IMPLEMENTATION OF ABILITY GROUPING IN CLASS MANAGEMENT IN MADRASAH DINIYAH RAUDHATUL MUBTADIIN KRAPYAK

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ABSTRACT*:*
Placing students in classes that are not following their competencies has caused many problems, such as in the process of learning activities will be hampered. Ability grouping is one solution for grouping classes that are differentiated according to student's abilities. Thus, this research aims to determine how to implement ability grouping at Madrasa Diniyyah Raudhatul Mubtadiin Krapyak Yogyakarta. This research is descriptive qualitative research. The data collection techniques used were interviews, observations, and documentation studies. The informants consisted of 10 people: the head of the madrasa, three teachers, three guardians of students, and three students. The data obtained were analyzed through the transcript, coding, comparing and contrasting processes, and data interpretation. In achieving the validity of the data, triangulation of methods and sources is used. The results showed that 1) Ability grouping in Madrasah Diniyyah was carried out with three stages of tests, reading test, writing and memorization test. 2) The positive impacts are high self-confidence, feeling more comfortable, a spirit of competition, and making it easier for teachers to deliver the material. Then, the negative impact is feeling inferior when in the elementary class. 3) Supporting factors include support for the guardians of students, for students, and adequate infrastructure.

ABSTRAK:
Penempatan siswa di kelas yang tidak sesuai dengan kompetensinya telah banyak menimbulkan masalah. Apabila hal ini tidak ditangani dengan tepat, tentu akan menjadi salah satu faktor penghambat dari proses kegiatan pembelajaran. Ability grouping menjadi salah satu solusi dalam proses pengelompokkan kelas yang dibedakan sesuai dengan kemampuan peserta didik. Dengan demikian tujuan dari penelitian ini adalah untuk mengetahui bagaimana implementasi ability grouping di Madrasah Diniyyah Raudhatul Mubtadiin Krapyak Yogyakarta. Penelitian ini merupakan penelitian kualitatif deskriptif. Teknik pengumpulan data yang digunakan ialah wawancara, observasi, dan studi dokumentasi. Informan terdiri dari 10 orang, yaitu kepala madrasah, 3 pengajar, 3 wali santri, dan 3 santri. Data yang diperoleh kemudian dianalisis dengan proses transcript, coding, comparing dan contrasting, serta interpretasi data. Dalam mencapai keabsahan data digunakan triangulasi metode dan sumber. Hasil penelitian menunjukkan 3 hal, yaitu 1) Ability grouping di madrasah diniyyah ini dilakukan dengan tiga tahapan tes, yaitu tes membaca, tes menulis, dan tes hafalan. 2) Dampak positifnya yaitu tingkat kepercayaan diri santri yang tinggi, rasa lebih nyaman, tumbuhnya semangat berkompetisi, dan memudahkan pengajar dalam menyampaikan materi. Dampak negatifnya adalah santri merasa rendah diri ketika berada di kelas dasar. 3) Faktor pendukungnnya meliputi dukungan wali santri, dukungan santri, dan sarana prasarana yang memadai. Untuk faktor penghambatnya adalah proses adaptasi santri yang relatif lebih lama.

Kata Kunci: Kemampuan kelompok, manajemen kelas, aktivitas pembelajaran

INTRODUCTION

Each student has a different learning absorption ability (Rosyady, 2015). Snow revealed that students' school differences could be seen in cognitive abilities, achievement motivation, interests, and creativity. He also stated that the function of education is not only related to the teaching and learning process but also functions to selecting and placing the right students according to their capacities and to designing teaching systems and strategies that are tailored to the individual characteristics of students (Br Sembiring, Winata, & Kusnasari, 2022).

The placement of students based on their capacity has been regulated in Article 1, section 12 of the Law (UU) National Education System 2003. The law reveals that every student at every grade level has the right to receive educational services based on their interests, talents, and abilities. their abilities (Ayu & Junaidah, 2020). The basis of this law can be used as a reference for educational institutions to classify students based on these three aspects.

