic values into it becomes a reference where all students and teachers are committed to carrying out all the rules in achieving learning objectives. A comprehensive insight into how Islamic values-based classroom management is applied in Thai school's education system, where most of the country's population are non-Muslims, is fascinating to be studied as input for developing classroom management theory. Most of the school systems applied Buddhism values (Kirsch, 1977) because of the majority of beliefs in the country. However, to cope with education for all in Thailand, the government allows schools to apply other values, such as Islam (Benharoon, 2013; Raihani et al., 2016).

The management builds the school system, i.e., human resources, teachers, and classrooms. Classroom management is close to the customers (the students). Classroom management deals with how well the teacher constructs the class as part of the learning process. In classroom management, the teacher gives a set of rules obliged by students. The

teacher creates and manages an optimal learning process. Also, the teacher knows how to solve problems happened. For example, the teacher awards students for submitting the task on time and punishes those who submit it late. The teacher also motivates the students by setting the class up. The setting can be done by arranging the media provided inside the class. The media used is suggested by the students' activities in every subject. Next, the teacher can motivate students by lay-outing the students' table. Arranging the students' tables gives a tentative atmosphere to the learning process. The students are forcefully asked to accept others (Emmer & Sabornie, 2014).

The integration of Islamic values in classroom management in Thailand tends to be repressive, with implementing some physical punishments, such as using rattan for students. No parents or students protested against this policy, and all parties followed the school's regulations well. It is interesting to study because corporal punishment in almost all educational institutions in Indonesia is no longer enforced. It is essential to know whether its class management system has a specific or unique design that is accommodated besides some fundamental theories applied in managing the class.

The Islamic schools in Thailand have their education management system (i.e., Saengshatta School). Saengshatta school is a lower primary education at Songkhla. Saengshatta school has its management applying Islamic values. Furthermore, this school applies Islamic values in its daily activities. As stated above, the research is conducted to reveal to what extent the Saengshatta, an Islamic school, manages the classroom, further, how the teacher and the students take the roles.

Research Method

This study conducts a case study to understand the phenomenon (Amolo et al., 2018) of managing a classroom in Thailand's lower primary school, Saengshatta. This study focused on lower-level classroom management. This study can define the phenomenon into categories based on the principles of an effective classroom. This research is being carried out by observing four classes (Grades 1-4) at the school. There were four contributors to do observation in each class that observed the learning activity in a month. The observation collects information based on Kellough & Kellough's (2011) practical classroom principles. Kellough & Kellough's effective classroom theory points out the process that maximizes the student's learning through organizing and conducting the classroom (ALex, Anoop Thomas., Praveen, G, 2017; Kellough & Kellough, 2011). The information gathered was notetaking any activities found during the school's hour.

In a specific condition, the contributors interviewed the teachers after school, confirming what they found earlier. Mostly the contributor took photos to document what they saw before. The contributors had an essential role in this study since they were on site doing observation, note-taking, photo-taking, and interviewing. The part of the researchers was confirming the highlighted evidence to the principal and the contributors. The researchers interviewed certain people related to this study and acquired some documents, such as the school's policies.

This research data was categorized by the plan, the setup, and the evaluation. Those categories are selected to be transformed into simple findings for generating a conclusion. This study uses triangulation techniques by cross-checking documents and interviews to validate the findings (Carjuzaa & Kellough, 2013).

