



TEACHER'S SKILLS IN CLASSROOM MANAGEMENT ACCORDING TO THE CHARACTERISTICS OF STUDENTS IN ELEMENTARY SCHOOL

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Abstract

The ability and skills of teachers in classroom management significantly influence the effectiveness of the teaching and learning process. A teacher can create a positive and enjoyable learning environment for students. Classroom management is the task performed by the teacher responsible for teaching activities to ensure that everything runs smoothly and effectively. In carrying out their roles as educators, mentors, leaders, and trainers of students, a teacher must understand and be aware of various aspects of behavior, particularly their students' behavior. Elementary school students have characteristics such as a love for play, a tendency to be active, a preference for working in groups, and a desire to experience, do, and demonstrate things directly. However, many teachers still do not fully understand the meaning of these characteristics. Therefore, further understanding is needed to deepen teachers' insights into classroom management skills that align with the characteristics of elementary school students. This study uses a literature review approach, with data collection based on findings from various journal sources and books related to the topic. The study concludes that the skills teachers must possess to manage classrooms in elementary schools include: 1) Understanding Child Development; 2) Effective Communication Skills; 3) Time Management; and 4) Understanding Individual Needs.

Keywords: *Teacher Skills, Classroom Management, Professional Teachers, Student Characteristics, Elementary School*

A. Introduction

Classroom management refers to the efforts made by educators, as those responsible for the teaching and learning process, to achieve an optimal condition in

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an effective and efficient manner. The classroom, as a learning environment, plays a crucial role in supporting students' focus and concentration during learning activities. (Nasriruddin and Idris 2022). It is important to create an atmosphere that supports learning so that the teaching objectives can be effectively achieved.

In this context, Government Regulation Number 19 of 2009 emphasizes that the learning process must be interactive, inspiring, enjoyable, and challenging. Furthermore, it is necessary to provide ample space for the expression of creativity, initiative, and self-development in line with the potential, interests, as well as the physical and psychological aspects of students. As educators, mentors, leaders, and trainers, teachers must understand various aspects of behavior, including their own behavior and that of others, particularly the behavior of students (Saputra, Saputra, and Aristawati 2023).

The role of the teacher in classroom management is crucial because, through effective management, teachers can facilitate the achievement of classroom goals. Therefore, teaching planning and classroom management must be carefully designed to create an environment that supports students' success in achieving learning objectives.

A teacher's ability and skills in managing the classroom greatly influence the quality of the teaching and learning process. A teacher with strong classroom management skills can create a positive and enjoyable learning environment for students. Classroom management, also known as class management, is the process of empowering material and human resources in the classroom environment by the teacher to support both student and teacher learning activities in the most effective way. The material element focuses on the physical environment where learning takes place, while the human element focuses on the conditions in which learning occurs. (UPI, 2009).

In addition, the developmental phase of children at the Elementary School level exhibits specific characteristics, where there is a transition from the family environment to the school environment. At this stage, the role of the school and the community as a whole becomes increasingly significant in shaping the child's personality and forming their moral and social value systems. Children strive to adapt to these new elements, showing variations in their thinking patterns and behavior. These differences also include controversial behaviors and deviant actions, which become important to observe, especially as children enter the school environment. (Sabani 2019).

In this paper, the author attempts to discuss the role of the teacher, the characteristics of elementary school students, the factors influencing classroom

management, the skills required by teachers in managing the classroom, and the specific expertise needed for classroom management at the elementary school level.

B. Method

This study uses a qualitative research approach based on a literature review, where several issues are identified, the topics to be discussed are examined, and relevant sources are searched (Sidiq, Umar, Miftachul Choiri 2019). Subsequently, citations are made, which are then abstracted from various relevant journals and books to acquire new knowledge and conclusions after going through several steps. It is hoped that this research will uncover new information that can be used as a source for further research or evaluation regarding teachers' abilities to manage classrooms in elementary schools.

