



IMPLEMENTATION OF THE MOVING CLASS SYSTEM IN THE HADITH LEARNING PROCESS AT MTsS MILBoS

Zikry Septoyadi¹ (z.septoyadi@lecturer.usg.ac.id), Vita Lastriana Candrawati² (vl.candrawati@lecturer.usg.ac.id), Dulyawit Naknawa³ (dulyawit.n@rumail.ru.ac.th), Agusalm⁴ (Agussalim@gmail.com)

¹Universitas Sunan Gresik, Gresik, Jawa Timur, Indonesia

²Universitas Sunan Gresik, Gresik, Jawa Timur, Indonesia

³Ramkhamhaeng University, Bangkok, Thailand

⁴MILBoS, Bogor, Jawa Barat, Indonesia

Correspondent Email: z.septoyadi@lecturer.usg.ac.id

ABSTRACT. *The moving class system is a strategy to improve the quality of learning, aiming to create a more engaging and innovative learning environment, and reduce student boredom. Furthermore, this system is designed to address the limited learning resources often found in static classrooms. The primary objective of implementing a moving class is to create an ideal educational environment by providing specially designed thematic classrooms equipped with various learning media tailored to the characteristics of each subject. In the context of Hadith learning, classrooms are specifically designed by providing educational games, television (TV), and reference books to enhance students' understanding and memorization of hadith. This study uses a qualitative approach with research subjects involving the principal, five teachers, and five students at MTsS Maghfirah Islamic Leadership Boarding School (MILBoS). This study aims to describe the empirical reality related to the implementation of the Moving Class System in Hadith learning at MTsS MILBoS. The results show that the role of teachers in implementing the moving class concept is not limited to being educators alone, but also as facilitators in the implementation of the system. Teachers are required to be more proactive and creative in managing classrooms and utilizing learning resources, particularly in adapting the room design to the characteristics of the subjects being taught. Infrastructure and learning media have proven to play a strategic role in supporting the teaching and learning process, so each classroom needs to be equipped with relevant media. This system is implemented through a class transfer mechanism every time a subject changes, so students learn in a space that has been tailored to their material needs.*

Keywords: *Implementation, Moving Class System, Hadith Learning*

ABSTRAK. Sistem moving class merupakan salah satu strategi peningkatan kualitas pembelajaran yang bertujuan menciptakan suasana belajar yang lebih menarik, inovatif, serta mampu mengurangi kejenuhan peserta didik. Selain itu, sistem ini juga dirancang untuk mengatasi keterbatasan sarana pembelajaran yang kerap muncul pada model kelas statis. Tujuan utama penerapan moving class adalah mewujudkan lingkungan pendidikan yang ideal melalui penyediaan ruang-ruang kelas tematik yang ditata secara khusus dan dilengkapi dengan berbagai media pembelajaran sesuai dengan karakteristik masing-masing mata pelajaran. Dalam konteks pembelajaran Hadits, ruang kelas dirancang secara spesifik dengan menyediakan permainan edukatif, televisi (TV), serta buku-buku referensi guna meningkatkan pemahaman sekaligus kemampuan menghafal hadits peserta didik. Penelitian ini menggunakan pendekatan kualitatif dengan subjek penelitian yang melibatkan kepala sekolah, lima orang guru, dan lima orang siswa di MTsS Maghfirah Islamic Leadership Boarding School (MILBoS). Penelitian ini bertujuan untuk mendeskripsikan realitas empiris terkait implementasi Sistem Moving Class dalam pembelajaran Hadits di MTsS MILBoS. Hasil penelitian menunjukkan bahwa peran guru dalam implementasi konsep moving class tidak terbatas sebagai pendidik semata, melainkan juga sebagai fasilitator dalam penyelenggaraan sistem tersebut. Guru dituntut untuk lebih proaktif dan kreatif dalam mengelola ruang kelas serta memanfaatkan sumber daya pembelajaran, terutama dalam menyesuaikan desain ruang dengan karakteristik mata pelajaran yang diampu. Infrastruktur dan media pembelajaran terbukti memiliki peran strategis dalam menunjang proses belajar-mengajar, sehingga setiap ruang kelas perlu dilengkapi dengan media yang relevan. Implementasi sistem ini dilakukan dengan mekanisme perpindahan kelas setiap kali terjadi pergantian mata pelajaran, sehingga peserta didik belajar pada ruang yang telah disesuaikan dengan kebutuhan materi.

Kata Kunci: Implementasi, Sistem Moving Class, Pembelajaran Hadist



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INTRODUCTION

Learning is a continuous effort undertaken by humans to develop their potential and resources throughout life. In the learning process, two synergistic activities occur: the teacher teaching and the student learning. The teacher's role is to guide learning, while the student experiences the learning process through various experiences, resulting in behavioral changes in cognitive, affective, and psychomotor aspects (Marno & Idris, 2009). Learning is also understood as an integrated and interconnected system, encompassing initial input in the form of students (raw input), instrumental input in the form of infrastructure and learning resources (instrumental input), learning management (managerial input), and environmental influences (environmental input). If all these components are optimally met, the learning process can proceed effectively and efficiently (Waridjan, 1990). Recent research reinforces that systemic learning approaches, especially those integrating digital infrastructure and adaptive classroom management, significantly improve learning engagement and outcomes (Darling-Hammond et al., 2022).