Grouping or grouping needs to be done by educational institutions based on a clear concept. One form of collection often done is grouping students based on academic ability or achievements in class (Zulhizah, 2017). The goal is that
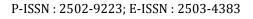
the attention and services of educators become more focused and focused on students' abilities. In addition, this process can also make it easier for educators to stimulate every ability of their students (Wibowo, 2015).

According to Syarkawi, the grouping can be done through a selection test process, such as interest tests, aptitude tests, and ability tests. The test results can later be used as a criterion for grouping students. The grouping of students is intended to increase the effectiveness and efficiency of learning. Educators can make learning easier because, in the class, there are similarities in the potential and abilities of students. The success of the grouping system can be seen through changes in behavioural attitudes and improving students' academic skills (Jannah & Yulianto, 2016).

Meanwhile, according to Regan, the grouping system is categorized into 7, namely 1) the noun grade / without any class level grouping, 2) multi-grade and multi-age grouping/class level system, 3) the dual progress plan/grouping due to differences in abilities, 4) self combined classroom/grouping as in the case of classroom teachers, 5) team teaching/grouping in groups during learning by teachers in the form of teams, 6) departmentalization/grouping that is devoted to one particular subject area, and 7) ability grouping as a grouping system according to with the ability of students (Wibowo, 2015).

The category of ability grouping is a part of class management. According to Semiawan, class management has three parts: classroom management, grouping students in teaching and learning activities, and peer tutoring (Afriza, 2014). The three sets of classroom management need attention. According to Ruter, good classroom management is essential to achieve maximum educational outcomes (Arfani & Sugiyono, 2014). On the other hand, good classroom management can also create and maintain a classroom atmosphere/condition in effective, efficient, and conducive teaching and learning activities. Thus, to optimize student development, it is necessary to have a grouping system based on the similarity of capacities/abilities of students to be used as a study group in one class.

The interviews and observations of researchers in pre-research activities show that this ability grouping system has been implemented in Madrasah Diniyyah Raudhatul Mubtadiin Krapyak. The grouping process is carried out at the beginning of registration. In the opinion of the teachers, a grouping system

like this makes it very easy for teachers in the teaching and learning process at Madrasah Diniyyah (Madin), a non-formal educational institution (FU, 1 April, 2022).

The diniyyah madrasa is a madrasa where all subjects are in the form of religious sciences, namely fiqh, monotheism, interpretation, and other spiritual sciences (Nizah, 2016). Even though as a non-formal educational institution, Madin has become a unique characteristic that has coloured the variety of educational institutions in Indonesia. Recognition of Madin's existence is evidenced by Government Regulation 73, which states that Madrasah Diniyyah is an integrated part of the national education system held on the out-of-school education pathway to fulfil the community's desire for religious education (Dalimunthe, 2020).

The Ministry of Religion has also explained the urgency of the existence of this Madin. Madrasah Diniyyah is a religious educational institution outside of school that is expected to continuously provide Islamic religious education to children who are not fulfilled when they study in school through the classical system and apply education levels (Irwandi, 2017).

Based on the interviews' results, the researchers found that the class grouping in Madrasah Diniyyah Raudhatul Mubtadiin was divided into four classes. The first class is the I'dadiyah class, divided into 2: the *I'dad* A class and the I'dad B class. The second class is the Ula class, and the third class is the Wustha class. The fourth class is Ulya's class. The grouping of classes at Madrasah Diniyyah Raudhatul Mubtadiin uses an ability test system at the time of initial registration. This ability test selects new students based on their ability level (FU, April 01, 2022).

METHODS

This research includes qualitative research conducted by observing and collecting informant data after observations, interviews, and documentation studies. The next stage is to explore and understand the meaning of several individuals or groups of people who are considered to experience and understand social or humanitarian problems. This research process involves essential efforts, such as asking questions and procedures, collecting specific data from informants, analyzing data inductively from particular themes to

general themes, and interpreting the meaning of the data (Creswell & N.Poth, 2018). The choice of this method is to describe the implementation of ability grouping in classroom management at Madrasah Diniyyah Raudhatul Mubtadiin.

