
**MANAGING CLASSROOM SOCIETY DURING THE COVID-19 OUTBREAK AT
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Abstract: *The Covid-19 outbreak has intruded schools to work differently and most concerns raised by the community are the interaction of students and learning entities. This paper is aimed to describe classroom society management during the covid-19 outbreak at Hidayatullah Tahfidz Global Islamic Schools. This study employed a single case study. Interviews, observation, and documentation were applied to reach this purpose. It was found out that. The notions of classroom society in Hidayatullah Tahfidz Global Islamic schools at the levels of Playgroup, Kindergarten, Primary School, and Middle School were patterned into two unique approaches in terms of virtual and social-distancing face to face instructional interactions. The schools shared similar approaches to school society management by planning student-teacher interaction in terms of virtual and offline classes and teachers' home visits, organizing teachers' tasks for virtual and off class interaction, conducting interactive relationships in virtual classes which were combined with the home visit and in the social-distancing off class sessions, and evaluate methods of virtual and off class interactions among teachers and parents*

INTRODUCTION

The world of education in Indonesia has faced a challenging situation of the sudden disturbance of the Covid-19 outbreak since 2020. Such a situation has forced schools to disrupt their methods of teaching and learning in a way that all teachers and students have been safe from the covid-19 plague. The Indonesian government has also mandated educational practitioners to conduct teaching and learning services through online learning mode or virtual classes and if offline classes are conducted, then social distancing shall be practiced.

From kindergarten, all the way to high school levels has been technically located in the virtual classes and as much as possible in the social-distancing face-to-face classes, but they are also social settings. In such conditions, addressing students' learning, social, and individual needs in holistic education is crucial [1]. Since teachers and students were accustomed to working for normal face-to-face teaching and learning, the challenges for the virtual class interaction and social distancing-face to face learning were problematic, In fact,

Setiawan found out that students preferred to interact with their learning colleagues directly and physically and to have active communal activities in groups [2]. These preferences were reduced during the covid-19 outbreak. The quantity of social interaction among students highly decreased [3]. Even though learning was organized in groups, students did not meet directly and physically. Teachers faced problems in monitoring students' learning through virtual mode which mostly used the WhatsApp application and in making their lessons interactive [4]. Most problems concern the learning technology usage, instruments availability, knowledge, and capability of parents to help students learn at home. Parents and Students lack the knowledge and capability in using communication technology platforms [5]. Moreover, they have difficulties participating in the learning interaction.

In the case of the Hidayatullah Tahfid Global Islamic Schools, such problems were raised at the beginning of the covid-19 pandemic. With the support of the foundation and parents, tools for virtual learning and commitment to helping students were available. The concerns that appeared were about the social interactions. An interview with the chairman of Masjid Hidayatullah Foundation in February 2022 revealed that most parents have high support for students and they are wealthy enough to provide communication tools such as gadgets and wifi. Schools also provided virtual programs through YouTube and WhatsApp.

"...we have to pay attention more on how we manage students to be assisted for the learning process in terms of how their interactions among students and with their teachers and parents"

This statement shows attention to the notions of schools as the not only location for learning knowledge but also a social setting to grow and develop students. This became the interest of the writer as the continuation of the writer's previous research on the management of Hidayatullah Tahfidz Global Islamic Schools. The schools are a united entity of the Hidayatullah Masjid Foundation located in Blitar East Java. These schools manage their education by making the inclusion of Quranic memorization programs, foreign languages learning programs including Arabic and English, and soft as well as hard skill development programs [6]. Considering this background, this study was aimed at looking at the school society management at Hidayatullah Tahfidz Global Islamic Schools. Therefore, a question to address in this study was how would the classroom society in the Hidayatullah Tahfidz Global Islamic Schools in the times of the Covid-19 outbreak be managed?