C. Finding and Discussion

A profession refers to a field of work that an individual desires or intends to pursue (Saudagar and Idrus 2009). In other words, a profession is a job that requires specialized training and mastery of specific knowledge. A profession typically has a professional association and a code of ethics (Zacky 2016), serta proses sertifikasi dan lisensi yang berlaku khusus untuk bidang profesi tersebut (Mukhtar 2012). Professionalism is one of the four competencies that a teacher must possess, along with pedagogical, personal, and social competencies (Hasan 2020). Law No. 14 of 2005, Article 32, strengthens this concept by stating that the development and professional growth of teachers involves the enhancement of their profession and career, including pedagogical, personal, social, and professional competencies.

The role of the teaching profession holds a strategic position in empowering and educating a nation, and cannot be replaced by any other element in the life of a nation throughout history. The more significant the role of teachers in carrying out their duties, the more the reliability and readiness of individuals are formed. In other words, the vision of the future of humanity is reflected in the image of teachers today, and the dynamics of life's progress are heavily dependent on the image of teachers in society. There is no society that does not need the teaching profession. Although the recognition of the teaching profession in Indonesia has not yet matched that in other countries, the implementation of teacher professional certification has brought progress for teachers.

Characteristics of Elementary School Students

According to (Hartono and Agung 2002), the characteristics of elementary school-aged children can be described as follows: First, elementary school children

tend to enjoy playing. This condition requires teachers to organize educational activities that incorporate elements of play, especially for students in the lower grades. Teachers are expected to develop teaching models that are serious yet relaxed.

The second characteristic is the tendency of elementary school-aged children to enjoy moving around, in contrast to adults who can sit for hours. On the other hand, elementary school children can only sit for a maximum of about 30 minutes (Sit 2012). Therefore, teachers need to design learning models that facilitate movement and physical activity for children. Asking children to sit quietly for long periods can be experienced as an unpleasant activity for them.

The third characteristic of elementary school-aged children is their tendency to enjoy working in groups (Surya 2013). Through interaction with peers, children learn important aspects of the socialization process, such as following group rules, building friendships, developing independence, taking responsibility, competing in a healthy way, understanding sports, and comprehending values of fairness and democracy. This characteristic implies that teachers need to design learning models that allow children to work or learn in groups. Teachers can encourage students to form small groups of 3-4 members to collaboratively complete tasks or projects.

The fourth characteristic of elementary school-aged children is their tendency to enjoy experiencing, doing, and demonstrating things directly. Based on cognitive development theory, elementary school children are in the concrete operational stage, where they can connect new concepts with those they already possess. From these experiences, students form concepts about numbers, space, time, bodily functions, gender roles, morality, and so on (Lucy Ardiati 2021). To facilitate students' understanding, teachers should design learning models that allow children to engage directly in the learning process, such as conducting experiments or practical activities that support the concrete understanding of concepts.

Factors Influencing Classroom Management

The success of classroom management in supporting the achievement of learning objectives is influenced by various factors, both physical and non-physical (socio-emotional), which are related to the teacher's role (Suwardi; Daryanto 2017). Several Factors Influencing Effective Classroom Management Include:

First, physical environment factors, where the learning environment has a significant impact on learning outcomes and the achievement of instructional goals. A supportive physical environment that meets minimal standards will provide positive support for students' learning activities. Aspects of the physical environment include the arrangement of seating, organization of teaching tools, classroom aesthetics and cleanliness, as well as adequate ventilation and lighting. (Djamarah; and Zain 2006).

The second factor is socio-emotional factors, where creating socio-emotional conditions can be achieved through the use of methods that foster a more positive and supportive classroom environment. This involves better organization and guidance of students, as well as effective responses to irresponsible student behavior (Jones and Jones 2012). Djamarah in (Karwati and Priansa 2015) highlights socio-emotional factors, which may include leadership style, teacher's attitude and tone of voice in communication, as well as fostering positive relationships between teachers and students.