Results and Discussion
Organizing Classroom by Islamic Ambience

Saengsattha is located in Rattaphum, Songkhla, Thailand and administered by 13 teachers (bachelor and master degree). This school serves 4 classess with small numbers of students as chart below.
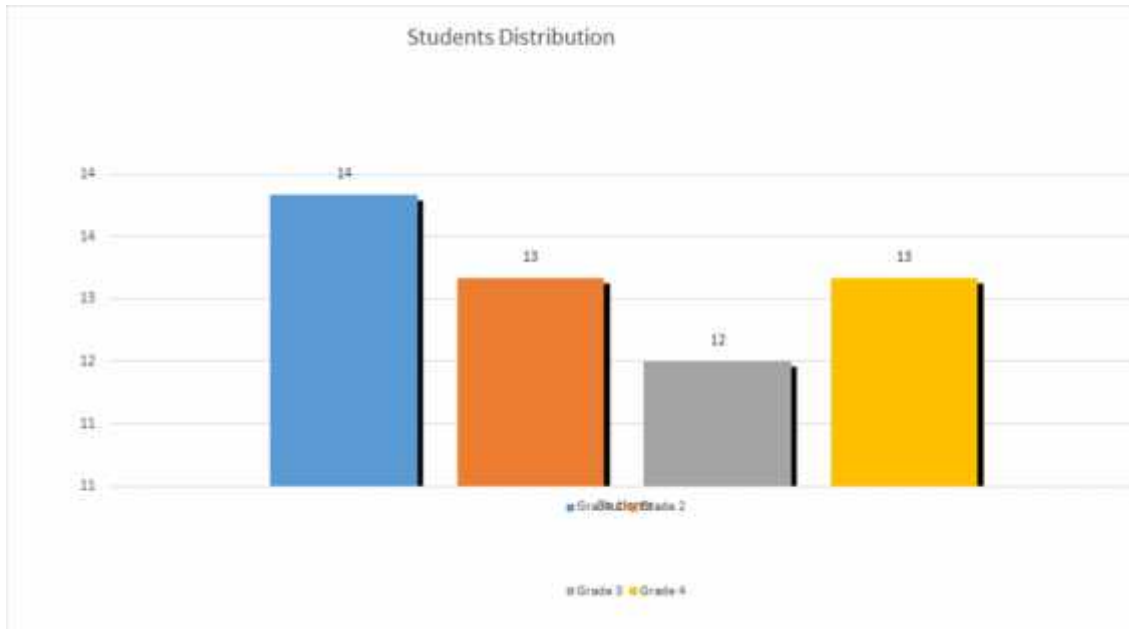
Figure 1. Chart of Students Each Grade

With this number of students, the teachers organized similar classroom management. The teacher intended to do it as the students need to do something other than readjustment for new classroom management every year. Organizing a classroom is a part of Kellough & Kellough's principle of effective classroom management. Doing it needs an effort carried out by the person in charge of teaching and learning activities to achieve optimal conditions (Mega, 2018; T. Mulyani, 2001; Suryani, 2017; Sy, 2014; Zahra, 2010; Zahroh, 2015). Organizing a classroom with Islamic values gave valuable support to the teaching-learning process. With it, teaching and learning activities can be carried out effectively and efficiently. The optimal conditions are based on physical and behavioral.

Saengshatta did weekly checks on students' growth, such as height and weight students' checking. The checking was integrated into teaching-learning activities, such as making a line from the smallest to the tallest. This phenomenon was in line with physical classroom management. The physical classroom is nearly close to classroom settings, including seating arrangements (aspects of student posture/height and height of students). Moreover, the students with visual and hearing impairments need to be reseated to help students acquire the lesson clearly (see figure 2). That arrangement gives differentiation in organizing the classroom layout (Lazarides et al., 2020). Islamic organizing classrooms promoted some circumstances such as considering good air circulation, managing time and learning media and creating classroom rules.

Figure 2. Seat Position is Based on Students' Height

The students' uniforms gave behavioral aspects to organizing the classroom. There was different type of uniforms based on gender. The uniform policy gives a setup to all of the students in an excellent manner. Behavioral classroom management is how to deal with the students during the teaching-learning process, which is carried out in two steps, namely: (1) preventive actions and (2) corrective actions (T. Mulyani, 2001).

The teacher gives an obligatory to be followed by the students. As a result, the students remained conditioned while participating in learning. The situation is a sample of preventive action. The preventive action sample is taken before starting the learning activities. Another sample is that the teacher directly reprimands students who speak for themselves while the teacher is explaining the subject matter. That situation was in line with corrective action. The corrective action is given if there has been an interruption in the teaching and learning process. Some other findings were as follows. 1) The classes were set as workgroups organized for specific purposes. The workgroups were set based on the challenging level of assignments and the teacher's instruction. 2) In a classroom situation, the teacher is not a tutor for one child at a particular time. 3) Groups have their behavior that is different from each individual in the group. The group affects individuals in terms of how students perceive themselves and how to learn. 4) Class groups insert their influence on members. Bad influences can be limited by the teacher's efforts in guiding students in class while studying. 5) The teacher's practice of learning time tends to be centered on the teacher and student relationship. The more the teacher's skills in managing as a group, the more satisfied the class members are. 6) Group structure, communication patterns, and group unity are determined by how the teacher manages, both for those who are apathetic, indifferent, or hostile. To sum up, all of the findings lead to defining effective class management. Effective class management, especially in the organization of the classroom, consists of all activities regarding the set of groups, the pattern of the student's and teachers' roles, and the pattern of communication that affects each other entities (Andreou & Rapti, 2010; Cothran et al., 2003; Erwinsyah, 2017; Korprrshoek et al., 2014).

