

Developing Student Moderation Attitudes through Self-Control-Based Class Management

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Keywords:	Abstract
<p>student attitude moderation;</p> <p>self-control;</p> <p>class management</p>	<p><i>The escalating prevalence of intolerance and radicalism within diverse student age cohorts has become a pronounced area of concern. This phenomenon is ostensibly linked to the suboptimal implementation of moderation education in educational institutions. Consequently, the primary objective of this investigation is to scrutinize the application of self-control-based classroom management in Islamic elementary schools as a means of cultivating moderation attitudes among students. The research was executed at an Islamic elementary school in East Java, Indonesia, employing a multifaceted approach encompassing observations, interviews, and documentation for data collection. The analytical framework of Miles and Huberman was adopted for data analysis, with data triangulation serving as a mechanism for ensuring data validity. The instructional strategy employed by the observed school in nurturing moderation attitudes via self-control-based classroom management comprises several pivotal activities. These include student grouping, discouraging the use of sarcasm within the madrasa environment, fostering group discussions, and incentivizing academic achievement. The design of these activities is strategically oriented towards prompting students to manifest self-control across their behavior, cognitive processes, and decision-making while upholding the core values of al-'adl,</i></p>

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tawazun, and tasamuh. This research holds substantial significance in its contribution to the enhancement of students' behavioral acumen, cognitive capacities, and decision-making proficiencies. The overarching impact is realized through the instillation of respect for others, the eradication of discriminatory tendencies, and the cultivation of a culture of mutual affection among students.

INTRODUCTION

Background of the Study

The concept of moderation stands as an explanatory framework dedicated to mitigating violence, radicalism, and extremism, especially in the context of multicultural societies, while concurrently fostering an atmosphere conducive to peace. Its significance is underscored by its embodiment of a balanced approach to diversity, encapsulating religious experiences, cultural practices, linguistic variations, socio-economic disparities, and educational backgrounds (exclusive). It also emphasizes a commitment to respecting the diverse life practices of others (inclusive) (Almu, 2019). This nuanced approach has evolved into an indispensable element in the cultivation of peace and prosperity. The application of moderation is deemed imperative universally, transcending temporal and spatial boundaries, and assumes particular importance within the domain of elementary education. This emphasis seeks to safeguard human dignity and nurture the common good, rooted in the principles of equity, equilibrium, and fidelity to constitutional tenets as a national consensus instilled from an early age (Aslan & Aybek, 2019). Beyond the realm of knowledge acquisition, the educational domain bears the responsibility of shaping the character and perspectives of students, recognizing the pivotal influence that positive character traits and attitudes exert on the learning process and overall educational experience. However, the present state of education reveals a deficiency in the effective integration of students' personalities into the learning milieu (Odeleye & Santiago, 2019).

The pervasive presence of intolerance and radicalism has permeated diverse age groups, including student populations, potentially arising from inadequate integration of moderation education within the educational framework or insufficient grounding in religious education. Hence, educational practitioners assume a paramount role in mitigating intolerance among students (Azmi, 2022). Additionally, Abidin (2021) identifies critical impediments to the cultivation of tolerance in students, such as an overreliance on text-based learning without practical application. Therefore, the adoption of real-world, experiential approaches becomes imperative, facilitating students in gaining practical experience and honing skills in the application of moderate attitudes.

Within the educational landscape, the challenge of intolerance manifests itself prominently in the form of bullying, undermining students' inclination to maximize their potential and diverting their focus towards self-defense rather than self-development within school environments (Akhmadi, 2022). Students who engage in such reprehensible behavior cannot often regulate their attitudes towards their surroundings. Overcoming this challenge emerges as a significant imperative for the education sector, necessitating a focus not only on the cognitive development of students but also on their affective dimensions, which play a pivotal role in realizing educational objectives (Devi & Indryawati, 2020). Moreover, the issue is compounded by discriminatory practices within the classroom perpetrated by educators, where biases in favor of high-achieving students impede the attainment of equitable educational goals (Larkin & Thyer, 2022). Consequently, there exists an urgent need to formulate alternative pedagogical approaches attuned to evolving circumstances.