The informants in this study consisted of 10 people: the head of the madrasa, three teachers, three guardians of students, and three students. The three core questions to explore information in this research are, 1) how is the implementation of ability grouping in Madrasah Diniyyah Raudhatul Mubtadiin Krapyak? 2) what is the impact of the implementation of ability grouping? and 3) what are the supporting and inhibiting factors in the implementation process and the solutions? The collected data was then analyzed through transcription, coding, comparing and contrasting, and data interpretation (Saldana, 2009). In achieving the validity of the data, triangulation of methods and sources is used.

FINDINGS

Implementation of Ability Grouping at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak

Based on interviews, observations, and documentation, implementing ability grouping at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak includes three testing stages. It is following the results of interviews with FU below:

> "Each prospective student at this madrasah must carry out three stages of tests given by the madrasa. First, the reading test aims to determine the extent of prospective students' knowledge regarding the hijaiyyah letter. Second, a written test aims to determine how deep each prospective student's religious knowledge is. The material being tested is mostly fashalatan material. The last test is the memorization test. This test aims to determine the number of memorizing Qur'an surahs and the prayer readings that students have (FU, April 15, 2022)."

From the results of these interviews, it can be concluded that each prospective student will run three stages of the entrance test: reading, written, and rote. The three tests given by the madrasa certainly have their aims and objectives. The ultimate goal of the test is to get to know prospective students better so they can be placed in classes that match their abilities. The three stages of the test will be explained as follows:

First is reading test. The purpose of implementing the Al-Qur'an reading test is that the madrasah wants to know more about each prospective student's ability to read the Qur'an. The implementation of the first test is a test to read the Qur'an. In this first stage of the trial, the examiner gives questions in the form of verses of the Qur'an to each prospective student to read it tartil and according to the correct recitation rules. The first test stage took place on the north side of the hall on the first floor of Madrasah Diniyyah Raudhatul Mubtadiin Krapyak, with an estimated 15 minutes. The examiner will assess the results of this first test and then will be collected to be accumulated with the score on the next test. Examiners in the ability test process were taken from clerics and clerics at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak.

Second is written test. They were followed by the second test, namely the written test. In implementing this written test, each prospective student will be given one question paper and one answer sheet by the examiner. The material in this written test is related to two things, namely: fiqh material and Arabic writing. In this written test, the examiner focuses on Arabic script and the general knowledge of prospective students in the fiqh prayer chapter (*fashalatan*). The second implementation stage is located on the south side of the first-floor hall, with an estimated 20 minutes. The examiner will assess this test's results and then accumulate them with the previous and subsequent test scores. The purpose of the written test is that the madrasa wants to know the extent of prospective students' knowledge in fiqh and Arabic writing.

The third test is the memorization test. This test is the final test that prospective students will take. In this test, the examiner will provide questions prospective students must answer orally. The memorization tested is in the form of prayer readings and juz 30. The indicators for assessing this memorization test are fluency and the number of surahs memorized by prospective students. The third exam stage is located on the west side of the prayer room on the 2nd floor of the Raudhatul Mubtadiin madrasa, with an estimated 15 minutes. The examiner will assess the results of this test and then accumulate them with the previous test scores. The purpose of the test is to find out the number of memorizing prayers and memorizing juz 30 possessed by prospective students.

In this memorization test, prospective students will be asked questions about short letters in juz 30. If prospective students can answer smoothly, the information column will be marked with a check and vice versa. Memorizing these letters will also add value to each prospective student. Prospective students with much memorization and a high total test score will be placed in the upper class. However, prospective students with little memorization and low test scores will be placed in the early style. The category has a lot of memorization, namely, if future students can memorize a minimum of 10 letters out of 37 letters in chapter 30.

Head of Madrasah Diniyyah Raudhatul Mubtadiin Krapyak explained that prospective students with accumulated scores of 86-100 would be placed in the highest class, namely the Ulya class. Prospective students with 76 - 85 scores will be placed in the middle class, namely Wustha. Prospective students with accumulated scores of 56-75 will be placed in the Ula class. Meanwhile, prospective students with accumulated scores from 0-55 will be placed in the elementary class. The introductory course at this diniyyah madrasa is divided into two categories: I'dad A with an accumulated value of 0-25 and I'dad B with an accumulated value of 25-55.