Considering that students-teachers interaction as well as parents when learning is done through the so-called learning from home (LFH), this study focuses on how classroom society in terms of commitment, activities, student's respect, tasks, and learning process in the virtual and social-distance face to face learning were managed.

THEORETICAL REVIEW

Classroom Society is simply a classroom society that can be defined as a space that consists of students coming together for the same goal [7] and educators who manage to support them that the goals are achieved. Hirschy and Wilson [8] considered the classroom environment a social setting. Classroom as a part of education provides vital social and shared experience by which social groups and interactions are maintained. Nowadays students are not only faced with classroom interactions, but also interactions outside the classroom. Bećirović & Bešlija say that

Teachers should be conscious of a fact that each student in their classroom has an immense potential to be a useful member of society and helpful to other teachers, colleagues, and the community as a whole [9].

So classrooms deal with interaction among students and teachers as well as to some extent people outside the classroom to achieve the same goals of learning that are governed by standards and regulations. Basically, the objective of education is human progress. Learning is then a fundamental process to the progress of humanity and in the long run, will also habituate students to global social interaction and Classroom will be called the Learning Society [10]. Further, the Cisco system offered 9 (nines) points of Learning society solutive intervention which consist of (1) engendering a culture of learning throughout life, (2) aiming to develop motivated, engaged learners who are prepared to win the challenges of tomorrow and those of today, (3) taking learning to the learner, seeing learning as an activity, not a place, (4) making the belief that no one is excluded from learning because learning is for all, (5) recognizing that every learner has their own needs and styles of learning, (6) cultivating and embracing new educational providers, from various sectors, (7) developing new relationships and new networks among learners, providers, funders, and innovators, (8) providing infrastructure to support the student's success, and (9) supporting systems of continuous innovation and feedback to develop knowledge of what works in which circumstances [10].

In order to endanger the culture of learning, develop students' motivation, and take learning as a valuable activity, including all learners as parts of the classroom society, educators are required to create appropriate methods of classroom interaction. The valid researched dimensions of classroom society that can be applied for such methods are teacher support, promotion of mutual respect, promotion of task-related interaction, and promotion of performance goals [11].

These four dimensions are applied to ultimately help students achieve their learning goals. A question shall be addressed if the goals deal only with their knowledge mastery or intellectual quotient. In fact, in the principles of the Learning Freedom policy, the educational goals are to produce Pancasila learners with capabilities of having faith and piety, being parts of global diversity, being able to work together or in cooperation, being creative, critical thinking, and independence. Being independent does not mean being isolated or being individual, but being capable to self-manage, but also able to social interact [12].

Zubaidah, Weni, and Shadana provided references to managing classroom society by emphasizing the student's character development using the so-called G*GOLD Way Model. [13]. G*GOLD Way model is a prophetic model for people's development created by Supriyono [14]. The model promotes the notions of people's main capability which is called *Greatness* and to highly make effort to be the best some be as marked as Star, the principle of *Gratitude* to self-understand and respect others, the principle of *Obedience* to take high commitment for the goals and shared decisions, the principle of *Love* to take care of self and others and help each other for learning processes to achieve their learning goals, and the principle of *discipline* to keep their learning works progress and have continuous improvement [13].

The classroom society was managed by planning the interactive sessions which encourage students' willingness to show their potential and to respect other students' work with shared rules and procedures in class. The classroom activities are managed

innovatively by allowing students to make golden rules, shared ideas, manage group works through morning routines, circle times, and self-discipline for inappropriate behaviors. Students are encouraged to interactively communicate with other students and teachers and they are allowed to provide responses to the learning processes. When students break the rules they make themselves, they will know how to do it and how to manage themselves by not doing it anymore in the future. In fact, their learning achievements significantly improve.

Supriyono suggests that such methods are integrated with the so-called JACK-B principles, which are *Jujur* (honest), *Amanah* (Trustworthy), *Cerdas* (Smart), *Komunikatif* (Communicative), and *Bijaksana* (Wise). Teachers are suggested to also use the notions of Ki Hajar Dewantara's Triloka, which are *Ngemong* (Teach), *Momong* (mentor), and *Among* (Coach) [15].