Problem of the Study

Teachers play a pivotal role in driving the learning process in the classroom. The classroom

serves as a platform for both students and teachers to engage with individuals from diverse backgrounds, encompassing varying physical attributes, socio-economic status, and belief systems (Tobroni et al., 2022). Class as a means of endeavor of a teacher to provide an experience for students so that they have knowledge and can develop their potential and be able to live independently (Sulaiman, 2021). A teacher's primary responsibilities within the classroom involve teaching and class management. In essence, teaching activities encompass the organization and arrangement of the learning environment around students. Meanwhile, class management involves more than physical arrangements and student routines; it centers on the creation and maintenance of a conducive and enjoyable classroom atmosphere and conditions for students (Ilyas & Syahid, 2018).

The classroom environment can sometimes hinder the dynamic and productive learning process due to a range of factors that may originate from either students or teachers (Kusumaningrum et al., 2022). Therefore, it is essential to implement self-control-based classroom management to prevent inhumane and intolerant behaviors and cultivate the desired moral values in education (Malihah & Alfiasari, 2018). Moreover, classroom management that emphasizes self-control can promote not only academic intelligence but also positive behavioral traits, such as noble character. Well-organized classrooms with effective management reflect the teacher and students' competence and character (Syahrani, 2018). Effective classroom learning must also incorporate affective aspects that can be achieved through activities that foster self-control among students (Shanmugavelu et al., 2020).

The Islamic Elementary School under investigation is dedicated to addressing intolerance and bullying within the educational environment by fostering an educational ethos that values diversity and celebrates differences. In 2017, the school outlined its vision as aspiring to nurture individuals who are knowledgeable, pious, virtuous, and infused with the spirit of the Qur'an. However, in response to the transformative impact of scientific and technological advancements on societal cultural values, the school redefined its vision in 2020. The revised vision aims to produce successors characterized by activity, creativity, competitiveness, a commitment to moderation, and a deep alignment with the spirit of the Qur'an. This revision was prompted by an incident within the school where certain students displayed a lack of respect for the socio-economic backgrounds of their peers. Notably, during the pandemic, the shift to electronic media for learning led to instances where students criticized their peers who did not have the means to acquire such devices. Another incident involved a lack of empathy, as a student with access to a bicycle failed to understand the challenges faced by a peer who had to commute on foot.

A prevalent issue within the classroom involves the behavior of academically high-achieving students who tend to belittle and avoid friendships with those possessing below-average abilities. Such attitudes contribute to acts of intolerance and bullying within Islamic elementary schools. In the pursuit of a successful learning process and the cultivation of national and religious successors, The school has embraced a classroom management approach grounded in the principles of self-control. However, recognizing that effective classroom management alone is insufficient to realize the institution's vision and learning objectives, the management approach encompasses facets of self-control designed to foster the comprehensive development of students' cognitive, affective, and psychomotor faculties. This approach further ensures the establishment of a conducive and productive classroom environment.

Research's State of the Art

According to Efendi and Gustriani (2020), , possessing adept classroom management skills is crucial for teachers to diagnose, understand, and plan actions, creating a conducive learning environment. Consequently, teachers play a pivotal role in contributing to the success of learning within educational institutions. Cevallos and Soto (2020) emphasized that teachers play a pivotal role in fostering students' development towards realizing their life goals to the fullest potential. Thus,

Nugraha (2018) argues that classroom management is crucial because students' behavior and attitudes can change and be influenced by various factors over time, such as low willingness to learn, weak study discipline, teaching habits, and uneven teacher attention. In the learning process, teachers should not only impart knowledge to students but also effectively manage their behavior and conditions. Therefore, classroom management should incorporate aspects of self-control to encourage students to be active participants (Casmini & Wayudi, 2021).

According to Yulianto (2020), teachers should adopt an approach that motivates students to actively participate and explore their potential. Yakin (2019) underscores four principles in classroom management. First, students should be seen as subjects rather than objects, involving them in planning and decision-making related to their activities. Second, students have diverse physical, intellectual, social, economic, and interest-related conditions, necessitating a variety of activities for their optimal development. Third, students are more motivated to learn when they find the subject matter enjoyable. Fourth, student motivation development extends beyond the cognitive domain, encompassing the affective and psychomotor domains.