Improving the quality of learning in madrasah educational institutions requires innovation in classroom management and learning strategies. One emerging innovation is the moving class system, a learning system in which students move between classrooms based on subject matter, while teachers remain in rooms specifically designed to meet the characteristics of their subject areas. From a managerial perspective, this concept aligns with management theory, which emphasizes the importance of planning, organizing, implementing, and supervising to achieve educational goals effectively and efficiently (Terry, 2005). Subject-based classroom management is a form of organizing educational resources to optimize the learning process. From an educational psychology perspective, the moving class system has a strong theoretical foundation. Constructivism theory states that students construct knowledge through active interaction with the learning environment (Piaget, 1970). A varied and contextualized environment enriches the learning experience and stimulates students' cognitive activity. Furthermore, sociocultural theory emphasizes that social interaction and



environmental context play a crucial role in students' intellectual development (Vygotsky, 1978). By changing learning spaces according to subject characteristics, students experience a more dynamic environment, supporting social and collaborative meaning-making.

The urgency of implementing a class-moving system is increasingly relevant in the context of 21st-century learning, which emphasizes a student-centered learning approach. Static classroom models tend to maintain conventional, teacher-centered learning, while moving classes encourage flexibility, learning differentiation, and the use of more specific media tailored to subject needs. Empirical research shows that varying learning environments positively impacts student motivation and engagement in the learning process (Suryadi, 2021). This aligns with humanistic motivation theory, which places the need for comfort and self-actualization as crucial factors in achieving academic achievement (Maslow, 1943). In the context of Hadith learning at MTsS MILBoS, challenges include low student participation, a tendency toward lecture-based learning methods, and limited use of contextual learning media. Hadith learning should emphasize not only memorization but also understanding the sanad (chain of narration), the text of the narrator, the historical context, and the internalization of moral values in everyday life. The classroom transfer system allows for thematically designed Hadith classrooms, supported by literature, visual media, and multimedia devices, enriching students' learning experiences.

Several previous studies have shown that implementing a classroom transfer system improves discipline, learning readiness, and learning effectiveness because students are more responsible for their movements and time management (Utami, 2020). Furthermore, teachers have the flexibility to design the classroom according to the pedagogical needs of the subject, thereby enhancing professionalism and creativity in teaching (Pratama, 2022). Thus, the classroom transfer system provides not only pedagogical benefits but also managerial and psychological ones.

Based on the theoretical explanation and previous research findings, it can be concluded that implementing a classroom transfer system in Hadith learning at MTsS MILBoS has strong urgency and has the potential to provide more benefits than a fixed classroom system. Well-planned and managed implementation is expected to improve the quality of learning, student motivation, and the effectiveness of achieving the overall goals of Islamic education. With the changing times, learning innovation has become an urgent need to increase the



effectiveness of the learning process, particularly in Hadith learning. This innovation is expected to increase student learning motivation and produce optimal learning outcomes. In the era of digital transformation and Society 5.0, Islamic education institutions are encouraged to adopt adaptive and student-centered pedagogical models to remain relevant (Azra, 2021). With the changing times, learning innovation has become an urgent need to increase the effectiveness of the learning process, particularly in Hadith learning. This innovation is expected to increase student learning motivation and produce optimal learning outcomes. Currently, various educational institutions are beginning to implement innovative learning models as an effort to improve the quality of education, one of which is through the implementation of the moving class system. In reality, learning practices in many educational institutions are still teacher-oriented, with an emphasis on mastery of factual material and memorization alone. Students are rarely involved in higher-order thinking activities such as analysis, reflection, or creative production. As a result, students' critical and creative thinking skills are underdeveloped. Conventional learning, dominated by lecture methods, tends to make students passive objects. However, meaningful learning requires active student involvement as learning subjects, thus optimally developing thinking skills (Agustin & Pratama, 2021).

Conventional learning, dominated by lecture methods, tends to make students passive objects. However, meaningful learning requires active student involvement as learning subjects, thus optimally developing thinking skills (Agustin & Pratama, 2021). The moving class system is a learning model in which students move between classes according to the subject they are studying, while teachers remain in their respective thematic classrooms. This concept orients toward student-centered learning and aims to create a dynamic learning environment tailored to the characteristics of the subject (Hadi, 2011). Furthermore, moving classes are intended to reduce learning boredom caused by a monotonous classroom atmosphere and facilitate learning through the provision of appropriate media. The integration of project-based and inquiry-based learning approaches in Islamic studies has been shown to increase analytical skills and deepen textual understanding (Huda & Kartanegara, 2023). Each classroom is designed thematically and equipped with relevant learning tools. In the context of Hadith learning, for example, a Hadith Laboratory is required as a means of analyzing sanad (translations) and matan (translations), television (TV), reference books, a mini library, educational games, and Hadith learning projects as



supporting media (Hadi, 2011). In general, the purpose of implementing a moving class system is to provide varied learning facilities to support the success of the teaching and learning process. Specifically, this system aims to develop students' skills in using learning media, create a motivating learning environment, and help students achieve optimal learning outcomes. In its implementation, teachers are given full authority to manage the class according to the characteristics of the subject, ensuring that classroom management is dynamic and adaptive to the development of modern learning models (Hadi, 2011).