Furthermore, class management can be grouped into views that come from the entities in the school. There is (1) an authoritarian view, which states that classroom management is a process of controlling student behavior where the teacher must create and maintain regulation in the classroom; (2) a permissive view that gives freedom to students to do what they want and that is a set of teacher activities to optimize the freedom of students; (3) behavioral views based on the principles of behavior change states that classroom management is a change in the behavior of students desired by the learning objectives based on the application of

principles taken from reinforcement theory, in other words, *classroom management* can be defined as a set of instructor activities to develop undesirable student behavior and reduce or eliminate undesirable student behavior; (4) interpersonal views reveal that class management is a process of creating a positive socio-emotional climate in the classroom; and (5) the view of social / group systems states that class is a social system with group processes (Adeyemo, 2012).

Conducting Classroom Management

Classroom management is a teacher's activity to foster and maintain effective classroom organization (Sieberer-Nagler, 2015). The fostering and maintenance in the classroom need good interaction between teachers and students. An optimal interaction depends on the teacher's approach to classroom management. Look at the findings based on the approach as follows:

Power Approach

Each class has rules and regulations that students must obey. Using this approach, the teacher must convey the rules and regulations so that the classroom conditions remain orderly and conducive. i.e., Saengshatta school provides the teachers to bring a rattan the whole day long. They are bringing the rattan to give the students an understanding that the teachers have power. The power approach controlled the situation, which manifested through the teacher's ability to arrange for students to follow and obey the rules in the class. The main goal is to discipline students in the classroom. The power approach can be interpreted as the perspective of the teacher who believes that a conducive class can be formed through various efforts to enforce rules in the classroom that can make students have self-discipline. Giving appreciation and punishment can help teachers build a conducive classroom learning climate (Evertson et al., 2000). The teacher appreciates students who follow and obey the rules of the class. It will add interest or pleasure to the rules of the class while directing attention toward behavior. Further, the student's behavior becomes an indicator of the succession of the class rules.

Threat Approach

The Islamic values applied to Saengshatta teaching learning policies uses satire, prohibition, coercion, and even punishment as an educational tool. It is intended to provide a deterrent effect on students. i.e., an allowance for the teachers to bring rattan. As a result, the students will get scared and behave when the teachers are around. The threat approach can be defined as the teacher's perspective on threatening behavior. It can create a conducive class (Emmer & Sabornie, 2014). The teacher can use this threat approach if the classroom conditions are entirely out of control. If the teacher can still control classroom conditions with another approach, the teacher should not use this threat approach. If a teacher is forced to threaten students who behave less according to what is expected, the threat must be done correctly and not hurt students' hearts. Teachers can provide educational threats, such as additional learning assignments and other assignments, such as cleaning classes, tidying books on a reading corner shelf, and so on.

Freedom Approach

The flexibility of Islamic values gives maturity to the students consisting of the freedom of sharing but obeying the responsibility. It was found in a class that every student is allowed to share any information related to the teaching-learning context by raising their hand first as a form of student responsibility. This approach provides and increases students'

feelings of freedom (Erwin, 2004). So students will be more accessible in participating in learning and brave in expressing opinions. Saengshatta school has a rule that the teacher and the students are equal outside of the classroom. Sometimes during break time, some students yell out to the teacher. The freedom approach can be defined as the teacher's perspective, which states that conducive classroom conditions can be achieved if the teacher, as a manager in the classroom, gives all students the freedom to move freely in the classroom (Emmer & Sabornie, 2014). Thus, it can be said that this liberation approach is contrary to the power approach. In the power approach, teachers have the authority to regulate their students. While in this liberation approach, on the contrary, the teacher helps students so they can freely move to teach something in the classroom.