According to Masrurroh's (2019) research, student self-control and the class management system introduced by teachers significantly contribute to promoting student discipline. This is because an unproductive class atmosphere is associated with inadequate class management and a lack of self-control. Additionally, research by Nael and Gnaim (2021) underscores the crucial role of classroom management in enhancing the effectiveness of the teaching and learning process. The management techniques include lesson planning, direction, classroom management, communication, and control, all of which are essential for improving overall student achievement.

Gap Study & Objective

Based on previous studies, it can be concluded that there exist variations in research approaches among different scholars. The objective of this study is to examine how classroom management grounded in self-control influences the development of moderation in madrasah students. This research holds significance as it offers a proactive solution to address bullying and intolerance in schools at an early stage. The novelty of this investigation has the potential to motivate educational professionals to reassess educational management, integrating the concept of self-control. Furthermore, this research underscores the vital role of teachers, serving not only as classroom managers but also as strategic key players in the realm of education. It is crucial to acknowledge the substantial contribution teachers make towards achieving educational objectives. The researchers aim to conduct this study to gain insights into how self-control-based classroom management can mold the moderation of students in madrasahs. This research is anticipated to yield valuable perspectives for educational practitioners, providing them with essential reference materials and insights for fostering students' moderation.

METHOD

Type and Design

This research employs a qualitative approach within a case study design. The study aims to gather data in the form of written or spoken words, describing the behavior of the subject or object under observation. The primary focus is on observing how the subject engages with the object of study, specifically the implementation of self-control-based classroom management contributing to the shaping of students' moderation in a madrasa.

Data and Data Sources

The study took place at an Islamic Elementary School in East Java, Indonesia, with a specific focus on third-grade students. Two primary data sources were utilized. The first source consisted of raw, unprocessed data directly obtained from the research subjects. However, this data alone lacks the completeness required for decision-making and necessitates further processing. Examples of primary data sources include observations of teacher and student behavior, along with interviews. In contrast, the secondary data source comprises published and readily available data that can offer information for decision-making, although it may require additional processing. Documentation studies, such as the school's curriculum, lesson plans, syllabus, and other learning support documents, were utilized as sources of secondary data.

Data collection technique

This study employs observation, interviews, and documentation as data collection techniques. Observations focused on the teacher's implementation of self-control-based classroom management and its impact on student tolerance, emphasizing the teacher's role as a class manager. Four informants—the madrasa head, homeroom teacher, student representative, and students—were interviewed using structured guidelines to gather diverse perspectives on the research topic. Documentation studies complemented other data collection methods, involving written or archived materials owned by teachers and relevant documents discovered during the research process.

Data analysis

The researchers utilized Miles and Huberman's (1994) analytical model, an interactive framework that includes data collection, data reduction, data presentation, and drawing conclusions. To enhance data validity, source triangulation was employed. The research unfolded through several stages, commencing with the pre-research stage involving initial observations of the object and obtaining necessary permissions. Subsequently, in the research phase, observational studies, interviews, and documentation collection took place. Finally, the post-research stage encompassed data reduction, analysis, and drawing conclusions from the collected data.

RESULTS

The educational institution under study is situated in Gending District, Probolinggo Regency, Indonesia. This institution follows an Islamic educational framework, where both students and teachers share the same religious beliefs. Despite this commonality, there exists a potential for intolerance and discrimination within the madrasa environment. The expectation is that every Muslim adheres to the value of moderation towards others, irrespective of differences in beliefs. However, this principle is sometimes overshadowed by variations in socioeconomic status within the ummah. Students in madrasas often exhibit behavior aligned with their personal inclinations, warranting attention from teachers and madrasas. To counteract intolerance, the school employs a self-control-based classroom management approach.