The third factor is organizational factors, which involve routine activities carried out to prevent obstacles in classroom management. Through structured and transparently communicated routines to all students, positive habits are formed in each student. Additionally, this helps students become accustomed to behaving in an orderly and disciplined manner during every routine activity (Karwati and Priansa 2015).

It can be concluded that classroom comfort is influenced by both internal and external factors related to students. To address potential disruptions in the classroom, teachers need to make efforts to minimize disturbances that affect comfort in classroom management. These factors have a significant impact on the success of classroom management, which can be achieved through the establishment of reasonable and mutually agreed-upon classroom rules.

The importance of regularly reviewing classroom rules, especially in elementary school settings, is recognized, with recommendations suggesting reviews daily during the first week, three times a week during the second week, and once a week thereafter. Teachers must be fair in addressing student issues in the classroom, taking into account individual differences, cultural backgrounds, traditions, and diverse religions. Therefore, being a teacher as a professional requires balanced involvement in pedagogical, psychological, and didactic aspects (Jones and Jones 2012).

Teacher's Classroom Management Skills

Based on the definition in Kamus Besar Bahasa Indonesia, the word "keterampilan" (skills) is derived from the word "terampil" (skilled), which means competent in completing tasks, capable, and agile. Keterampilan is also defined as an individual's ability or proficiency in carrying out assigned tasks or work (Pusat Bahasa Departemen Pendidikan Nasional 2001). In the context of teaching skills, (Sa'ud 2013) and (Bahriah 2014) state that a teacher's basic teaching skills include opening and closing lessons, guiding small group discussions, managing the classroom, and teaching both individuals and small groups.

Thus, it can be concluded that teaching skills involve a set of abilities that encompass fundamental tasks such as opening and closing lessons, guiding small group discussions, managing the classroom, and teaching individuals and small groups. These skills are key to providing stimulation, motivation, guidance, direction, and supporting students throughout the learning process with the goal of achieving the integrated educational objectives set.

In the context of basic teaching skills, there are two main abilities that a teacher must master: mastering the subject matter to be taught (what to teach) and mastering the methodology or way to teach it (how to teach) (Wahyulestari 2018).

Basic Teaching Skills are part of the second aspect, which refers to how to teach students. This ability is very important because teaching is not just about delivering content but also involves broader aspects such as fostering attitudes, emotions, character, habits, and values. These basic teaching skills, also known as Basic Instructional Techniques, must be possessed and mastered by every teacher, regardless of the grade level or subject being taught.

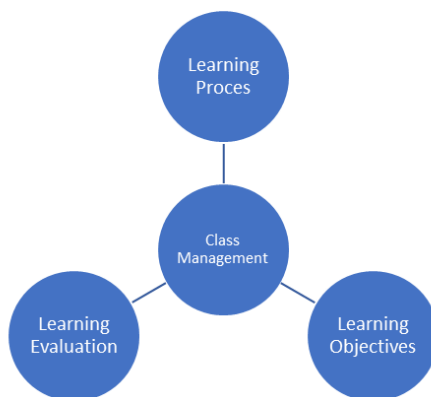
Classroom management can be defined as a series of actions taken by teachers to organize students and the classroom environment to create optimal learning conditions and maintain classroom discipline. This involves teachers' skills in creating, maintaining, and restoring a conducive learning environment, as well as addressing problems and disruptions that may arise during the learning process (Fauzi 2015).

In this context, classroom management is the teacher's effort to create an effective and efficient learning environment in alignment with the established learning objectives (Fathurohman and Sutikno 2017). The principles of classroom management skills include modifying behavior through behavior analysis with the application of reinforcement, implementing group problem-solving approaches, maintaining students' motivation, and addressing and resolving emerging problems (Sa'ud 2013).

Thus, classroom management involves various aspects, including controlling students' behavior, providing reinforcement, implementing group problem-solving approaches, and maintaining students' motivation. The goal is to create a conducive and efficient learning environment while addressing potential issues that could disrupt the learning process.