METHOD OF THE STUDY

This study employed a single case study as prescribed by Yin [16]. Subjects of the study were principals and teachers of Hidayatullah Global Tahfidz Islamic Schools. These subjects were obtained by using purposive sampling with snowballing techniques. These subjects included three principals, three vice principals, six teachers, and a foundation officer. Data were collected using interviews, observation, and documents. For these purposes, the researcher uses an interview guide, recording, and field notes. In-depth interviews with probing techniques were also employed. Data were analyzed by using an interactive analysis model [17]. Instruments of interview contact summary, observation contact summary, and document contact summary were used. Validity and Reliability of the data were measured in terms of the credibility and dependability by triangulation and confirmability by check-re-check method as well as triangulation. Coding was also employed to enable the researcher to the proper analysis. The following is the research framework.

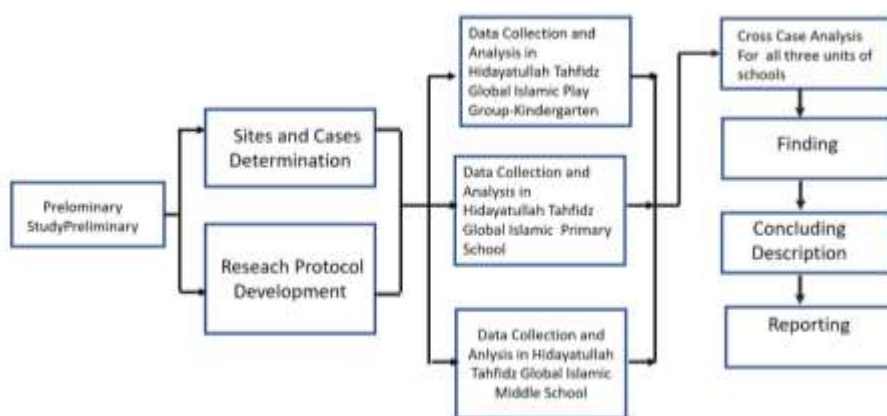


Figure 1. Case Study Research Framework adapted from Supriyono [18] with reference to Yin [17]

RESULTS AND DISCUSSION**1. Results**

Results of the study are directly described in the final form of whole unit analysis, which are results of cross units of case analysis.. The data have been categorized into two aspects, which were virtual classes and social-distancing face-to-face classes. In terms of the classroom activities, the data were classified into pre-classroom, in-classroom, and post-classroom. Inform men were coded with no real name for ethical purposes. Based on the results of the interview, observation, and documentation of the classroom society phenomenon obtained in this study can be categorized into the interaction of online classes and interaction of off-classes with the following aspect variances (1) method of online class using YouTube, (2) method of on-line class using WhatsApp Application, (3) instructional off classes with health protocol method, (4) interactions prior the sessions, interaction during the sessions, and interaction after the sessions, (5) interaction during home visit sessions. Interview results are summarized using matrixes [17].

At Playgroup Principals, Vice Principals, and Teachers were not familiar with the so-called classroom society. In this paper names of the Principals, Vice Principals, and Teachers are not written for ethical purposes. From the interviews, observation, and documents, practices of the classroom society existed. For the Playgroup and Kindergarten, Interviews with the principals on February 18th, 2022 from 09:00 a.m. to 11:00 a.m., with the vice principal from 12:00 p.m to 13:00 p.m, and with two teachers on February 19th from 09 a.m. to 11:00 a.m. and from 12:00 p.m to 13:00 p.m.