Teachers at the school employ the self-control-based classroom management approach to instill values of moderation from an early age. The concept of moderation encompasses three core values: al-'adl, tawazun, and tasamuh. Self-control, in this context, refers to the capacity to exercise control over one's behavior, thoughts, and decision-making processes (Firat & ilic, 2020). The school has implemented a policy designating all teachers as class managers responsible for applying the principles of self-control to promote tolerance in the school environment. The school has formulated a set of core activities that must be carried out by all classes, with class teachers ensuring their implementation and development. Mrs. K, the Deputy Head of Student Affairs, has emphasized the school's heightened efforts, including the organization of study groups for students, rejection of acts of sarcasm in the

school environment, facilitation of group discussions, and provision of motivation for each student's achievements. By adhering to these operational efforts encompassing the four main activities of self-control-based classroom management, students can cultivate a tolerant attitude in the school environment.

Student Grouping

The school employs student grouping as a primary strategy to instill the value of moderation among students. This learning concept involves grouping students together, applied to all classes within a heterogeneous system without considering gender, ability, or socioeconomic level. Student grouping occurs twice per semester, with group members changed every three months. Ms. L, the class teacher, explained that each group consists of 4-6 students, adjusted based on the class's total number of students. This approach aims to foster positive attitudes among students towards their peers, allowing them to become familiar with the characters of their classmates and encouraging greater interaction, beyond limiting interaction to specific friends.

Mrs. K, the Deputy Head of Student Affairs, shared her perspective on the benefits of student grouping in cultivating social skills among students. The teacher maintains a list of group members for each group, randomized for each subsequent grouping, ensuring that each student interacts with different peers over time. This method not only promotes increased interaction among students but also nurtures a sense of respect and care for others. Figure 1 serves as an institutional record, displaying the number of student groupings based on class size in the school.

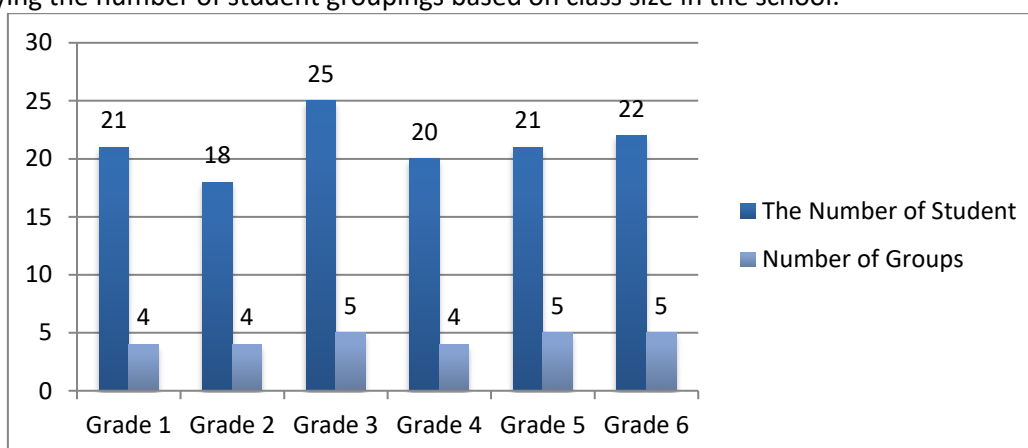


Figure 1. List of groupings for each study group

The data in Figure 1 indicates that the studied school has 127 students across 6 classes, divided into several groups in each class. Grade I, with 21 students, was divided into 4 groups, grade II, with 18 students, was divided into 4 groups, grade III, with 25 students, was divided into 5 groups, grade IV, with 20 students, was divided into 4 groups, grade V, with 21 students, was divided into 5 groups, and class VI, with 22 students, was divided into 5 groups.

This initial effort in class management aligns with the findings of Irwansyah & Retnowati (2019), who emphasized that collaboratively heterogeneous student grouping strategies are more effective than homogeneous grouping or groupings based solely on cognitive abilities. Such a learning strategy also alleviates learning pressure for students and enhances social maturity, as demonstrated by students from heterogeneous schools. Aghaei et al. (2020) similarly highlighted the benefits of combining male and female students in study groups, enabling students to understand their social roles without negative impacts on subsequent social relations.

Moreover, students with social interaction not constrained by gender find it easier to develop the value of *tawazun* (balance). In the educational process, learners must be capable of self-control and able to collaborate with peers who have equal entitlements to educational services. Gunawan et al. (2022) affirmed that this grouping system enables students to better understand equal rights without discrimination. The school's decision to base class management on self-control serves as an effort to instill the value of moderation in basic education, a commitment that madrasas consistently uphold to facilitate the development of moderation values in early childhood.