Recipe Approach

The class has a list of what the teacher can do and what the teacher cannot do. Figure 3 describes a list in front of the class, reminding the teacher and the students of specific goals and activities. Furthermore, the teacher created a lesson plan to guide her/him for only doing the activities listed. Then there is no maltreatment. Also, the teacher asks students to express things they do not like about the teaching method and what they like to do. The recipe can be interpreted from a teacher's perspective, which assumes that the class can be managed well through the making and application of class rules (Jerome Freiberg et al., 2020)

Figure 3. Classroom Notes for Teacher and Students on the Wall

Teaching Approach

In each class, there is a problem that arises. One of the problems can be overcome by making the teaching process a tool to reduce deviant behavior in students. The teaching approach is based on the assumption that planning and implementation will prevent the emergence of problems in student behavior and solve those problems if they cannot be prevented. So, in general, this approach is to make a teaching plan in each will carry out teaching to students (Trilling & Fadel, 2009).

Approach to Behavior Change

The process of interaction that takes place often shows the behavior shown by students, both positive and negative. Thus teachers are expected to provide encouragement and reinforcement by providing support, praise, and gifts (Lathifah et al., 2020). The teacher can take precautions for negative students by reprimanding or hurling satirical sentences and building interactions with students. Doing so hopes that positive student behavior can develop and negative student behavior can be reduced.

Approach to the Emotional Atmosphere and Social Relations

The teacher is the key to developing the socio-emotional relationship. The teachers should develop a good classroom climate by maintaining relationships among individuals in the class. Conducive classes will make students comfortable in following learning activities. Therefore, teachers are expected to create a pleasant classroom atmosphere with mutual respect and respect. A dynamic approach will be achieved maximally if good personal relationships develop in the classroom (Davis, 2018). The relationship includes the relationship between teacher and student as well as the relationship between students. In this case, the teacher's understanding and caring or protective attitude lead to a positive teacher-student relationship.

Group Process Approach

Islam promotes gender separation in forming a group. The boys made a group with the boys, and the girl made a group with the girls (see figure 4). The value of the Islamic way is based on the characterization of gender. Saengshatta did the formation of groups is also based on the character of each student. The teachers agreed that the way boys thought was different scope from girls. Making the group follow Islamic values can be an intimate atmosphere, and healthy competition occurs between groups. However, the teacher creates a pleasant classroom atmosphere by forming groups (Husaen & Sugito, 2015).
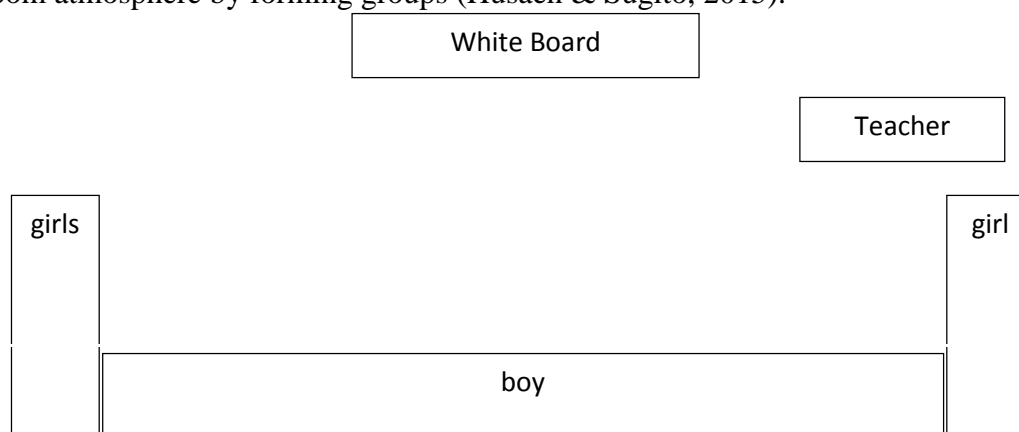
Figure 4. Group Layout

Electrical or Pluralistic Approach

As usual, students in the teaching-learning process sometimes accidentally create problems. The problems can be a little noisy when group discussion. A frequent problem was that the students were walking around the class to the teachers as they needed the teacher's explanation badly. The problems that arise will affect the classroom atmosphere to be not conducive and cause discomfort for students in the following learning. Therefore, the teacher needs a suitable approach that can overcome the problems that arise in the classroom.

The electrical approach is also called the pluralistic approach, which is classroom management that seeks to use a variety of approaches that have the potential to create and condition the classroom and learning atmosphere to run effectively and efficiently. Various classroom management approaches can create a comfortable and enjoyable learning atmosphere for students. In class, various problems often arise. To reduce these problems, the teacher must have the principles of classroom management (S. Mulyani & Permana, 2001).