Based on this background, the author is interested in examining in-depth the implementation of the moving class system in Hadith learning through a case study at MTsS Maghfirah Islamic Leadership Boarding School (MILBoS), Bogor Regency, as one of the educational institutions that has implemented this system (Hadi, 2011). Based on the description, the author determines the focus of the research problem in order to obtain a comprehensive understanding of the moving class system pattern in the learning process from an Islamic education perspective, with the title Implementation of the Moving Class System in the Hadith Learning Process at MTsS MILBoS.

LITERATURE REVIEW

Learning Process and Educational Innovation

Learning is a continuous process aimed at developing human potential through structured interactions between teachers and students. The learning process involves cognitive, affective, and psychomotor domains, which together shape students' knowledge, attitudes, and skills (Hamalik, 2011). Effective learning requires synergy between teaching strategies, learning environments, instructional media, and student engagement. Recent global education frameworks highlight that high-impact learning environments are characterized by active engagement, collaborative inquiry, and meaningful feedback (Hattie, 2023). Modern education emphasizes student-centered learning, where learners actively construct knowledge through meaningful experiences rather than passively receiving information (Joyce, Weil, & Calhoun, 2016). This perspective is reinforced by research on constructivist and inquiry-based approaches that enhance higher-order thinking skills (Rahman, 2024).

However, conventional classroom practices often rely heavily on teacher-centered



approaches, limiting students' critical thinking and creativity (Sanjaya, 2014). Therefore, educational innovation is necessary to enhance learning effectiveness and motivation (Rusman, 2017). One such innovation is the Moving Class System, which seeks to create dynamic learning spaces tailored to specific subjects.

The Concept of the Moving Class System

The Moving Class System is an instructional model in which students move between classrooms according to subject schedules, while teachers remain in subject-specific rooms designed to support particular learning objectives (Hadi, 2011). In contemporary perspectives, flexible classroom design and subject-based learning spaces are associated with increased engagement and improved academic outcomes (Barrett et al., 2022). This system promotes a learner-centered environment by providing classrooms equipped with relevant instructional media and thematic layouts. Moving class aims to reduce student boredom caused by monotonous classroom settings and routine learning patterns (Hadi, 2011). Research on learning space design indicates that environmental variation positively affects concentration, motivation, and collaborative interaction (OECD, 2023).

Each classroom is designed to reflect the characteristics of the subject taught, enabling teachers to manage learning resources more effectively. This approach also supports active learning by encouraging students to adapt to diverse learning environments. Furthermore, the Moving Class System empowers teachers to become facilitators rather than mere transmitters of knowledge. Current pedagogical trends emphasize teachers' roles as learning designers and facilitators who orchestrate meaningful learning experiences (Hattie, 2023). The moving class learning process is implemented through systematic planning, organization, implementation, and evaluation. During the planning stage, the madrasah (Islamic school) develops a lesson schedule integrated with a room transfer system, designates specific rooms for each subject, and ensures the availability of infrastructure that supports the characteristics of the subject area. This principle aligns with the educational management function, which emphasizes the importance of effective planning and organizing resources to achieve learning objectives (Terry, 2005). Subject teachers then organize the classroom according to pedagogical needs, such as providing visual media, thematic literature, or relevant multimedia devices.



During the implementation stage, students move to the subject rooms according to the established schedule. The transfers occur within a controlled timeframe to maintain the effectiveness of learning hours. Within these rooms, teachers manage learning with a more contextual and interactive approach, as the environment has been specifically designed to suit the characteristics of the material. Theoretically, this variety of learning environments supports the construction of more meaningful knowledge through active interaction between students and their environment (Piaget, 1970) and strengthens the social dimension of learning, as emphasized in sociocultural theory (Vygotsky, 1978). Thus, the moving process is not simply physical mobility, but rather part of a pedagogical strategy to increase motivation, focus, and learning engagement. The evaluation phase is conducted to assess the effectiveness of the system, both in terms of time discipline, achievement of learning objectives, and student and teacher responses to classroom dynamics. This evaluation is crucial to ensure that the moving class system truly has a positive impact on the quality of learning and is not simply an administrative change. With proper management, the moving class process becomes an integrated mechanism in learning management aimed at improving the overall quality of education.

Hadith Learning in Islamic Education

Hadith learning plays a crucial role in Islamic education as it provides guidance on moral conduct, worship, and daily life practices. Beyond memorization, contemporary Islamic education scholars emphasize the importance of analytical engagement with sanad (chain of transmission) and matn (textual meaning), fostering critical understanding and contextual interpretation (Rahman, 2024). Recent discussions on Islamic educational reform highlight the integration of project-based learning, reflective dialogue, and inquiry-based approaches in religious studies to strengthen critical reasoning and ethical internalization (Huda & Kartanegara, 2023). Learning environments that support inquiry, discussion, and experiential learning are essential for achieving these goals. The incorporation of multimedia tools, digital hadith databases, collaborative projects, and thematic learning laboratories has been shown to enhance comprehension and student motivation in Islamic secondary education (Yusuf & Arifin, 2025).