Classroom management is an essential aspect that educators must prioritize in their efforts to create a productive and efficient learning environment, ensuring the optimal achievement of learning objectives in the classroom. Below is a diagram illustrating the relationship between classroom management and the learning process to achieve learning objectives optimally (Nurmalasari 2019).

The diagram above illustrates that:



1. Classroom management does not only occur at the beginning of the learning process but also aims to create a supportive learning environment so that the achievement of learning objectives can be optimized.
2. Classroom management is not only relevant during the learning process but is also important during the evaluation process to ensure that learning evaluations are conducted effectively and efficiently.
3. Classroom management is an ongoing process throughout the entire learning journey.

Furthermore, one of the important skills of a teacher is creating a positive and enjoyable classroom atmosphere, as explained by (Rose and Nicholl 2002). They outlined the characteristics of a pleasant classroom atmosphere as follows:

1. Creating a stress-free environment, a safe place to make mistakes, while fostering hope for a high level of success;
2. Ensuring that the learning material is relevant and useful, and that it is important for meeting students' expectations;
3. Maintaining the learning process in an emotionally positive manner. Generally, this atmosphere can grow when learning is done with others, supported by humor and enthusiasm, while providing regular breaks and pauses, along with enthusiastic support;
4. Engaging all senses and stimulating both sides of the brain, both the left and right hemispheres;
5. Challenging students to think ahead and express their understanding optimally by directing their intelligence to comprehend the learning material;
6. Consolidating the material that has been learned through periodic reviews.

Skills for Classroom Management in Elementary School

Managing a classroom in elementary school is a challenging task. Teachers at this level must possess specific skills to create a conducive learning environment for young

students with their unique characteristics. Some important skills that a teacher needs in managing an elementary classroom, considering the students' characteristics, include:

1. Understanding Child Development

It is essential for elementary school teachers to understand the physical, cognitive, social, and emotional development of their students. Children at this stage are experiencing rapid developmental changes, and the teacher's understanding of these stages will help them design appropriate learning experiences. Referring to Piaget's cognitive theory as explained by (Sit 2012), Children aged 7-11 years in elementary school are in the concrete operational stage, where they can perform mental activities focused on concrete objects or events that can be measured. Therefore, teachers need to not only deliver the material but also pay attention to how the material is presented in an innovative way, creating a pleasant learning atmosphere so that students can absorb the material well and avoid feeling bored due to monotonous teaching methods.

On the other hand, research conducted by (Hidayati and Septiani 2016) Research indicates that a teacher's level of understanding and readiness regarding the curriculum concepts used can also impact the quality of learning. This, of course, significantly affects the quality of classroom management by the teacher. If elaborated, child development at certain stages includes physical, cognitive, social, emotional, and moral development. During this phase, children undergo rapid physical growth and develop better gross and fine motor skills. Teachers need to provide opportunities for students to move and play, allowing them to optimally develop their motor skills.

In terms of cognitive development, elementary school students begin to develop more complex thinking abilities. They start to understand concepts in mathematics, language, and science more effectively. Therefore, teachers need to design learning experiences that align with the cognitive development level of students. In social development, elementary school students start learning about social interaction, developing communication skills, and learning to share with peers. Teachers can support this social development by creating opportunities for collaboration among students in the classroom.

Emotional development in students can vary, and they learn to recognize and manage their emotions. Teachers need to understand students' feelings and create a safe and supportive environment where students feel comfortable discussing their emotions. Finally, in moral development, children begin learning about goodness, justice, and responsibility. Teachers can facilitate deep discussions about morality and support the development of positive values in students.

2. Effective Communication Skills

Teachers need to possess good communication skills to interact effectively with students. This includes listening attentively, speaking clearly and concisely, and using language that is appropriate for the students' level of understanding. There are three main communication strategies that teachers can use in learning, which are as a speaker, moderator, and manager (in the context of group learning).

The first communication strategy is lecture-based, where the teacher delivers the learning material in an engaging way using communicative language in the classroom. In addition to explaining the material, the teacher may also add stories or offer advice to students related to the material being taught. This approach aims to prevent students from getting bored with the lesson.