The Hidayatullah Tahfidz Global Islamic Primary Schools and Middle Schools have similar cases. In some cases, they differ in the roles of the Principals and the implementation of classroom society interaction. For the Primary School, interviews with the principals on February 20th, 2022 from 09:00 a.m. to 11:00 a.m., with the vice principal from 12:00 p.m to 13:00 p.m, and with two teachers on February 21st from 09 a.m. to 11:00 a.m. and from 12:00 p.m to 13:00 p.m. For the Middle School, interviews with the principals on February 22nd, 2022 from 09:00 a.m. to 11:00 a.m., with the vice principal from 12:00 p.m to 13:00 p.m, and with two teachers on February 23rd from 09 a.m. to 11:00 a.m. and from 12:00 p.m to 13:00 p.m.. The Non-Participative observation was done from February 18th, 2022 through March 12th, 2022

a. Planning

After having the results of each single unit analysis, as a whole, the researcher presents the following cross units of analysis for final discussion.

Table 1: Cross Unit Analysis of Planning

Aspects	Play Group- Kindergarten (HTGIS Play Group- Kindergarten)	Madrasah Ibtidaiyah (HTGIS Islamic Primary School)	Madrasah Tsanawiyah (HTGIS Islamic Middle Schools)
Online Class and Offline Class (study from home)	1. The patterns of planning for activities in classroom society exist in two separate	1. In planning the students' behavior intervention, this school relies on the	1. In planning the students' behavior intervention, this school relies on the

	<p>forms of learning, which are online learning or learning from home and offline learning.</p> <p>2. Principals planned separately on the basis of the foundation policy. In terms of offline learning firstly, the Principal planned together with the Vice Principals, and in the long run teachers were involved and parents were socialized. However, for the online classes, teachers were involved from the beginning in terms of the home visits programs.</p>	<p>Vice Principal. The Principal reviews and gives agreements. The pattern of planning turns out to be planning separately between study from home sessions (Online Class) using Video sent through WhatsApp and face-to-face classes with health protocol.</p> <p>2. Teachers were involved in planning discussions. For the online classes, teachers directly participated in the planning with the Vice Principal.</p>	<p>Vice Principal. The Principal reviews and gives agreements. The pattern of planning turns out to be planning separately between study from home sessions (Online Class) using Video sent through WhatsApp and face-to-face classes with health protocol.</p> <p>2. Teachers were involved in planning discussions. For the online classes, teachers directly participated in the planning with the Vice Principal.</p>
<p>Students' Behavior (Interaction with Principals, Vice Principals, Teachers, Other Students, Parents)</p>	<p>3. Students' behaviors which included behavioral interaction among students, between students and Principal, Vice Principal, Teachers, and Parents were planned in terms of the interaction in the time when students arrived in schools, the time to enter classes, in-classroom processes, and after the classroom processes. Meanwhile, for the online classes, these concern</p>	<p>3. Factors that are managed in the students' behavior include behavioral interaction among students, between students and Principal, Vice Principal, Teachers, and Parents were planned in terms of the interaction in the time when students arrived in schools, the time to enter classes, in-classroom processes, and after the classroom processes. The online</p>	<p>3. Factors that are managed in the students' behavior include behavioral interaction among students, between students and Principal, Vice Principal, Teachers, and Parents were planned in terms of the interaction in the time when students arrived in schools, the time to enter classes, in-classroom processes, and after the classroom</p>

