

ABSTRAK

Muamar Yahya Nurroziq, 200101050523. Manajemen Kelas (Kondisi Fisik dan Non Fisik) dalam Meningkatkan Kepuasan Belajar Siswa di MAN 2 Banjarmasin. Pembimbing Skripsi: Dr. H. Ahmad Salabi, S.Ag., M.Pd. Program Studi Manajemen Pendidikan Islam, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin, 2026.

Kata Kunci: Manajemen Kelas, Kondisi Fisik, Kondisi Non Fisik, Kepuasan Belajar, MAN 2 Banjarmasin.

Penelitian ini dilatarbelakangi oleh pentingnya manajemen kelas yang efektif dalam menciptakan lingkungan belajar yang kondusif di MAN 2 Banjarmasin, baik dari segi pengaturan fisik maupun penciptaan suasana psikologis yang partisipatif. Penelitian ini bertujuan untuk mendeskripsikan kondisi fisik kelas (unsur ambient dan fungsional) serta kondisi non fisik, sekaligus menganalisis dampaknya terhadap tingkat kepuasan belajar siswa.

Penelitian kualitatif deskriptif ini dilaksanakan di MAN 2 Banjarmasin dengan subjek meliputi pimpinan madrasah, guru, dan siswa kelas XI. Data dikumpulkan secara komprehensif melalui observasi, wawancara mendalam terhadap tujuh informan, serta studi dokumentasi. Selanjutnya, data dianalisis menggunakan model Miles dan Huberman melalui tahap reduksi, penyajian, dan penarikan kesimpulan, serta diuji keabsahannya dengan triangulasi dan *member check*.

Hasil penelitian menunjukkan bahwa kondisi fisik seperti pencahayaan dan kebersihan sudah sangat memadai, namun suhu kelas yang panas pada siang hari dan ketiadaan LCD proyektor permanen masih menjadi kendala. Tata letak kelas diatur secara fleksibel untuk mendukung metode pembelajaran, meski ruang untuk praktik masih terbatas. Secara keseluruhan, kondisi fisik yang memadai yang dipadukan dengan interaksi non fisik yang humanis, komunikasi dua arah, dan *bonding* yang kuat sangat berdampak signifikan terhadap peningkatan konsentrasi dan kepuasan belajar siswa.

Sebagai rekomendasi, pihak madrasah disarankan untuk menyediakan fasilitas pendingin ruangan, memasang LCD proyektor permanen, dan merencanakan ruang praktik khusus yang lebih representatif. Guru didorong untuk terus mempertahankan pendekatan humanis serta berinovasi dengan *icebreaking* saat jam kritis, sementara siswa diharapkan konsisten menjaga kedisiplinan dan kebersihan ruang kelas.

ABSTRACT

Muamar Yahya Nurroziq, 200101050523. Classroom Management (Physical and Non-Physical Conditions) in Improving Student Learning Satisfaction at MAN 2 Banjarmasin. Supervisor: Dr. H. Ahmad Salabi, S.Ag., M.Pd. Undergraduate Thesis, Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin, 2026.

Keywords: Classroom Management, Physical Conditions, Non-Physical Conditions, Learning Satisfaction, MAN 2 Banjarmasin.

This research is motivated by the importance of effective classroom management in creating a conducive learning environment at MAN 2 Banjarmasin, both in terms of physical arrangements and the creation of a participatory psychological atmosphere. This study aims to describe the physical conditions of the classroom (ambient and functional elements) as well as the non-physical conditions, and to analyze their impact on the level of student learning satisfaction.

This descriptive qualitative research was conducted at MAN 2 Banjarmasin, involving madrasa leaders, teachers, and eleventh-grade students as subjects. Data were collected comprehensively through observation, in-depth interviews with seven informants, and documentation studies. Furthermore, the data were analyzed using the Miles and Huberman model through data reduction, data display, and conclusion drawing, and the validity was tested using triangulation and member checking.

The results indicate that physical conditions such as lighting and cleanliness are very adequate, but hot room temperatures during the day and the absence of permanent LCD projectors remain obstacles. The classroom layout is arranged flexibly to support learning methods, although space for practical activities is still limited. Overall, adequate physical conditions combined with humanistic non-physical interactions, two-way communication, and strong bonding significantly impact the improvement of student concentration and learning satisfaction.

As a recommendation, the madrasa is advised to provide air conditioning facilities, install permanent LCD projectors, and plan a more representative special practice room. Teachers are encouraged to maintain a humanistic approach and innovate with icebreaking during critical hours, while students are expected to consistently maintain discipline and classroom cleanliness.