The principles of classroom management are (Barnes, 2006): (a) warmth and enthusiasm is needed in the teaching and learning process. Teachers who are warm and familiar with students always show enthusiasm in their assignments or their activities will

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succeed in implementing classroom management. As for what is meant by warm in synonym means hot nails, close, friendly, close, close, familiar, familiar, gentle, sweet, deep, pleasant, affectionate, friendly, sympathetic, and social. Enthusiasm is a feeling of excitement about something that happens. A positive response to something around us is undoubtedly very desirable because this response will have an impact on daily behavior. Enthusiasm means passion, eagerness, and great interest; (b) challenges; use of words, actions, or materials with a challenging presentation will increase the passion of students to learn, thereby reducing the possibility of the appearance of deviant behavior; (c) Variation; use variations in the teaching and learning process, such as the use of tools or media, or assistive devices, the teaching style of the teacher, patterns of interaction between the teacher and students to reduce the appearance of disturbances, increase the attention of students significantly if its use varies according to momentary needs. The variation in the above is key to achieving effective classroom management and avoiding saturation. d) Flexibility; is used if the teacher has obstacles in student behavior so that the teacher can change his teaching strategy. e) Emphasize positive things; maintain positive and insulting from concentration on negative things. f) Instill self-discipline; always encourage students to have self-discipline.

The principles are used to measure the atmosphere in the classroom, and the interaction between the teacher - students, and students - students can run well. In addition, various principles of classroom management can create a sense of comfort for students during the learning process. In addition, the use of the principles of classroom management is expected to have a positive influence not only on student behavior but also on student achievement. During the classroom management process, teachers are expected to avoid the following things: (1) Excessive meddling, (2) Silence, (3) The inaccuracy of starting and ending activities, (4) Deviations, (5) Long-winded, (6) Repetition of unnecessary explanations.

Discussion
Islamic Classroom Management Model in Saengshatta

Several models in classroom management were applied in the learning process. They are the humanistic model, the democratic model, the behavioristic model, and the constructive model.

Humanistic Model

The humanistic model in classroom management emphasizes the unique factors of each learner (Evertson et al., 2000). In this model, learner intervention is significantly reduced, even more emphasizing the active participation of learners in the learning process in the classroom, supervision system, and the internal development of individual learners. The aim of the humanistic model in classroom management is the development of students' self-discipline (Nath et al., 2017; Rogers & Freiberg, 1994). *Self-discipline* is defined as the knowledge of oneself and the activities needed to grow and develop as a person. The learner must facilitate this goal as a facilitator, not the class manager. As a facilitator, learners are required to be able to provide facilities that can accommodate all the potential for developing learners so that learners can be actively involved in the learning process.

Several Islamic strategies were developed in Saengshatta to manage the humanistic model class. They are (a) Caring for learners, learners must show a caring attitude to learners, (b) setting rules, (c) Giving awards (giving legitimate praise), and (d). They are using humor and (e) Designing and shaping the learning environment. Important basic humanistic principles include; a. humans can learn naturally, b. significant learning occurs when students feel the subject matter is relevant to their purposes, c. learning about changes in perceptions

about itself is considered threatening and tends to be rejected, d. self-threatening learning tasks are more easily felt and assimilated if the external threats get small. If the threat to students is low, the experience can be obtained in various ways, and a learning process occurs, e., meaningful learning is obtained by students doing it, g. learning is facilitated when students are involved in the learning process and take responsibility for the learning process. Learning initiative that involves the whole student personally, both feelings and intellect, is a way that can provide profound and sustainable results, h. self-confidence, independence, and creativity are more easily achieved, especially if students are accustomed to self-awareness and self-criticism, and assessing others is an important second way. The most socially beneficial learning in this modern world is learning about the learning process, a continuous openness to experience, and its integration into oneself about the process of change.

Behavioristic Model

The behavioristic model in classroom management emphasizes the learner's vital role and the learner's direction or instruction (Lewis, 2008). Following the behavior of Prophet Muhammad SAW, the Saengshatta students are ready for the teacher's instruction. It is based on the belief that deviant behavior results from failure to learn the desired behavior. The model minimizes classroom problems and uses those behaviors to correct if the deviant behavior is repeated or recurred. It is to the principles of behavioristic models applied in learning practices. According to Hartley and Davies (a), "The learning process can occur well if students are actively involved. (b) The subject matter is arranged logically so students can quickly learn and give specific responses. (c) Each response must be given direct feedback. Every time students give the correct response needs to be given reinforcement.