Impact of Implementation of Ability Grouping in Class Management at Madrasah Diniyyah Raudhatul Mubtadiin

Based on the results of interviews, implementing ability grouping in learning at Madrasah diniyyah Raudhatul Mubtadiin has positive and negative impacts. There is a positive impact seen from the side of the teacher and the side of the students. As explained by US:

"This ability grouping has a positive impact, which makes it easier for us to deliver learning materials to the students here. It is because students in each class have equal abilities. Therefore, we find it easier to determine materials and design learning methods in the classroom" (US, April 15, 2022).

From the US presentation, it can be concluded that the positive impacts from the teacher side include the following:

1. Make it easier for teachers to deliver material to students.

    It is because students have an equal level of understanding. The equivalent learning grade is determined from the initial test stage for

entering prospective students at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak, class grouping based on ability (ability grouping) accumulated with test scores. This study's results align with previous relevant research by Wibowo that the class teacher who agreed with the collection of students stated that the ability to group students' scores could increase, and the teacher was more accessible in delivering the material (Ayu & Junaidah, 2020). The theory presented by Imron also supports that grouping students based on ability can provide advantages for teachers. Namely, teachers can adjust their teaching according to students' abilities.

2. Teachers feel more comfortable when dealing with students who have the same abilities.

    The comfortable indicator is that students are always enthusiastic about following lessons, do not feel bored in class, and are determined to be at the top.

    The positive impacts seen on students are :

1. Students are highly self-confident in a class environment whose abilities are equal to theirs. Indicators of high self-confidence are that students can argue or carry out activities without hesitation, make decisions quickly, are uneasily discouraged, unawkward in acting, dare to present in class, have opinions, ask questions, and answer questions.
2. Students feel more comfortable studying with friends who have the same abilities. The comfortable indicator in question is that students think and enjoy, are relaxed and calm, and don't get bored quickly during learning.
3. Students are more enthusiastic about competing for class rank with friends who have the same ability. Indicators of competitive spirit are students who are passionate about learning, active in education, never give up when they don't understand the task that must be done, showing enthusiasm to continue learning even though they face various obstacles.

    It was also explained by one of the *wustha* class students (A, April 20, 2022). In the interview, he explained that "classifying classes based on the ability of this grouping increased my self-confidence and enthusiasm to compete with friends in the class."

On the other hand, implementing ability grouping also brings negative impacts that need to be considered and re-evaluated. The negative effect of the implementation of ability grouping from the student's point of view is that there are some students whose formal schools are in the upper class. At the same time, in this madrasah diniyyah, they occupy the elementary type, which causes a lack of self-confidence at the beginning of learning. But over time, these students can adapt to their environment.
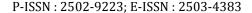
It is reinforced by the results of an interview with one of the class I'dad B students (HD, April 20, 2022). He said he is currently in elementary school, grade 4, at SDN Krapyak I. However, based on the results of the selection for the entrance exam for Madrasah Diniyyah Raudhatul Mubtadiin Krapyak, he was placed in class I'dad B. Meanwhile, class I'dad B is the elementary class that took second place. He added that at the beginning of I'dad B's class, he felt inferior because his classmates were much younger than him. However, over time he was able to adapt to his classmates.

From the results of the interviews above, it can be concluded that negative impacts often arise from the side of students. In response, the madrasah diniyyah took steps to give more attention to new students through guidance and motivation. The form of attention is that teacher will interact more with new students and provide directions to his friends to embrace them in various activities at the madrasa.

However, this is not in line with the presentation by Hornby and Witte in their research, Wibowo. They stated that grouping based on ability could also trigger negative stigma for the lower class. From a psychological point of view, class groups with soft skills are conceptualized as less intelligent students. So that students in the lower class group will feel inferior and ashamed. It is different with the students at this madrasa. They feel embarrassed or inadequate when they are in a class where most are younger than them (Sulistyaningsih, 2017).