	interactions at the beginning sessions, during the sessions, after the sessions, and during the home visits.	classes concern interactions at the beginning sessions, during the sessions, after the sessions, and during the home visits	processes. The online classes concern interactions at the beginning sessions, during the sessions, after the sessions, and during the home visits
	4. These turned out to match with results of non-participative observation made by the researcher from February 18th, 2022 through March 12th, 2022. During that time, there appeared the planning for Offline classes with health protocol which was called Pertemuan Tatap Muka (PTM). At the observation, the researcher also found out plannings for methods of teaching online using YouTube and WhatsApp applications as well as that of the face-to-face teaching process with health protocols. Documents of minutes of meetings and instructional planning showed consistent patterns	4. The participative observation from February 18th, 2022 through March 12th, 2022 shows a consistent pattern Discussion on the home reveals problematic tasks in which teachers feel reluctant for students living more than 50 km. Auch problem was solved by giving transportation incentives. It was found that plannings for methods of teaching online mainly used Videos sent to students using WhatsApp applications as well as the face-to-face teaching process with health protocols. Documents of minutes of meetings and instructional planning showed consistent patterns	4. The participative observation from February 18th, 2022 through March 12th, 2022 shows a consistent pattern Discussion on the home reveals problematic tasks in which teachers feel reluctant for students living more than 50 km. Auch problem was solved by giving transportation incentives. It was found that plannings for methods of teaching online mainly used Videos sent to students using WhatsApp applications as well as the face-to-face teaching process with health protocols. Documents of minutes of meetings and instructional planning showed consistent patterns

Based on these findings, the classroom society at the Hidayatulah Tahfidz Global Islamic Schools appeared not significantly managed especially in a form of objectives. It is

simply as natural for students, teachers, and parents interactions. These are patronized as interactions in the process of students arriving at the schools, entering the class, learning in the classroom, and going out of the classrooms for the offline classes. Among three units of the schools, only the Hidayatullah Tahfidz Global Islamic Primary School mandated Vice Principals to firstly draft the plan. In the other two units of schools, Principals take the initiative of planning for the first time. Teachers are involved in discussions for the final plan and parents are socialized.

b. Organizing

The act of organization deals with the resources' roles, functions, and procedures. After having the results of each single unit analysis, as a whole, the researcher presents the following cross units of analysis for final discussion

Matrix 2: Cross Units of Analysis in the Organization of Resources In the Classroom Society

Aspects	Play Group-Kindergarten (HTGIS Play Group-Kindergarten)	Madrasah Ibtidaiyah (HTGIS Islamic Primary School)	Madrasah Tsanawiyah (HTGIS Islamic Middle Schools)
Principal's Roles	<ol style="list-style-type: none"> 1. Initiating programs, methods of behavioral intervention, and resources assignment 2. Leading to communication with parents 3. Monitoring, supervising, and evaluating behavioral intervention through the school program 	<ol style="list-style-type: none"> 1. Assigning Vice Principals to initiate the school's plan and programs, then review the plan and the program for his approval. 2. Leading to communication with parents 3. Monitoring, supervising, and evaluating behavioral intervention through the 	<ol style="list-style-type: none"> 1. Initiating programs, methods of behavioral intervention, and resources assignment 2. Leading to communication with parents 3. Monitoring, supervising, and evaluating behavioral intervention through the school program
Vice Principals' Roles	Assisting the principal in setting up programs, determining the ways to teach students' behavior, and organizing teachers Scheduling teachers' duties	Assisting the principal to initiate the school's plan, setting up programs, determining the ways to teach students' behavior, and organizing teachers Scheduling teachers' duties	Assisting the principal in setting up programs, determining the ways to teach students' behavior, and organizing teachers Scheduling teachers' duties

Teachers' Roles	Doing tasks of welcoming students, guiding students to enter the class safely, facilitating students; interacting during the class and after the class, and conducting home visits and checking students' behavior in learning processes both for the offline classes and online classes	Doing tasks of welcoming students, guiding students to enter the class safely, facilitating students; interacting during the class and after the class, and conducting home visits and checking students' behavior in learning processes both for the offline classes and online classes	Doing tasks of welcoming students, guiding students to enter the class safely, facilitating students; interacting during the class and after the class, and conducting home visits and checking students' behavior in learning processes both for the offline classes and online classes
Parents' Roles	Accompanying students to go and leave the schools on the Offline classes and accompanying students to learn online or learning from home program. In some cases, they assign caregivers to represent them.	Accompanying students to go and leave the schools on the Offline classes and accompanying students to learn online or learning from home program. In some cases, they assign caregivers to represent them.	Accompanying students to go and leave the schools on the Offline classes and accompanying students to learn online or learning from home program. In some cases, they assign caregivers to represent them.