The Relevance of Moving Class to Hadith Learning

The implementation of the Moving Class System offers opportunities to improve Hadith learning by providing specialized classrooms that facilitate deeper engagement with religious texts. Well-designed learning spaces enable students to participate in activities such as sanad analysis, collaborative interpretation of matn, reflective discussion, and project-based learning. Research confirms that dynamic and flexible learning environments significantly contribute to student motivation, participation, and academic achievement (Hattie, 2023). Furthermore, integrating innovative classroom models with Islamic pedagogical principles strengthens character education and moral formation (Huda & Kartanegara, 2023). By integrating the moving class model with Islamic education principles, schools can create meaningful learning experiences that strengthen students' religious understanding and character development. Thus, the Moving Class System functions not only as an organizational strategy but also as a pedagogical innovation aligned with 21st-century educational transformation and the holistic objectives of Islamic education (World Economic Forum, 2023).

METHODOLOGY

This research uses a qualitative approach with descriptive methods. A qualitative approach aims to understand social phenomena in depth through data collection in the form of words, behavior, and documents, not numbers (Moleong, 2018). A descriptive approach is used to systematically and factually describe conditions or phenomena occurring in the field as they are (Sugiyono, 2019). A descriptive approach is a research procedure that produces data in the form of written or oral descriptions of observed people and behaviors, allowing researchers to gain a comprehensive understanding of the research object (Bogdan & Biklen, 2007). In qualitative research, informants are subjects who provide information related to the phenomenon being studied (Creswell, 2014).

This research was conducted at MTsS MILBoS, involving 12 informants purposively selected based on their direct involvement in the implementation of the moving class system in Hadith learning. These informants included one principal, one curriculum representative, two Hadith teachers, and eight eighth and ninth grade students who had actively participated



in the moving class system for at least one semester. Selection criteria included: (1) direct involvement in the planning or implementation of moving classes, (2) at least one semester of experience in the system, and (3) willingness to provide information openly. The principal and curriculum representatives were selected based on their roles in policy and scheduling, while the Hadith teachers were chosen because they are the primary implementers in the subject rooms. Students were selected to represent their direct experience as both actors in class transfers and recipients of learning. Through this approach, the research sought to obtain a factual picture of how the moving class system was planned, scheduled, implemented, and evaluated in Hadith learning; how the transfer time was managed; the readiness of the Hadith classroom facilities; student responses to the learning environment; and supporting and inhibiting factors that emerged during implementation. Expected findings include the management patterns implemented by the madrasah, the dynamics of teacher-student interactions in the Hadith room, the level of discipline during the move, and its impact on learning engagement.

Observations were conducted six times over the course of one academic month. The focus of the observations included: (1) the mechanism for student movement between rooms (duration, order, supervision), (2) the readiness of the Hadith room (media, layout, learning materials), (3) initial learning activities after the move, (4) teacher-student interaction patterns during the learning process, and (5) the classroom situation at the end of the lesson. The observation process was conducted in a non-participatory manner, with the researcher present in the madrasah environment, recording the duration of the move using a structured observation sheet, documenting the layout of the room, and taking detailed field notes regarding classroom behavior and atmosphere. Each observation concluded with a field reflection to identify recurring patterns or interim findings. In-depth interviews were conducted on a scheduled basis with the madrasah principal, curriculum representative, and Hadith teacher, each lasting 45–60 minutes, as well as small group interviews with students lasting 30–45 minutes. Questions focused on technical implementation experiences, operational challenges, time effectiveness, and perceptions of the system's benefits. All interviews were recorded (with permission), transcribed, and then coded based on themes such as planning, implementation, impact, and obstacles. Documentation collected included lesson schedules, class transfer regulations, attendance lists, and photographs of the Hadith room. The analysis process was conducted in stages, grouping data from observations,



interviews, and documentation into thematic categories. Similar data were compared to identify consistencies or discrepancies, then verified through source triangulation between teachers, students, and madrasah management. Conclusions were drawn after the data demonstrated stable patterns and no significant new information was uncovered. Using these technical procedures, this study yielded an in-depth description of the implementation of the class transfer system in Hadith learning at MTsS MILBoS, which is factual and structured.

The primary informants in this study were school students, while supporting informants included students, the principal, and relevant stakeholders. In addition to primary data, this study also utilized secondary data in the form of school documents and other written sources related to the research objectives (Sugiyono, 2019). Observations were used to directly observe student activities at school, interviews were conducted to gather in-depth information from informants, and documentation was used to strengthen field data (Moleong, 2018). Data analysis in qualitative research was conducted interactively and continued until the data reached saturation point. The interactive analysis model includes three main stages: data reduction, data presentation, and drawing conclusions or verification (Miles, Huberman, & Saldaña, 2014).