Supporting and Inhibiting Factors of Ability grouping Process at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak

In implementing the ability grouping process at Madrasah diniyyah Raudhatul Mubtadiin Krapyak, several supporting factors make the process run well and smoothly. The supporting elements are :

1. Support from the guardian of students

The high enthusiasm factor of the parents fully supports the application of ability grouping to make the process of implementing ability grouping at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak run smoothly. As the result of an interview with one of the guardians of Madrasah Diniyyah Raudhatul Mubtadiin Krapyak (R, April 24, 2022), he said that:

"I support the ability grouping program implemented by this madrasa. This program makes it easier for my child to understand the material presented by the teacher. I can state this because I have proven it by looking at the changes in my child, such as better morals, being more polite to both parents, being more enthusiastic about learning and worshipping, and so on.".

The results of this study follow research written by Rahmawati that family factors are an important influence in the learning process. In addition, the support from the guardians of the students was shown by their enthusiasm in taking their children to Madrasah Diniyyah Raudhatul Mubtadiin Krapyak before 15:55 WIB. Not only that, every weekend, the guardians of students always attend weekly evaluations organized by the madrasa.

2. Support from students

It is high enthusiasm for learning from students to master the material provided. Zahra, one of the female students of the Ula class, stated, "Learning at this madrasa has made me know many new things, such as ways to respect elders, teachers, respect fellow friends, all of which may be rare. I found it in public schools."

3. Adequate infrastructure factors

It is the factor of adequate facilities and infrastructure from the madrasa to support the process of implementing ability grouping. The facilities and infrastructure of Madrasah Diniyyah Raudhatul Mubtadiin Krapyak are pretty good. It is evidenced by the statement of the head of the madrasa quoting the words of the Ministry of Religion of Sleman during the visit of MDT throughout Kapanewon Sleman at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak. He said, "Dari segi sarana dan prasarana,

madrasah diniyyah ini telah memenuhi standar kelayakan operasional madin."

In addition to supporting factors, there are inhibiting factors in implementing ability grouping at Madrasah Diniyyah Raudhatul Mubtadiin. The inhibiting factors are:

1. Some parents object to the application of ability grouping, so they want their children to be in classes that are appropriate for their age. It is evidenced by the statement made by Mrs Sulati, Nathan's guardian. He said, "At first, I doubted the application of ability grouping in this madrasa. It is because, at the beginning of entering, the son was 13 years old and was taking formal education at the seventh grade Madrasah Tsanawiyah. However, based on the results of the madin entrance test, my son was placed in the Ula class where most students are still studying in elementary school."

2. The relatively long adaptation process of new students is also one of the reasons for the delay in applying ability grouping at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak. It is evidenced by the results of an interview with one of the classes I'dad A teachers. He said, "In general, the new students in this class are relatively old enough to adapt due to age. In addition, previous environmental conditions and parenting patterns also affect the adaptation process of students.

The solutions provided by the madrasa in dealing with the inhibiting factors in the implementation of ability grouping are: *First*, Explain in more detail the aims, objectives, and benefits of the student grouping system applied by the madrasa at the beginning of the acceptance of new students. It was explained by the head of Madrasah Diniyyah Raudhatul Mubtadiin Krapyak, "After new students are accepted, the madrasah holds a special meeting with the guardians of the students to provide explanations and directions about the vision and mission, activity objectives, rules, and learning models."

Second, We are showing students' learning outcomes in the form of memorizing *nadzoman*, reading yellow books, memorizing surahs of the Qur'an, memorizing prayers, and so on in the annual madrasa event attended by all guardians of students, community leaders, and representatives of institutions.

Third, Take an intensive approach to new students. As stated by Ustadzah D during the interview, "When there is a problem regarding the adaptation process, the solution given by the madrasa is to pay special attention to these students, and also the homeroom teacher will monitor their social development more."

These three methods are quite effective in minimizing the emergence of factors that hinder the application of ability grouping in classroom management.

DISCUSSION

The findings of this study prove that there are three stages in the application of ability grouping in classroom management: reading, writing, and memorization. Various types of tests in grouping students have also been revealed in previous research that ability grouping can be done through a selection process with multiple styles, including interest tests, aptitude tests, and ability tests. The test results that show the potential of these students are used as criteria for grouping (Adodo S. O. & J.O., 2011). This grouping is also following research showing that verbal and numerical ability tests can be used to differentiate students' abilities. In addition, the purpose of this test is also used as an effort to provide the best service and as a form of school attention to students in developing their abilities (Adriyanto, 2019).