The participative observation at the three units of schools appeared to show consistent organizational behavior. However, sometimes the Hidayatullah Global Tahfidz Islamic Middle School and the Pre School assigned Senior teachers to work with Vice Principals to set up the school programs. The school documents show that there are forms of behavioral checks for students and reports of portfolios for recording the students' improper behavior.

The shreds of evidence show that teachers have the main role in educating and accompanying students in process of classroom interactions including managing students' behavior from the times students come to school, enter the class, join the classroom activities, and get out after the class. In the online programs, teachers also take roles in monitoring and controlling students' behavior by doing home visits. Observation of the process of activities during the students' incoming activity, entering classroom activity, classroom activity, and online activities observed through the YouTube program showed consistency to this factual data.

The Vice principal's role is more on scheduling and coordinating teachers to assist The Principal. Vice Principal schedules teachers for duties of welcoming students and parents, teaching-learning programs, and evaluation activities. Teachers also have the duty of conducting home visits in students' houses during the Covid-19 Outbreak. This means that controlling students' interaction with teachers and parents becomes the responsibility of the

teachers.

Only the Principal of the Hidayatullah Tahfidz Global Islamic Primary School who manage to assign the initiation of the plan to the Vice Principal. The notions of Classroom Society do not especially exist. However, factors of the classroom society exist in the natural interactions among students, teachers, vice principals, principals, and parents.

c. Implementation

The Implementation of the Classroom Society was analyzed by looking at the student's interaction during the incoming school process, entering the classroom, during classroom processes, and after classroom processes. After having the results of each single unit analysis, as a whole, the researcher presents the following cross units of analysis for final discussion.

Matrix 3: Cross Units of Analysis in the Implementation of Resources In the Classroom Society

Aspects	Play Group- Kindergarten (HTGIS Play Group- Kindergarten)	Madrasah Ibtidaiyah (HTGIS Islamic Primary School)	Madrasah Tsanawiyah (HTGIS Islamic Middle Schools)
On-Line Classes	<ol style="list-style-type: none"> 1. The principal together with Vice Principal and Teachers formulated rules of school activities including interaction in learning. Then, she socialized with students and parents 2. At the beginning of the class using YouTube, teachers invited students to greet one another and thank their parents for their accompaniment. 3. Teachers teach students through YouTube linked to g-meets and those who cannot directly join through G-meets are allowed to join using the WhatsApp Application. Parents 	<ol style="list-style-type: none"> 1. The Principal assigned the Vice Principals to formulate the school's rules and later discussed with teachers for finalization. The Principal hen reviews and approves. 2. The rules of school activities including interaction in learning. Then, she socialized with students and parents 3. At the beginning of the class using YouTube, teachers invited students to greet one another and thank their parents for their accompaniment. 4. Teachers teach 	<ol style="list-style-type: none"> 1. The Principal assigned the Vice Principals to formulate the school's rules and later discussed with teachers for finalization. The Principal hen reviews and approves. 2. The rules of school activities including interaction in learning. Then, she socialized with students and parents 3. At the beginning of the class using YouTube, teachers invited students to greet one another and thank their parents for their accompaniment.