The second strategy is the teacher's role as a moderator, where the teacher and students engage in discussions or Q&A sessions during the lesson. The teacher asks questions or provides opportunities for students to ask questions, encourages active participation, and trains students' critical thinking skills (Subarsa, Zakiyah, and Anindhita 2020). The skills required for the teacher as a moderator include asking questions, encouraging active participation, stimulating critical thinking, and providing a platform for students to ask questions and make comments. Through this moderator communication strategy, students' motivation to learn can grow, as seen in their willingness to express opinions and their ability to defend those opinions.

The third communication strategy is the teacher's role as a manager (in the context of group work). The teacher acts as the facilitator of student learning resources by determining group members without creating any inequality among students and by supporting students during group work. This managerial communication strategy is expected to improve students' motivation to learn. When students face difficulties in completing tasks, they can ask the teacher and then discuss it with their group.

3. Time Management

Teachers need to plan learning activities carefully, ensure the efficient use of time, and provide clear guidance to students about expectations at each stage of the learning process. Effective time management is crucial for classroom management, as the time spent learning plays an important role in determining students' learning outcomes (Lestari 2015). Considering the diversity of ability levels in the classroom, teachers need to manage when students work individually, in pairs, in groups, or as a whole class, depending on the type of activity, student involvement, learning interactions, and the available time (Sa'diyah 2017). A teacher's ability to allocate time

effectively is key to managing learning activities, as the teacher must be able to divide time appropriately for each phase: the introduction, presentation, and conclusion (Prastowo 2017).

4. Understanding Individual Needs

In this context, elementary school teachers need to understand the varying needs and ability levels among their students. The ability to identify individual student needs and provide appropriate support becomes a crucial skill. One approach that can be used is differentiated instruction, where teachers adjust the process, activities, and learning outcomes to meet the varying needs and understanding levels of students. Through differentiation, teachers can create more tailored and supportive learning experiences for each student.

Differentiated instruction involves modifying teaching and assessment approaches to match students' learning styles, skill levels, and interests. This may include providing additional material, adjusting the difficulty level of tasks, or using different teaching methods. In this way, teachers can create an inclusive learning environment where all students feel supported and are able to reach their potential.

While challenges may arise in managing diverse needs, the differentiated learning approach can help teachers address these differences more effectively. This also enhances student motivation and engagement in the learning process.

D. Conclusion

The effectiveness of the teaching and learning process is greatly influenced by the teacher's ability and skills in classroom management. Classroom management, which involves both the physical condition of the classroom and non-physical factors inherent in the teacher, plays a key role in supporting the achievement of learning objectives. Specifically, in elementary schools, teachers face challenging tasks and must understand the characteristics of students while creating a conducive learning environment.

Elementary school teachers must cultivate several essential skills to effectively support their students' learning and development. First and foremost, a solid understanding of child development is crucial. This knowledge encompasses the physical, cognitive, social, and emotional growth of children, enabling teachers to create learning experiences that are appropriate for their students' developmental stages. Additionally, effective communication skills are vital; teachers should be adept at listening attentively, speaking clearly, and using language that resonates with their students' comprehension levels.

Time management also plays a significant role in the teaching process. Educators need to meticulously plan learning activities to ensure time is used efficiently while providing clear guidance on expectations throughout each stage of learning. Furthermore, recognizing and addressing the individual needs of students is essential. Teachers must be skilled in identifying these needs and offering tailored support, often through differentiated instruction, which allows them to adapt processes, activities, and materials to better suit each learner.

To navigate these challenges successfully, teachers can develop a teaching model that balances seriousness with a relaxed atmosphere. By incorporating game-based elements into educational activities, they can align effective and enjoyable learning strategies that meet the diverse needs of all students while achieving learning objectives. Moreover, there is potential for future research applications based on these findings, which can further enhance teaching practices and outcomes in the classroom.

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