The form of these efforts is realized by the positive impact felt by the teachers, namely 1) making it easier for teachers to convey material to students and 2) teachers feel more comfortable when dealing with students with the same abilities. The results of the study stated that class teachers who agreed on grouping students found it easier to convey material, and teachers also found it easier to adjust their teaching based on the abilities of the same students (Ayu & Junaidah, 2020). In addition, organizing students into groups in class based on the same academic ability can also help teachers target different learning for each group (Adodo S. O. & J.O., 2011).

Likewise, the positive impact felt by students, namely having higher self-confidence, learning to be more comfortable, and having a competitive spirit for achievement. So, students feel more responsible for being active in expressing opinions and doing school assignments (Noviana, Sumarni, & Waluyo, 2018) and easier to interact with friends who are equal in ability in their academic fields

(Chandra, 2015). This sense of comfort is also caused by students' activeness in the learning process, causing intensive interaction between teachers and students. It also makes the classroom atmosphere comfortable and conducive (Noviana et al., 2018). However, this finding is not in line with a study which states that grouping based on ability can also trigger negative stigma for the lower class. From a psychological perspective, class groups with soft skills are conceptualized as less intelligent students, so students in the lower class group will feel inferior and ashamed (Sulistyaningsih, 2017).

The application of ability grouping in class management is also influenced by supporting and inhibiting factors. There are three supporting factors, namely the high enthusiasm of the parents in fully supporting the application of ability grouping, the strong learning spirit of the students to master the materials provided, and adequate facilities and infrastructure from the madrasa. This form of support is also mentioned in the study's results that family factors are an important influence in the learning process. The encouragement and support from the family made the learning process run smoothly (Rohmawati, 2019). Therefore, students can achieve learning improvements that align with their abilities (Risdiyanto, 2021).

Contrary to this, the process of increasing learning in the application of ability grouping also experienced several obstacles which were manifested in 2 inhibiting factors, namely 1) there were still parents who objected to their children in classes that were not according to their age and 2) the adaptation process for new students was quite long. to fit into a class of various ages. This objection from the parents has been proven in a study that there will still be some parents who disagree with grouping students based on their ability level. (Sulistyaningsih, 2017). However, with these obstacles, the madrasah continues to seek solutions through 1) socializing the vision, mission, goals, rules, and comprehensive learning models to parents, 2) organizing events that showcase the potential of the students, and 3) an intensive approach. To monitor student progress.

CONCLUSION

From the results of this study, it can be concluded that Madrasah Diniyyah Raudhatul Mubtadiin Krapyak has implemented ability grouping in classroom management through three stages, namely, reading tests, written

tests, and memorization tests. In the reading test, each prospective student will be asked to read several verses of the Qur'an to know the extent of prospective students' knowledge in recognizing hijaiyyah letters. At the written test stage, examinees are tested on various materials such as fiqh and monotheism. Meanwhile, in the rote test, prospective students will be given several questions that must be answered orally. The tested memorization included several prayer readings and short suras in the Qur'an. After the test is completed, the score will be accumulated by the committee, and then which class will be determined according to the score obtained.

Applying ability grouping in Madrasah diniyyah certainly has positive and negative impacts. The positive impact that is felt directly by the teacher is helping the process of delivering material to students. Because students have equal abilities in one class, it is easier for teachers to provide material that suits their needs. Some new students often feel the negative impact, namely the lack of confidence to adapt to the new environment. However, this is not a big problem for madrasas because the madrasas will always give more attention and motivation to new students.

In this process, the madrasa is also faced with various inhibiting and supporting factors. The inhibiting factor felt by the madrasah diniyyah in the process of implementing ability grouping is that some new guardians do not understand the direction, intent, and purpose of the application of ability grouping. So they want their children to be in a class appropriate for their age. However, regarding this matter, the madrasa can provide a more detailed explanation to the guardians of students. The supporting factor of applying ability grouping is the enthusiasm of each student in participating in the learning process at Madrasah Diniyyah Raudhatul Mubtadiin Krapyak.

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