	<p>or Caregivers must accompany them. Students must respect their parents or caregivers.</p> <p>4. For those who can join with-Gmeet, students must respect other students when they are asked to do something and respond to teachers. Other students are not allowed to interrupt. Students must respect other students to speak up.</p> <p>5. Teachers begin the lesson by inviting students to pray and reminding them of the classroom regulation. Virtual interaction is limited to teachers and students who ask questions.</p> <p>6. Teachers are scheduled for home visits and manage directly student's behavior in learning at home.</p>	<p>students through YouTube and sent them through WhatsApp directly join using the WhatsApp Application.</p> <p>5. Parents or Caregivers must accompany them. Students must respect their parents or caregivers.</p> <p>6. Teachers begin the lesson by inviting students to pray and reminding them of the classroom regulation. Virtual interaction is limited to teachers and students who ask questions through WhatsApp.</p> <p>7. Teachers are scheduled to do home visits and look after the students' behavior during learning at home on the visit.</p>	<p>4. Teachers teach students through YouTube and sent them through WhatsApp directly join using the WhatsApp Application.</p> <p>5. Parents or Caregivers must accompany them. Students must respect their parents or caregivers.</p> <p>6. Teachers begin the lesson by inviting students to pray and reminding them of the classroom regulation. Virtual interaction is limited to teachers and students who ask questions through WhatsApp.</p> <p>7. Teachers are scheduled to do home visits and look after the students' behavior during learning at home during the visit.</p>
Of-Line Classes	<p>1, The principal together with Vice Principal and Teachers formulated rules of school activities including interaction in learning. Then, she</p>	<p>1. The principal together with Vice Principal and Teachers formulated rules of school activities including interaction in</p>	<p>1. The principal together with Vice Principal and Teachers formulated rules of school activities including interaction in</p>

	<p>socialized with students and parents</p> <p>2. In the process of students arriving at school, teachers are required to welcome students. Parents have been only allowed to accompany students up to the gates of the schools</p> <p>3. Students have been taught to respect parents or caregivers accompanying them, express greetings to friends and teachers, and do shake hands with teachers.</p> <p>4. At the beginning of class, students are invited to pray, remember the class rules, and are introduced to the objectives of learning</p>	<p>learning. Then, she socialized with students and parents</p> <p>2. In the process of students arriving at school, teachers are required to welcome students. Parents have been allowed to accompany students up to the classes</p> <p>3. Students have been taught to respect parents or caregivers accompanying them, express greetings to friends and teachers, and do shake hands with teachers.</p> <p>5. At the beginning of class, students are invited to pray, remember the class rules, and are introduced to the objectives of learning</p>	<p>learning. Then, she socialized with students and parents</p> <p>2. In the process of students arriving at school, teachers are required to welcome students. Parents have been allowed to accompany students up to the classes</p> <p>3. Students have been taught to respect parents or caregivers accompanying them, express greetings to friends and teachers, and do shake hands with teachers.</p> <p>4. At the beginning of class, students are invited to pray, remember the class rules, and are introduced to the objectives of learning</p>
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It turned out that the Principal, Vice Principal, and Teachers shared similar pieces of evidence that the classroom society at the Hidayatullah Tahfidz Global Islamic Schools is implemented limitedly in the interactions among students, educators, and parents in the online classes and offline classes. There have no special programs on the notions of Classroom Societies. This has been the concern of the Foundation Chairman as follows.

“Modern schools such as Tahfidz Global School must consider that schools are the social community in education and therefore intended program on classroom society must be practiced, Students must learn to share values and interact socially in the classroom”. (Int-FC-Skry-March 21st, 2022. 09:00-10:00)

Participative observation of the process of students arriving at the schools shows that there have been differences among these three units of schools. The PlayGroup-Kindergarten

Hidayatullah Islamic Schools assigned teachers to stand up in a row through the line of the school's entrance and welcome students for the first time right after the gate. Parents are only allowed to deliver students up to the gate. Meanwhile, in primary and middle schools, teachers wait for the students in front of the class, and parents are allowed to deliver students up to the front of the classes. Factors of the classroom society appeared to start here that every student and teacher greet each other, parents also engage in interactions with teachers and their children showing respect. In such a process, there appears a community problem in the primary schools. The public street becomes crowded since parents park their vehicles in the narrow space along with the street. This shall not happen if parents just drop students at the front gate and go away. At the Hidayatullah Tahfidz Global Islamic Middle School, this does not happen, because the school has a large parking lot.

