Jurnal Hadratul Madaniah, Volume 13, Issue 3, October, 2026. Page 177–187
p-ISSN:2407-3865, e-ISSN:2655-1993

Implementation Model For Islamic Religious Education using a "Moving Class" system to enhance student Motivation and Academic Achievement at SMP IT Sahabat Alam

Muhammad Tri Ramdhani[1], M. Fatchurahman[2], Ahmad Syar'i[3]
[1]*Universitas Muhammadiyah Palangka Raya*
[2]*Universitas Antakusuma*
[3] *Universitas Muhammadiyah Palangka Raya*

E-Mail: muhammadtriramdhani@gmail.com
DOI: https://doi.org/10.33084/jhm.v13i21
Received: 20-08-2026 Revised: 03-09-2026 Accepted: 19-10-2026

©2026 Muhammad Tri Ramdhani, M. Fatchurrahman, Ahmad Syar'i. Published by Institute for Research and Community Services Universitas Muhammadiyah Palangkaraya. This is Open Access article under the CC-BY-SA License (http://creativecommons.org/licenses/by-sa/4.0/).

Abstract. *A "moving class" system is an approach to teaching and learning that introduces a fresh atmosphere into the educational process. This system is characterized by student mobility, where students move between different classrooms according to a predetermined subject schedule. The moving class concept centers on the student, providing a dynamic environment tailored to the specific subject being studied. Such an approach plays a significant role in educational development, contributing to efforts to improve the quality of human life. Research findings indicate that SMP IT Sahabat Alam does not currently implement a "moving class" system which would require a dedicated classroom for each individual subject. Instead, the school employs a unique pedagogical approach centered on nature, with learning activities adapted to the specific subject matter. Furthermore, SMP IT Sahabat Alam incorporates various Islamic religious education activities such as Quranic studies, "Quran Nights," and "Tadabur Alam" (nature-based reflection) all of which are integrated into their Islamic religious education curriculum and take place outside of the standard classroom setting and regular school hours.*

Keywords: *Moving class system, Motivation, Learning achievement*

INTRODUCTION

Education is a necessity for everyone; therefore, it requires the attention of all parties including the government, parents, and the community—working together effectively.

Education is a conscious effort to shape individuals into noble, virtuous, and responsible human beings, while also fostering personal maturity. This aligns with Law of the Republic of Indonesia Number 20 of 2003, which defines education as a conscious and planned effort to create a learning environment and process in which learners actively develop their potential cultivating spiritual

and religious strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state (Republic of Indonesia, 2003).

Education in Indonesia is directed toward shaping individuals who possess a balance in their service to themselves, society, and the afterlife. Consequently, education specifically Islamic religious education is accorded a significant place. At all levels of schooling, Islamic religious education plays a vital role, as its outcomes are expected to elevate human character. Furthermore, it aims to foster individuals capable of effectively practicing Islamic teachings in their daily lives maintaining both physical and spiritual well-being there by achieving a balance between the worldly life and the after life. It serves as a vehicle for enhancing and developing the quality of human resources: individuals who are faithful and pious toward God Almighty, ethical, civilized, and broad minded, while also possessing the necessary knowledge and skills (Haidar, 2004).

This includes cultivating a steadfast and independent personality, prepared for the future and fully committed to taking complete responsibility toward the nation and the state.

The government's significant focus on Islamic religious education for students should be welcomed positively and supported by every family. Families should play an active role by providing religious instruction to their children from an early age through their teenage years, or for as long as they remain dependents to guide them toward discipline in observing religious tenets and fostering a strong enthusiasm for learning. It is essential to instill religious values within the family in a pleasant and encouraging atmosphere. Knowledge can be acquired anywhere and at any time. The pursuit of learning is not limited to childhood; it can also be undertaken later in life by those who may have missed out on an education during their youth perhaps due to their parents' financial limitations, which prevented them from attending school. Today, the situation is different; children are guaranteed access to education, as government support has eased the burden on families with limited financial means. There is a well-known adage: "Seek knowledge from the cradle to the grave." We are encouraged to pursue the highest possible level of education, provided we have the means to do so, as knowledge serves as a foundation for children to achieve success and happiness in both this world and the hereafter a pursuit now further enriched by religious education.

Schools categorized as "independent" have met all eight national education standards and are financially self-sufficient. In contrast, schools categorized as "standard" have also met the eight national education standards, but they continue to rely on significant financial assistance from the Department of Education. (Republic of Indonesia, 2005).