Fending Off Sarcasm in the School Environment

Sarcasm, a widely used style of language or speech, has the potential to inflict emotional harm on others and is often acquired during early childhood. In everyday interactions, individuals frequently resort to sarcasm when experiencing anger or annoyance. Even young children may employ harsh language to express sarcastic sentiments towards their friends, using teasing, ridicule, and inappropriate language. Students, in particular, are prone to utilizing sarcasm as a means of taunting, ridiculing, or making fun of their peers and sometimes even teachers. Individuals who habitually use sarcastic language often face negative perceptions and may be deemed to lack moral character (Attazky et al., 2020). Unfortunately, sarcasm can escalate into bullying, a serious issue prevalent in many school environments. Bullying can manifest in various forms, including physical violence, rough treatment, and instigating fights among students. Such behavior, coupled with harsh language, can disrupt an individual's behavioral patterns and undermine their self-reliance, leading to severe consequences for the victim (Rahmawati et al., 2020).

A fundamental initiative in the observed school involves managing the implementation of classroom learning while promoting the concept of self-control to instill students with values of moderation from a young age. Notably, schools aim to discourage the use of sarcasm in the madrasa environment, particularly within the classroom. To achieve this, the observed school introduces and familiarizes students with the 5S concept (Senyum, Salam, Sapa, Sopan, dan Santun) and the 3 Magic Words (Thanks, Please, and Sorry) throughout the learning process and within the madrasah environment. According to Mrs. L, all students are instructed to exhibit virtuous behavior under any circumstances. The promotion of smiling is encouraged to help students become accustomed to enjoyable activities and to avoid distressing situations. Additionally, students are urged to use appropriate language when interacting with others, including expressing gratitude to those who have helped or pleased them, apologizing for careless actions or mistakes, and seeking assistance when faced with challenges. Students have even created a poster showcasing the 5S culture and the 3 Magic Words to propagate these values within the school environment.



Figure 2. 5S posters

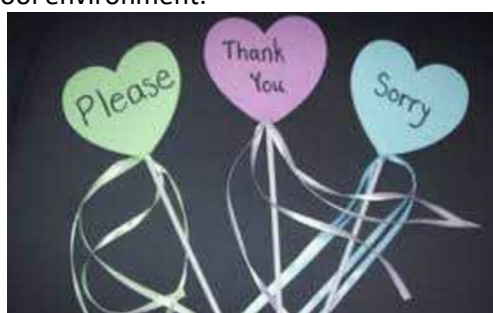


Figure 3. Poster 3 magic words

According to Figure 2 and Figure 3, classrooms in the observed school prominently display posters created by students regarding the 5S and 3 magic words. The purpose of these posters is to serve as reminders to students about the importance of incorporating these values into their lives,

rather than solely relying on the directions and appeals of teachers. The culture of practicing the 5S is instilled in students from the beginning of their learning until the completion of their studies at the madrasa. At the commencement of every class, students are encouraged to greet the teacher first, then stand while smiling to demonstrate respect and readiness for engaging in enjoyable learning activities. In the madrasa environment, students are expected to maintain polite and courteous behavior towards everyone. Therefore, the school encourages students to seek help and express "thanks" and "sorry" to anyone, regardless of the circumstances.

Mrs. K, the Deputy Head of Student Affairs, emphasizes that early childhood is comparable to a blank canvas that can be adorned with positive values, and the school's policy reflects how education activists can effectively exercise their authority to nurture children's intelligence in terms of affective and psychomotor skills from an early age. This policy serves as a foundation for elementary school students to develop good self-control and exhibit respect towards those around them.

Using polite language can have a significant impact on speakers, the speech environment, and the listeners. Speakers who think positively and speak politely tend to exhibit wisdom in analyzing various situations. Thus, even if the speaker is undergoing emotional turmoil, their surroundings will remain conducive if they maintain a positive and polite demeanor (Sandiko et al., 2022). Speech and actions are the outcomes of thought control. Therefore, possessing good self-control in thoughts makes it easier to manage one's emotions (Casmini & Wayudi, 2021). Developing good self-control leads to individuals who can function as social beings and show respect for the presence of others (Sulaiman, 2021).