RESULTS

Implementation of the Moving Class System in the Hadith Learning Process at MTsS MILBoS

The results of this study are based on empirical evidence in the form of interview transcripts, field observation notes, and official madrasah documentation. In an interview with the Madrasah Principal, Mr. Bagus Rizky, on July 10, 2025, he stated: "In the initial stages, we separated several subjects, such as Hadith and Aqidah, to have their own dedicated spaces. The goal was for teachers and students to have a sense of ownership of the class, resulting in a more focused learning environment." This statement demonstrates a planned policy for the implementation of the moving class. Meanwhile, the Deputy Head of Curriculum, Mr. Fadlan (interview, July 12, 2025), emphasized: "Management monitors the schedule and use of the space to avoid time conflicts. If there are any conflicts, we coordinate directly with the relevant teachers." This quote demonstrates that the system is managed administratively



and in a controlled manner. From the teacher's perspective, Mr. Bagus Panji Gumilang, a Hadith teacher (interview, July 14, 2025), stated: "In the Hadith class, we provide books, supporting books, hadith posters, and a bulletin board so that students immediately experience the learning atmosphere upon entering the room." This statement is supported by the researcher's observations on July 6 and 13, 2025, which found a poster of hadiths with an ethical theme at the front of the classroom, a bookshelf filled with hadith books and references, and an information board containing daily hadith quotations. The researcher also noted that the average student transfer time between classes took 3–5 minutes, but some students were late due to stopping in the cafeteria or bathroom before entering the next class. This fact was recorded on the transfer time observation sheet and supported by the Deputy Curriculum's statement that there were time discipline issues.

Observations of the Hadith class were conducted six times during July 2025. Observed items included: (1) the student transfer mechanism before the start of class, (2) the readiness of the Hadith room as a mini-laboratory, (3) the teacher's opening activities after students entered the classroom, (4) the learning methods used (lecture, discussion, question and answer), and (5) student responses and participation during the lesson. During three observations, researchers noted that students focused more quickly upon entering the Hadith room compared to the previous regular class, as evidenced by the readiness of their books and their attentiveness when the teacher began the lesson. Furthermore, during group discussions, most students actively engaged in discussions and asked questions. The collected documentation included a lesson schedule showing the separation of the Hadith room, photographs of the classroom with the names of the companions (Abu Bakar, Umar, Usman), student attendance lists, and classroom transfer regulations posted on the corridor wall. Triangulating interviews, direct observations, and written documentation, the findings of this study indicate that the implementation of moving classes at MTsS MILBoS is structured, although challenges remain in time management and space constraints when scheduling conflicts between Hadith and Fiqh subjects occur.

From the explanation above, it is clear that planning for moving classes is based on careful consideration. When planning a moving class, several things must be considered, including:

Identifying Facilities and Infrastructure

Before implementing a moving class, the Principal of MTsS MILBoS appoints a Deputy for



Curriculum Affairs (Waka Kurikulum) and a Deputy for Facilities and Infrastructure (Waka Sarpras) to assess the facilities and infrastructure needed for the teaching and learning process. Several things must be identified to ensure an effective Hadith teaching and learning process, including: This information aligns with a statement from Mr. Bagus Rizky, the pioneer of the moving class system at MTsS MILBoS, who explained that: Based on observations conducted on Thursday, July 6, 2025, researchers observed that there are quite a number of classes available at MTsS MILBoS. They also found unique names in the corners of the rooms. This is a rare sight rarely found in other schools. These unique names serve as a distinctive identity that distinguishes the classes according to the characteristics of the subjects. This aligns with Mr. Bagus Rizky's statement: "Concrete implementation includes adequate space, facilities, and lesson plans tailored to the needs of the children. The students are also beginning to accustom themselves to this system. Teachers are also supervised by management to ensure the system's proper implementation. Similarly, we use class names, which use the names of the Prophet's companions. Jazakallahu Khairan."

From the explanation above, it can be seen that the most striking characteristic of moving classes is the movement of classes from one classroom to another. To avoid confusion among teachers and students when searching for their desired classroom, each classroom has an identity that reflects a specific subject group. The division is as follows:

- Building 1 Abu Bakar
- Building 2 Umar
- Building 3 Usman

By grouping classes, it will be easier to monitor and allocate tasks to each class in charge. The number of classrooms required for moving classes is adjusted according to the number of parallel classes and the characteristics of the subjects. At MTsS MILBoS, there are 16 classes, consisting of: Supporting Facilities: Based on observations conducted on Thursday, July 6, 2025, researchers observed that MTsS MILBoS has various facilities to support the learning process. Classes in the moving class system at MTsS MILBoS function as mini-laboratories. Therefore, the facilities provided in each class vary according to the characteristics of the subject. In the Hadith class, there are supporting books, scriptures, and related pictures. related to the Hadith learning material.



This aligns with a statement made by Bagus Panji Gumilang, a Hadith teacher, who said: "Moving classes in line with national standards actually provides schools with a significant opportunity to review national education standards. The national curriculum only sets one prerequisite or objective, while the rest can be adjusted to suit the school's needs. This means that the national curriculum standards are met, but more than that, we can adapt them to suit the environment of our Islamic boarding schools and schools. The concept we create will not differ significantly from the national education concept, and is expected to even exceed the requirements set by the government. Furthermore, the completeness of facilities such as books, manuscripts, and learning materials related to Hadith will facilitate the teaching and learning process for teachers and students."