This explanation indicates that the categorization of schools into "standard" and "independent" (autonomous) types is based on the extent to which they meet the eight national education standards (standards for content, process, facilities and infrastructure, management, financing, and educational assessment) (Republic of Indonesia, 2005; Nata, 2009). The "moving class" system is a teaching and learning model that introduces a fresh atmosphere to the educational process. It is characterized by the movement of students, who relocate to different rooms according to a predetermined subject schedule. The moving class concept centers on the student, providing a dynamic environment tailored to the specific subject being studied. This approach significantly influences educational development, contributing to efforts to improve the quality of human life. The implementation of a moving class system is expected to add value for students by enhancing their learning engagement at school. This increased activity shifts the students' approach from passive to active learning. Such an approach is highly effective in fostering an interactive, engaging, and enjoyable learning environment, making it easier for students to master or absorb the material taught by their teachers ultimately leading to higher academic achievement (Hasnadi & Nurmalina, 2022; Suparji, 2012). Through the moving class system, students are expected to become more enthusiastic about their studies, as they move between classrooms specifically designated spaces for particular subjects. Each subject teacher has a dedicated room, and students travel to that room to attend the lesson. The moving class system aims to help students feel energized and comfortable in their learning, while also preventing boredom and fostering a sense of responsibility for their own education (Sardiman, 2018; Uno, 2016).

The thematic learning system utilizing the "moving class" method is essentially an effort to align the learning process with desired educational outcomes, aiming to optimize student potential and enhance the overall learning experience. This approach ensures that students remain active, creative, and engaged in effective, enjoyable learning, even over extended periods. The use of a competency-based classroom model is also expected to facilitate the achievement of learning mastery, as the moving class structure allows students to focus specifically on the subject matter at hand. Furthermore, this model aligns with the principles of educational efficiency and effectiveness, as each classroom functions simultaneously as a specialized laboratory for the students. In a moving class system, subject-specific teachers have their own dedicated classrooms, which allows them to organize the space and tailor the environment to the specific requirements of their subject. Consequently, each subject area carries a distinct atmosphere, preventing students from becoming bored or weary of their learning environment (Nata, 2009; Supriyanto, 2014).

A teacher's performance in the classroom becomes more engaging and effective when they incorporate teaching aids or instructional media. Within this dynamic, rotating classroom management system, such resources play a vital role in optimizing the learning process (Nata, 2009).

The rationale behind adopting a moving class system stems from the teacher's responsibility to optimally develop the potential and intellect of their students. Within these spaces, teachers are encouraged to innovate, exercise creativity, manage the classroom environment, arrange instructional materials, and organize the physical layout including seating to suit the specific characteristics of their subject. Granting teachers the autonomy to manage their classrooms in this manner not only fosters a more motivating learning experience but also ensures that students are not confined to a monotonous, static environment. By rotating classrooms based on the nature of the subject being taught, the system helps mitigate boredom and fatigue—factors that often serve as significant barriers to effective learning. (Hasnadi & Nurmalina, 2022; Suparji, 2012).

The implementation of a "moving class" system provides added value for students by enhancing their learning engagement at school. This increased activity shifts the students' approach from passive to active learning, making it easier for them to master or absorb the material taught by their teachers. In other words, the moving class system empowers students to become active participants and self-directed contributors to their own personal growth and development (Uno, 2016; Suparji, 2012).

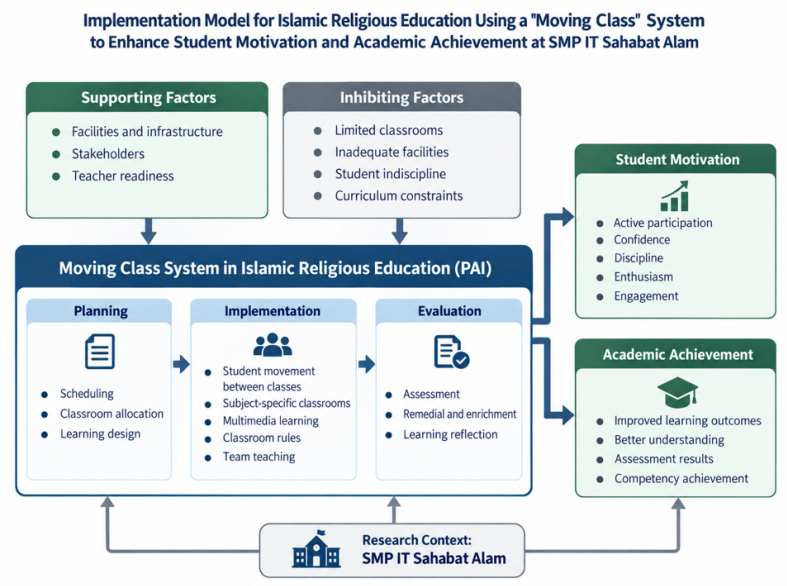
Given this, the author is interested in exploring this topic under the title: "A Model for Implementing Islamic Religious Education through a Moving Class System to Enhance Student Motivation and Academic Achievement at SMP IT Sahabat Alam." The moving class system is a dynamic classroom management model in which students move between subject-specific classrooms according to their learning schedules, rather than teachers moving from one classroom to another. Each classroom is designed and equipped with facilities, learning resources, and instructional media relevant to a particular subject, including Islamic Religious Education (PAI). This system aims to improve the quality of learning, maximize instructional time, strengthen discipline, encourage student independence and cooperation, and increase learning motivation and academic achievement. Furthermore, it supports the development of students' diverse learning styles and multiple intelligences (Echols & Shadily, 1992; Sardiman, 2018; Uno, 2016).