Conducting Group Discussion (GD)

The observed school employs various activities to evaluate and foster attitudes of 'adl (fairness) and *tasamuh* (respect for others) in its students. One such activity is group discussions, where students actively engage in the learning process and articulate their opinions on studied topics to solve problems. The school advocates for a specific type of group discussion, wherein a central problem related to the learning material is presented, and each group member takes turns presenting their ideas or opinions to the group. According to a third-grade student identified as A, students are given a problem to discuss within their groups, finding a solution through debate or brainstorming with other groups. This approach ensures that all students receive accurate information and promotes a more effective learning process.

As per Juniar et al. (2019), group discussion is an intentional data collection process designed to gather information from a group based on a specific problem. Each student contributes their opinion based on their existing knowledge and experience related to the studied topic. This approach enables teachers to assess each student's level of understanding and mastery of the material. Group discussion also serves as a means of collecting various information and solutions to problems through the exchange of opinions among participants with different social backgrounds and experiences. The teacher acts as a moderator to regulate and direct the interaction among students during the discussion (Aswat, 2019).

The group discussion activity aligns with Islamic teachings that promote a moderate attitude and uphold the values of *al-'adl*, *tawazun*, and *tasamuh*. Through this activity, students are trained to have a sense of equality, respect for others' opinions and opportunities, and the ability to balance individual and group needs. Mr. J, one of the teachers, highlighted that such students exhibit good self-control, with the ability to make informed decisions on their actions. This conducive classroom management should be maintained by the teacher to instill the value of moderation among students.

Providing Achievement Motivation

The clarity of the learning activity procedure is crucial, with motivating rules in place to encourage students to cultivate a sense of self-belief, responsibility, tolerance, and respect towards their peers. In these rules, an achievement motivation model is adopted where active and critical students are rewarded with a plus mark (+), while students who lack discipline, fail to appreciate their peers, or are unresponsive are penalized with a minus mark (-). These rewards and penalties are accumulated and reflected in the end-of-semester grade alongside the midterm and final exam results. This approach motivates students to strive for higher grades by being more active, creative, and critical in the learning process. According to the class teacher, Ms. Lusiana, the school applies this reward model to students' learning outcomes regardless of their status, and the results are based solely on the students' performance. The concept of achievement motivation reflects the value of al-'adl by ensuring fairness and equity in assessing each student's performance, without any preferential treatment.

This program is designed to enhance performance in both physical and interpersonal tasks, with a particular focus on individual self-development (Sufanti et al., 2021). The program is an awards-based initiative aimed at improving participants' achievement motivation. It involves motivational training that focuses on enhancing participants' motivation to achieve, rather than evaluating their personality (Surgiani, 2020). By adopting this approach, the program aims to promote equal rights and obligations among all students, as these are determined by their achievements and learning outcomes (Tastin & Harto, 2019).

DISCUSSIONS

Based on the aforementioned research findings, it becomes apparent that classroom management, executed by teachers assuming the role of class managers and emphasizing the concept of self-control to foster students' moderation, proves to be highly effective. The students demonstrate the capacity to regulate their behavior, thoughts, and decision-making processes. Additionally, they manifest the characteristics of 'adl, tawazun, and tasamuh, which constitute elements of an individual's attitude of moderation towards others. As class managers, who also serve as role models for elementary students requiring significant behavioral guidance and attention, teachers must steer the class in line with educational objectives and guide them towards becoming the khaira ummah generation.

Ismaeel and Mulhim (2019) argue that managing a classroom is a pivotal role teachers play in establishing optimal learning conditions and neutralizing potential disruptions during the teaching and learning process. Syahrani (2018) further underscores the necessity for teachers to address distracting student behaviors, reward students for completing assignments or answering questions correctly, and establish productive group norms or rules to cultivate a positive learning environment. Melhem (2022) indicates that a major challenge for teachers upon entering a classroom is addressing both teaching and management problems, with the goal of enhancing the quality of education for their students. To fortify the classroom management system, Sari et al. (2017) contend that teachers should concentrate on enhancing and developing students' self-control, enabling them to make informed decisions aligned with their goals and prioritizing positive actions.