In addition to the above, during an observation at MTsS MILBoS on Thursday, July 6, 2025, researchers observed that in front of the Hadith class, there were facilities in the form of pictures or posters and a bulletin board containing hadiths meaningful to everyday life. Meanwhile, on a different occasion, Bagus Panji Gumilang, a Hadith teacher, stated: "As a form of learning application, pictures or posters related to hadiths containing the meaning of life, along with a bulletin board, are provided at the front of the class."

Considering that the basic religious knowledge of Madrasahs requires extensive memorization of hadiths, the supporting facilities described above will facilitate students' understanding of Hadith lessons.

Designing Teaching and Learning Activities

Preparing Learning Materials As usual, before teaching and learning activities begin, teachers must prepare learning materials. Based on an interview with a teacher at MTsS MILBoS, it was revealed that the learning materials that must be prepared include: the Lesson Implementation Plan (RPP), Syllabus, Semester Program (Promes), and Annual Program (Prota). Bagus Panji Gumilang, a Hadith teacher, expressed a similar opinion: "Regarding the learning materials, the syllabus, Lesson Implementation Plan (RPP), Annual Program (Prota), and Semester Program (Promes) are the same as the general learning materials.

The only difference is the class transfer." Preparing learning materials, consisting of the syllabus, Lesson Implementation Plan (RPP), Annual Program (Prota), Semester Program



(Promes), effective week analysis, and so on, is an important activity that teachers must undertake before the teaching and learning process begins. These learning materials contain instructions and steps that teachers must take during the teaching and learning process. In other words, learning materials contain learning scenarios that serve to guide teachers in the teaching and learning process. With these learning materials, teachers will be better prepared to teach.

Analysis of Appropriate Learning Strategies: To achieve an effective Hadith teaching and learning process, Hadith teachers at MTsS MILBoS address this by using appropriate learning strategies tailored to the material being taught. Generally, the method used in the teaching and learning of Hadith at MTsS MILBoS combines several methods. The most common methods are lectures, question-and-answer sessions, and discussions.

This aligns with Bagus Panji Gumilang, a Hadith teacher, who stated: "From the explanation above, it can be seen that to create effective learning, a teacher must master several things. First, selecting appropriate learning strategies, and second, using a variety of methods according to the topic being taught." **Development of Learning Resources and Teaching Materials:** Based on observations conducted on Thursday, July 6, 2025, researchers observed that MTsS MILBoS has several learning resources that can be utilized for the teaching and learning process. These include: classrooms, mosques, outdoor spaces, and the school gazebo, which can be used for internet access.

This is as explained by the Principal, Mr. Bagus Rizky, who states that classrooms and mosques are two learning resources that play a vital role in Hadith learning. Classrooms function as mini-laboratories that can be used as primary resources in the teaching process. On the other hand, as a result of the learning that has been carried out, students can use the mosque as a secondary or supporting resource in the learning process. Mosques are often used to perform the Dhuha and Dhuhur prayers. congregation. Furthermore, the mosque also serves as a classroom for hadith lessons.

Factors Supporting and Inhibiting the Implementation of the Moving Class System at MTsS MILBoS

When hadith learning at MTsS MILBoS uses the moving class model, students demonstrate a high level of engagement. The author's observations over the past two months support this.



Student engagement at MTsS MILBoS extends beyond class transfers, but is evident throughout the learning process. They are expected to be active in various ways, including asking questions, participating in group discussions, explaining material to their peers, and asking questions to the teacher if they don't understand anything. Furthermore, the teacher's role in guiding the learning process is crucial, as expressed by Mr. Arkom,

Of course, the level of concern is very high when making this learning in groups, Because in the concept of 21st-century learning, we focus on everything in the class, the main goal is for the learner or for the students, for the students, so one of them When learning is made into groups, the social scope is smaller, so everyone is guaranteed to have a higher opportunity to play a role. Then, sometimes there are some students who are quicker to understand when their friends explain or teaching by peers, they can understand more quickly because their friends are explaining. So this basic learning is very important for teachers to do, because teachers can also be helped when organizing children into smaller scopes. Teachers will be very helped in each group has a leader and the leader must report the tasks given by the teacher. And also if there is a group that does not understand, it is the teacher's responsibility, it can also be distributed to the group leaders and each child has or gets the opportunity to understand further. Sometimes children are embarrassed to ask their teacher directly, so they can ask their group the groups will certainly work together to maintain their group's reputation and ensure their success, ensuring they achieve the highest grades. These children have a highly competitive spirit. The success rate is certainly high when the moving class system is implemented. Children can understand more quickly and, as evidenced by their good manners, are also better maintained because they each look out for each other in their group. This is also reflected in their report card grades. This means that the implementation of moving classes results in faster and higher grades.