The successful implementation of the moving class system requires effective management of student movement, classroom facilities, teacher and student administration, remedial and enrichment activities, and learning assessment. In Islamic Religious Education, the system can be implemented

through subject-specific classroom displays, appropriate seating arrangements, multimedia-based learning, classroom rules reflecting Islamic values, and engaging instructional activities. Supporting factors include adequate facilities and infrastructure, as well as the active involvement of school stakeholders. Conversely, implementation may be hindered by inadequate classroom conditions, insufficient learning resources, student indiscipline, and curriculum-related constraints (Nata, 2009; Supriyanto, 2014; Hasnadi & Nurmalina, 2022).

The moving class system offers several potential advantages, including reducing student boredom, promoting discipline, creating subject-specific learning environments, strengthening teachers' responsibility, and encouraging collaboration through team teaching. Research indicates that classroom design and physical learning environments are associated with students' learning progress and academic achievement (Barrett et al., 2015; Cheryan et al., 2014). Furthermore, effective classroom management can support students' academic, behavioral, and social-emotional outcomes (Korpershoek et al., 2016), while collaborative teaching models may contribute to improving academic achievement (Vembye et al., 2024). However, implementing the moving class system may present challenges related to the availability of adequate facilities, time management, student fatigue, and classroom discipline. Therefore, effective planning, appropriate time allocation, clear regulations, sufficient learning resources, and continuous monitoring are essential. These measures should be complemented by learning strategies that foster student motivation, as research has demonstrated the potential benefits of motivation-based interventions in education (Lazowski & Hulleman, 2016).

Figure. 1 Mapping Ilustration



METHOD

This study employs descriptive field research using a qualitative approach. Field research is conducted to obtain firsthand data regarding the implementation of Islamic Religious Education through the moving class system to enhance students' learning motivation and academic achievement at SMP IT Sahabat Alam. According to Creswell and Poth (2018), qualitative research aims to explore and understand the meanings that individuals or groups attribute to social phenomena. Therefore, this study focuses on providing an in-depth description of the planning, implementation, and evaluation processes of Islamic Religious Education through the moving class system, as well as identifying the supporting and inhibiting factors influencing its implementation.

This qualitative research adopts a case study method, as it focuses on examining the implementation of the moving class system within the real-life educational context of SMP IT Sahabat Alam. According to Yin (2018), a case study is a research method used to investigate a contemporary phenomenon in depth within its real-world context, particularly when the boundaries between the phenomenon and its context are not clearly evident. Through this method, the researcher seeks to understand how the moving class system is implemented in Islamic Religious Education and how it contributes to students' learning motivation and academic achievement. Data are collected through observation, interviews, and documentation and subsequently analyzed systematically to develop a comprehensive understanding of the phenomenon under investigation.

FINDINGS AND DISCUSSION

SMP IT Sahabat Alam is a school that emphasizes outdoor learning, distinguishing it from other educational systems. Nature-based schooling encourages students to be more active throughout the learning process (Hasnadi & Nurmalina, 2022). Preliminary observations at SMP IT Sahabat Alam indicate the use of a "moving class" model—a system where instruction is not confined to a single classroom. Instead, various locations serve as learning environments, preventing students from becoming bored with a static setting and providing the variety needed to keep them refreshed and engaged. In essence, the "moving class" model involves shifting between different spaces, with the choice of location tailored to the specific subject matter being taught (Supriyanto, 2014).

Since its inception, the school has implemented this moving class model, aiming to offer students new environments for self-expression and fresh experiences. The level of enthusiasm is notably higher compared to learning that takes place solely within a single, unchanging classroom.