The research by Erwinsyah (2017) supports the discourse on the significance of classroom management, highlighting the utilization of an authoritarian control approach and liberal freedoms to shape student behavior based on religious norms and cognitive intelligence. This involves employing motivation, rewards, and, if necessary, punishments to instill discipline and foster positive learning behaviors. On the other hand, Tumataroa & O'Hare (2019) mention that the liberal freedom approach

allows students to choose the learning concepts that emotionally resonate with them during the learning process. This research underscores the crucial role of classroom management in shaping student behavior and promoting effective learning. Therefore, teachers must comprehend the needs and abilities of their students.

Moreover, Masruroh's (2019) research demonstrates the effectiveness of classroom management in cultivating positive student behavior and fostering order and discipline in learning activities. This affirms that the implementation of a structured and directed management system in the classroom can facilitate learning and attain specific educational objectives. According to Hajifathali et al. (2021), the self-control approach encourages students to make choices aligning with expectations, fostering orderly learning and discouraging impulsive behavior. Consequently, it is evident that classroom management and behavior control directed toward students contribute to enhancing their affective intelligence.

The conducted research successfully instilled an effective student moderation attitude through various activities implemented by the observed school. These activities encompassed student grouping, discouraging acts of sarcasm in the madrasah environment, conducting group discussions (GD), and providing achievement motivation. By employing heterogeneous student grouping, the school balanced students' feelings and behaviors, fostering respect for the diverse characteristics of their peers. The school also instituted habitual activities to cultivate students' appreciation and respect for others, preempting actions that may lead to sarcasm through the 5S habitual activities and 3 magic words. This heightened students' awareness as social beings. To maintain equilibrium in students' readiness to develop their affective and academic abilities, the teacher introduced group discussion activities, allowing students to practice listening and respecting their peers' opinions. Additionally, the teacher fairly administered achievement motivation, rewarding those excelling in learning outcomes and penalizing those lacking discipline, failing to respect peers, or being unresponsive.

This research makes a substantial contribution to educational academia by offering insights into self-control-based classroom management as an alternative system specifically designed to instill an attitude of moderation in early childhood students. It is crucial to recognize that children, akin to blank slates, are ready to observe and imitate the examples set by those around them. Hence, this research shifts the mindset of education practitioners, highlighting that learning achievement is influenced not only by students' abilities and intelligence but also by the style of classroom management. Teachers, as class managers, must possess the skills to create, innovate, and collaborate universally with students, fostering the development of a virtuous and high-quality next generation of the nation.

Figure 4 illustrates certain student behaviors observed through self-control-based classroom management in the classroom. Overall, this research provides valuable insights and recommendations for effective classroom management to enhance both student behavior and academic achievement.



Figure 4. Student self control in an attitude of moderation

Figure 4 illustrates the efficacy of self-control-based classroom management in cultivating moderation among elementary school students. It demonstrates that these management practices empower students with the ability to make judicious decisions, regulate their emotions, demonstrate respect towards their peers and teachers, and align their actions with their intentions. The focus of this research is exclusively on the class management structure implemented by the observed school, which relies on self-control as a mechanism for fostering students' moderation. While this study builds upon earlier research aimed at cultivating students' moderation attitudes through classroom management systems, it is essential to acknowledge its limited scope to madrasas. Consequently, this research serves as a preliminary exploration, paving the way for further investigations into the development of moderation attitudes among students.

CONCLUSION

The researchers conclude that the observed school has successfully implemented self-control-based classroom management, executed by teachers, to instill the value of moderation. The school has introduced various activities in every class, including group discussions, discouraging sarcasm, providing achievement motivation, and student grouping. These activities aim to enhance students' capacity to govern their behavior, thoughts, and decisions in harmony with the values of al-'adl, tawazun, and tasamuh. The study's findings significantly contribute to advancing students' cognitive, behavioral, and decision-making development by instilling values such as respect, equality, and compassion for others while eliminating discrimination. Future research on the same theme may benefit from examining the effectiveness of self-control for children exhibiting apathetic or aggressive characteristics. This could provide insights into the self-control patterns employed by teachers and their success in the classroom management process.

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