In this study, the author conducted observations and interviews with the principal, curriculum department, and Hadith teachers. The Effectiveness of the Moving Class System in Hadith Learning: When assessing effectiveness, we naturally look at the program's objectives, as is the case with the implementation of the moving class system. According to interviews with the curriculum department, the implementation of the moving class system at MTsS MILBOS can be said to be effective. This is in line with the results of my interviews with the curriculum department, which I have summarized as follows:



First, if the moving class system is implemented to transform classrooms into laboratories and learning centers, it would certainly be very effective. This is because each room provides more complete learning tools, making it easier for students to focus on a single space. Second, the availability of resources in each room will certainly be easier and more effective for students, as each room provides literature relevant to their subject. Students don't have to go to the library if they need books or journals, as each room has them. Third, it further stimulates students' imaginations in exploring subjects. Because each room at MTsS MILBOS must have characteristics appropriate to the subject, students can more easily identify with their classroom. Therefore, teachers must be creative in creating classroom characteristics that reflect the subject. Fourth, the moving class system makes students more enthusiastic about participating in the teaching and learning process. This is because each time they move to the next class, they experience a different atmosphere from the previous one and experience the atmosphere outside the classroom. This prevents students from getting bored with the next lesson. This was conveyed by the Deputy Head of Curriculum, Bapak Fadlan: "Concrete implementation includes adequate space, facilities, and lesson plans tailored to the needs of children, allowing them to become accustomed to this system, and teachers as well." Management also oversees this system to ensure its proper implementation. Thank God for your support."

Obstacles During the Moving Class Implementation: Several obstacles, both external and internal, were encountered during the Moving Class implementation. The author will describe the obstacles based on an interview with the curriculum department head, Mr. Fadlan, as follows:

- Students do not utilize their time. During the Moving Class implementation, students do not proceed directly to the next class; some stop by the cafeteria or the bathroom, disrupting the teaching and learning process. As a result, some students miss material when they enter class. Each subject teacher has rules and consequences for students who are frequently late to class. For Hadith lessons, if a student is late, the consequence is usually a display or an assignment to write an article.
- Time Conflicts: For example, there are time conflicts between Hadith and Fiqh. As explained by Mr. Bagus Panji: "Usually, time conflicts occur due to a lack of



coordination between subject teachers, who are late leaving the room if they borrow another subject's room." This is the crucial role of the curriculum department, as the author explained previously. Regarding any time conflicts, the curriculum department will address these issues and find a space, coordinating with the teachers involved, both those borrowing and those who own the space.

- Rooms: Based on the author's observations at MTsS MILBOS, Hadith and Fiqh lessons are held in the same room, known as the religion room. Hadith and Fiqh also sometimes clash in the use of the space. For example, a Hadith lesson is held at 10:00 AM, while Fiqh is also a subject at the same time, necessitating the use of the religion room. If this occurs, the curriculum department will resolve this and find a space.

Based on the researcher's observations, Fiqh lessons are usually moved to the prayer room as a learning space. The moving class concept at MTsS MILBOS has been implemented optimally, although there are still shortcomings. The moving class concept at MTsS MILBOS is well implemented, with each teacher having their own room, tailored to their subject, and students understanding how the moving class concept works according to their schedules without needing direction from their teachers.

DISCUSSIONS

Implementation of the Moving Class System in the Hadith Learning Process at MTsS MILBoS

Moving Class Implementation Strategy

Based on observations conducted on Thursday, July 6, 2025, researchers observed that the moving class at MTsS MILBoS was implemented using a subject-based class approach. This means that each subject has a dedicated class that serves as the venue for the teaching and learning process. This is in line with the statement of Ustadz Bagus, the Principal, who stated that: "The moving class at MTsS MILBoS is implemented using classes that move according to the characteristics of the subject. Therefore, after completing a particular subject, students will move to another subject class according to the schedule."

From the explanation above, it can be seen that the moving class is essentially a dynamic or changing class system. Therefore, the teaching and learning process is not confined to a



single class but changes according to the subject. However, the constantly changing characteristics of the moving class can cause obstacles. The obstacles encountered in implementing moving classes in the Hadith teaching and learning process at MTsS MILBoS were as conveyed by Ustadz Bagus, the Principal, who stated: "Many obstacles are encountered in implementing moving classes in the Hadith teaching and learning process. A frequent problem is students arriving late, so that when the teacher is already in class, some students are still outside. Another problem is the difficulty in determining who is responsible for classroom cleanliness. To address this, the Vice Principal for Student Affairs (Waka Kesiswaan) established a cleaning duty officer with the provision that each class is responsible for cleaning one room." A similar sentiment was conveyed by the Principal of MTsS MILBoS, who stated: "The obstacles encountered in the field revolve around cleanliness and discipline. The system of moving classes, commonly referred to as moving classes, has led to a diminished sense of "ownership" or responsibility for the class. Because they lack a sense of ownership over their assigned classroom, students sometimes point fingers at each other when asked to clean the classroom."