Furthermore, SMP IT Sahabat Alam employs a thematic learning approach, designed to align the educational process with desired learning outcomes. This approach seeks to optimize student potential and enhance the overall learning experience, ensuring that—even over extended periods—students remain active, creative, effective, and engaged in an enjoyable learning environment. Based on interviews with the Islamic Religious Education (PAI) teachers who served as subjects for this study, it was noted that the "moving class" instructional system has not been fully implemented in the strict, theoretical sense. Nevertheless, the teachers have endeavored to implement the system as effectively as possible to ensure that the instruction is well-received and yields the desired outcomes.

Ten questions were posed to the subjects to explore the "moving class" instructional system, including the following: 1) How can the quality of instruction be improved to encourage greater student participation in the learning process? 2) What is the school's vision and mission that necessitates the implementation of a more varied instructional system? 3) What facilities are available to support the "moving class" instructional model? 4) What infrastructure and resources are required to facilitate the "moving class" system? 5) How are the physical environment, seating arrangements, and other elements organized? 6) Is the time utilized for the "moving class" system both effective and efficient? 7) What kind of stimulus is generated when instruction is delivered through a more varied approach? 8) How does the implementation of the "moving class" system differ in practice to ensure the instruction meets the "2E 1P" (Effective, Efficient, and Productive) criteria? 9) What challenges arise when the instructional process is made more varied rather than remaining static? 10) What level of academic achievement do the students attain?

An interview with Mr. Amruddin, an Islamic Religious Education (PAI) teacher at SMP IT Sahabat Alam, revealed that enhancing student motivation requires a multifaceted approach. The learning process should not remain stagnant or confined to a single system; rather, it must be varied to keep students actively engaged. This encourages students to express their thoughts, thereby fostering critical thinking and independence. Consequently, teachers are expected to master a diverse range of instructional strategies and methods. Notably, this school emphasizes experiential learning integrated with the natural environment. In line with Law No. 20 of 2003, students are encouraged to develop self-awareness and autonomy, creating a more dynamic learning environment that nurtures their cognitive, affective, and psychomotor potential in a balanced manner. While educational approaches may vary, they all share a common goal: to cultivate the nation's youth, bolstered by a strong spiritual foundation that serves as a safeguard for the individual, the community, and the nation at large (Sardiman, 2018; Uno, 2016).

The educational system at SMP IT Sahabat Alam is structured through the school's autonomy. Its vision is to exist as an Islamic-based nature school that upholds high academic standards. Its mission includes: 1) developing human resources with a harmonious balance between the physical body, the intellect, and the heart; 2) fostering students' potential through self-actualization; 3) addressing individual and communal learning needs using modern systems and methods; and 4) instilling a love for nature in students from an early age. These principles serve as a guide for teachers in conducting the learning process in accordance with established regulations. Furthermore, the motto put forward by the SMP IT (Integrated Islamic Junior High School) also reflects a learning system that is not confined to a single location—enabling learning to take place anywhere and at any time.

Although the available facilities may not be as comprehensive as those prescribed by theory, this system inherently necessitates a varied and flexible approach to instruction—avoiding rigid structures that might otherwise lead to student boredom or a lack of enthusiasm for the learning process. Despite these limitations, Islamic religious education can still be delivered through diverse methods, aligned with both the theoretical content and the established curriculum. The concept of "changing classrooms" extends beyond mere physical relocation; it fosters an environment where different learning spaces can integrate, allowing students to engage in reflection, practice, and the cultivation of cognitive, affective, and psychomotor skills. This prepares them to become independent individuals capable of navigating an increasingly advanced, globalized world. As previously noted, the existing facilities are sufficient to support a learning model that is not confined to a single location; rather, various settings are utilized to ensure the successful achievement of desired learning outcomes (Hasnadi & Nurmalina, 2022; Suparji, 2012).

In the context of a "nature school," the surrounding environment serves as a resource for instruction, tailored to the specific subject matter being taught. The natural setting acts as the primary medium for learning. The school's layout largely preserves the existing natural landscape, yet it features a unique approach to classroom design: open spaces that blend seamlessly with the surrounding environment, allowing the natural world to be directly incorporated into the learning process.