Learning is the process of interaction between stimulus and response. The stimulus stimulates learning activities such as thoughts, feelings, or other things that can be captured through the senses. While the response is a reaction raised by students when learning, like thoughts, feelings, or movements/actions, changes in behavior due to learning activities can be concrete, that is, that can be observed, or not concrete, that is, that cannot be observed. Although Behavioristic flow is a very prioritizing measurement, it cannot explain how to measure behavior that cannot be observed. Behavioral models in class management run rigidly and are standardized; if there are students making mistakes such as: talking loud, or running, then they will act with punishment by reducing points previously earned. This model gives more reinforcement to minimize and control students' deviant behavior.

Students are allowed to actively participate in making decisions to manage their class (Barnes, 2006). The learning approach adopted is relatively student-centered. At the same time, the role of learners in classroom management is also significant. Sometimes learners are expected to be able to show rational reasons for accepting learner's behavior, There are three ways for learners can be used to maintain and maintain the learner's focus on the learning process. Namely: a. Develop ways to make students have a responsible attitude, such as: giving individual assignments, presentations, products, and competency tests. b. Using groups, and c. Format minimal class or subject matter with boredom.

Supporting Factors and Barriers to Class Management

Supporting and inhibiting factors in class management in improving student learning are internal factors and extreme factors, which include issues of teaching staff, students, facilities (physical environment), and community environment. Internal factors of students were related to emotions, thoughts, behavior, and personality. At the same time, External

factors relate to the learning environment, student placement, grouping of students, and the number of students.

Teacher factors also influence classroom management efforts related to social-emotional problems. Two factors support and inhibit classroom management: the student's internal and external factors (Djamarah, 2006). Teachers' emotional and social conditions in the classroom considerably influence classroom management activities, learning activities, and students' enthusiasm for achieving goals. Emotional Social Conditions include: (1). Teacher leadership type. That the teacher's role will color the emotional atmosphere in the classroom; what the teacher does in carrying out learning will impact and influence students, whether it is good or bad. (2) Teacher's attitude. The teacher's attitude in dealing with students must always be controlled and maintain good relationships with students with problems. (3) Teacher's Voice, (4) Foster good relationships with students. Besides good relationships with fellow teachers, relationships should also be established with students in the class.

Other factors disclosed are organizational factors. This factor is a routine activity that is always done so that obstacles in managing the class can be avoided by routine activities at school and have been carried out by all students able to promote mutual respect and respect in school. To be able to apply regularly and have commendable behavior, such as greeting, following the flag ceremony, and attendance (Suhardan, 2011). Many factors can influence and hinder class management in improving student learning, so it needs to be considered by the teacher. Based on the study's results, it can be said that the main factors supporting and inhibiting classroom management are physical environments, emotional and social conditions, and good organizational conditions for learning. The physical environment concerns the arrangement of study rooms, seating arrangements, lighting, storage of goods, emotional and social conditions concerning leadership types, teacher attitudes, teacher voices and the fostering of good relationships, and organizational social conditions concerning student internal and external factors.

Conclusion

The result of the study is that Saengshatta school applied Islamic values to organizing and conducting the classroom. The group formed, the individual weekly checking up of the students, the rules and obligations created to manage the time for the teachers and the students, and the learning media were contextualized into Islamic values to demonstrate the organizing. Those organizing classroom management found in Saengshatta related to the artifact (physical aspect). The values were raised by controlling the behavior of all entities (teacher and students) to adopt how the prophet Muhammad SAW did the teaching-learning process. The prophet Muhammad SAW, as the role of living became the way Saengshatta conducted the classroom.

Outstandingly, Islam values are integrated into many approaches, such as power, threat, freedom, recipe, teaching, group process, and pluralism. Islam values in Saengshatta gives changes to behavior and social and emotional relation. The model that Saengshatta applied were humanistic, democratic, and behavioristic.

Recommendation

Some recommendations are as follows: (1) school management should eliminate the punishment (using rattan) and replace it with other types of educational punishment such as memorizing *surahs* of the Qur'an, working on projects, or leading the school cleaning

activity; (2) the school leader/ headmaster should motivate teachers to have a better plan for teaching; and (3) the school teachers prepare a written Lesson Plan Design *(RPP).*

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