Observations were conducted six times over the course of one month. Aspects observed included: (1) student transfer mechanisms and punctuality, (2) teacher readiness in the designated classroom before students arrive, (3) classroom cleanliness before and after use, (4) availability of learning media in the Hadith classroom, (5) teacher-student interaction patterns during the learning process, and (6) student responses to the subject-based classroom atmosphere. In three meetings, researchers noted that students demonstrated a faster learning readiness upon entering the Hadith classroom compared to the previous class, as evidenced by the readiness of their books and their focused attention when the teacher opened the lesson. However, in the other two meetings, delays of 4–7 minutes were observed due to less orderly transfers. The documentation collected included the official lesson schedule, a decree on the distribution of classroom cleaning duties, student attendance lists, and photographs of the subject-based classrooms. Data from the principal, curriculum representative, Hadith teacher, and field observations were corroborated through source triangulation. Thus, the findings regarding the implementation strategy, supporting factors, and inhibiting factors of moving class at MTsS MILBoS are not merely narrative descriptions, but are supported by evidence from protocolled interviews, systematic



observation notes, and official madrasah documentation. b. Moving Class Management Strategy

Based on observations conducted on Thursday, July 6, 2025, researchers observed that the moving class system is a strategy in classroom management that is implemented by moving classes according to the characteristics of the subject being studied. After each subject, students will move to another class according to their respective lesson schedules. For example, from Mathematics to Hadith, students would move from Mathematics (Umar Building) to Religion (Abu Bakar Building), where each teacher would be ready in the classroom when the students arrived. This model/system is one To prevent student boredom, teachers are required to be active and punctual, ensuring students arrive promptly. The above statement aligns with a statement from Bagus Panji Gumilang, a Hadith teacher, who stated: "Moving classes is a strategy implemented by schools to prevent student boredom during the teaching and learning process." Moving classes are implemented by moving students from one class to another, depending on the subject they are studying. Each class has a name that reflects the characteristics of the subject. Umar Building is for mathematics, Usman Building is for Hadith, and Abu Bakar Building is for science. For effective and efficient implementation, a management strategy is required to streamline the learning process. These management strategies include: 1) Student transfer management; 2) Teaching and learning space management; 3) Teacher and student administration management.

Supporting and inhibiting factors in implementing the moving class system at MTsS MILBoS

Supporting Factors

Supporting factors in implementing the moving class system in the hadith learning process at MTsS MILBoS. Supporting factors in implementing the moving class system include adequate learning resources and facilities, so that each subject has its own class, including the subject of hadith.

The availability of necessary learning media that align with the characteristics of the hadith subject is also a factor that can support the implementation of the moving class system, even if it is still limited. Another factor that can support the implementation of the moving class system in the learning process is the appropriate management of the learning space by the



subject teacher, so that the hadith class can function as a subject laboratory. Furthermore, the high level of responsibility of both teachers and students is also a supporting factor that can facilitate the learning process, ensuring a smooth flow.

Inhibiting Factors

Inhibiting factors in implementing the moving class system include suboptimal management of class transfers, resulting in a significant amount of time wasted during the transfer process. Low student discipline, resulting in poor student transfer management, is also a factor that can hinder the implementation of the moving class system in the learning process. This can include a lack of tidiness and cleanliness in the classroom due to the lack of scheduling of cleaning staff or the inaccuracy of class transfer times. Several other factors can hinder the implementation of a moving class system in the learning process. One is the limited number of classrooms available, which sometimes makes moving classes impossible. Furthermore, the learning media available in subject classes is still limited. Inefficient subject scheduling and suboptimal allocation of learning spaces can also reduce the time available for learning, and these factors can hinder the implementation of a moving class system.

CONCLUSIONS

In implementing the moving class system, the teacher's role is not limited to being an educator, but also as a learning facilitator. Teachers are required to be more active and creative in managing the classroom and utilizing a variety of relevant learning media. This is crucial because in the moving class system, the classroom becomes the center of learning activities. Therefore, teachers must be able to adapt the spatial layout and learning materials to the characteristics of each subject. The availability of facilities, infrastructure, and learning media plays a strategic role in supporting the success of the teaching and learning process. Each classroom should ideally be equipped with media appropriate to learning needs. In the context of Hadith learning, for example, facilities such as a religious room or laboratory, multimedia equipment (television or projector), reference books, a reading corner or mini library, hadith-based educational games, and creative projects such as making hadith-themed videos are needed. The main goal of implementing the moving class system is to increase student engagement, effectiveness, and motivation in learning, particularly in Hadith subjects. The moving class system is implemented every time a subject changes,



which is accompanied by a change of learning space. The successful implementation of the moving class system is inseparable from the role of various parties, including the principal, curriculum unit, Hadith teachers, and the active involvement of students. Collaboration between these stakeholders is a key supporting factor in maintaining the continuity and smoothness of the moving class system. The implementation of this system aims to minimize boredom and learning fatigue, so that students are not merely passive listeners but actively involved in the process of exploring the learning material. Thus, the moving class creates a more dynamic and participatory learning environment. The implementation of the moving class in Hadith learning can be categorized as successful and well-run. This is evident in the students' ability to navigate the class changes independently without requiring intensive guidance. Students also demonstrate a good understanding of the allocated time and the consequences for being late to class. The characteristics of the Hadith room or religious room are considered effective in supporting the learning process, as one of the main principles of the moving class is to make each room a thematic learning center. This condition is in line with the objectives of the moving class system, namely to encourage active learning among students and provide varied learning experiences through different classroom environments.

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