The Islamic Junior High School (SMP IT) incorporates various religious activities designed to build students' character, enabling them to take responsibility when facing challenges and to independently find solutions. These activities include nature retreats (*tadabur alam*), *i'tikaf* (spiritual seclusion), "Quran nights," and more. All of these are integrated into the Islamic religious education curriculum, providing students with essential life skills that help them compete effectively with others. Furthermore, students receive regular motivation from their mentors, both inside and

outside the classroom. Although the school follows a nature-based educational model, its religious atmosphere remains robust—in fact, it is intentionally emphasized to ensure students develop strong moral character (*akhlaq*), in line with government regulations. This aligns with the core tenets of Islam, which guide followers to remain steadfast in their faith throughout their lives. Additionally, students are encouraged to observe and understand their surroundings during outdoor lessons—a departure from the conventional classroom setting where students typically remain seated while listening to a teacher. Given the extensive overall curriculum, formal Islamic religious education is generally scheduled twice a week; however, the school administration provides supplementary religious instruction beyond the structured academic timetable (Haidar, 2004; Republic of Indonesia, 2003).

An environmentally-oriented educational approach offers significant positive benefits for student growth and development, fostering a resilient character and self-confidence.

For a family, education is the most significant investment in a child's future. Selecting the right school is crucial, as this choice plays a major role in shaping a child's future. An appropriate educational environment also helps children maximize their full potential. Existing requirements create challenges for teachers in implementing a varied learning process—specifically regarding supervision when lessons take place outside the classroom, as well as the provision of the necessary facilities and infrastructure for conducting instruction in spaces other than the primary classroom.

CONCLUSION

The "moving class" system is an educational model based on students rotating between classrooms according to their scheduled subjects. Based on observations and research, it can be concluded that SMP IT Sahabat does not currently implement a moving-class system. Instead, the school employs a unique pedagogical approach centered on nature, with learning activities tailored to the specific subject matter. Furthermore, SMP IT Sahabat Alam incorporates various Islamic religious education activities—such as Quranic studies, "Quran Night," and *tadabur alam* (nature reflection/exploration)—all of which are integrated into their Islamic religious education curriculum but take place outside the classroom and beyond standard instructional hours. (Hasnadi & Nurmalina, 2022; Suparji, 2012).

REFERENCES

Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. Building and Environment, 89, 118–133. DOI: https://doi.org/10.1016/j.buildenv.2015.02.013

Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N. (2014). Designing classrooms to maximize student achievement. Policy Insights from the Behavioral and Brain Sciences, 1(1), 4–12. DOI: https://doi.org/10.1177/2372732214548677

Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches (4th ed.). SAGE Publications.

Echols, J. M., & Shadily, H. (1992). Kamus Inggris-Indonesia (Edisi revisi). Jakarta: Gramedia.

Haidar, P. D. (2004). Pendidikan Islam dalam sistem pendidikan nasional di Indonesia. Jakarta: Kencana.

Hasnadi, & Nurmalina. (2022). Sistem pembelajaran moving class sebagai upaya dalam meningkatkan motivasi belajar peserta didik. Al-Ikhtibar: Jurnal Ilmu Pendidikan, 9(1), 12–19. https://doi.org/10.32505/ikhtibar.v9i1.3862

https://jdih.kemenkeu.go.id/api/download/fullText/2003/20TAHUN2003UU.htm

Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S. (2016). A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes. Review of Educational Research, 86(3), 643–680.DOI: https://doi.org/10.3102/0034654315626799

Lazowski, R. A., & Hulleman, C. S. (2016). Motivation interventions in education: A meta-analytic review. Review of Educational Research, 86(2), 602–640.DOI: https://doi.org/10.3102/0034654315617832

Nata, A. (2009). Perspektif Islam tentang strategi pembelajaran (Cetakan ke-1). Jakarta: Kencana Prenada Media Group.

Republik Indonesia. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Republik Indonesia. (2005). Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan. Jakarta: Sekretariat Negara Republik Indonesia.

Sardiman, A. M. (2018). Interaksi dan motivasi belajar-mengajar. Depok: Rajawali Pers.

Suparji. (2012). Korelasi antara implementasi moving class dengan motivasi belajar siswa. Cakrawala Pendidikan, 31(2), 217–227. https://doi.org/10.21831/cp.v5i2.1558

Supriyanto, D. (2014). Meningkatkan proses pembelajaran melalui moving class. Modeling: Jurnal Program Studi PGMI, 1(1).

Uno, H. B. (2016). Teori motivasi dan pengukurannya: Analisis di bidang pendidikan. Jakarta: Bumi Aksara.

Vembye, M. H., Weiss, F., & Bhat, B. H. (2024). The effects of co-teaching and related collaborative models of instruction on student achievement: A systematic review and meta-analysis. Review of Educational Research, 94(3).DOI: https://doi.org/10.3102/00346543231186588

Yin, R. K. (2018). Case Study Research and Applications: Design and Methods (6th ed.). SAGE Publications.