All units of the schools shared the same patterns of starting the class by greeting and socializing the school's rules to students. Kindergarten starts with circle times that allow students to interact actively even though having a distancing position. Interaction in the process of learning in the center programs limits their social interactions. Both in primary and middle schools the social interaction was limited due to the health protocol of distancing policy, but communication among students remains active. When students enter classrooms all units of schools shared the same way which is students must take off their shoes and put them in the special place provided. The difference is that in Kindergarten teachers guide the students to queue and to help other children. They also shared the same rules for students to behave when they ask questions and state their ideas. Students must keep silent and listen to the one who speaks. Students are trained to remind other students who act improperly. Only when improper behavior persists, they are asked to report to teachers. Prayers are always conducted at the start and end of the class. Students were scheduled to lead the prayers. They have to respect those who lead the prayers. The process of leaving the schools is problematic for the community using the same streets near the schools, mainly for the kindergarten and primary schools. This is because the two school units do not have parking lots. In the context of students' activities during their leaving times, teachers accompany them to supervise the process. The crowding problem is managed by assigning securities to manage the flow of traffic.

d. Evaluation

Evaluations of the students' behavior are managed in the students' portfolio books. Improper behaviors are monitored and written in the book. Schools conduct evaluations weekly. After having the results of each single unit analysis, as a whole, the researcher presents the following cross units of analysis for final discussion.

Matrix 3: Cross Units of Analysis in the Evaluation of Resources In the Classroom Society

Aspects	Play Group- Kindergarten (HTGIS Play Group- Kindergarten)	Madrasah Ibtidaiyah (HTGIS Islamic Primary School)	Madrasah Tsanawiyah (HTGIS Islamic Middle Schools)
On-Line Classes	1. Everyday monitoring by classroom teachers 2. Recording improper behavior at every end	1. Everyday monitoring by classroom teachers 2. Recording	1. Everyday monitoring by classroom teachers

	<p>of the class</p> <ol style="list-style-type: none"> 3. Weekly evaluation among Principal, Vice Principal, and Teachers 4. Regular 3 monthly meetings with school committee as representative of parents 5. Weekly home visit 	<p>improper behavior at every end of the class</p> <ol style="list-style-type: none"> 3. Weekly evaluation among Principal, Vice Principal, and Teachers 4. Regular 3 monthly meetings with school committee as representative of parents 5. Home visit every 9 days 	<ol style="list-style-type: none"> 2. Recording improper behavior at every end of the class 3. Weekly evaluation among Principal, Vice Principal, and Teachers 4. Regular 3 monthly meetings with school committee as representative of parents 5. Home visit every 9 days
Of-Line Classes	<ol style="list-style-type: none"> 1. Everyday monitoring by classroom teachers 2. Recording improper behavior at every end of the class 3. Weekly evaluation among Principal, Vice Principal, and Teachers 4. Regular 3 monthly meetings with school committee as representative of parents 	<ol style="list-style-type: none"> 1. Everyday monitoring by classroom teachers 2. Recording improper behavior at every end of the class 3. Weekly evaluation among Principal, Vice Principal, and Teachers 4. Regular 3 monthly meetings with school committee as representative of parents 	<ol style="list-style-type: none"> 1. Everyday monitoring by classroom teachers 2. Recording improper behavior at every end of the class 3. Weekly evaluation among Principal, Vice Principal, and Teachers 4. Regular 3 monthly meetings with school committee as representative of parents

It turned out that the evaluation is done by using measures of portfolios with classroom monitoring, weekly school evaluation, and regular three monthly meetings with the school committee. For the online classes regular weekly and every 9 days visits were managed to do. The former is done by the Kindergarten and the latter is done by the primary and middle schools.

2. Discussion

Results of this study show that specifically, the Hydayatullah Tahfidz Global Islamic

Schools have not introduced the term Classroom Society. Factors of classroom society exist in the process of education in terms of the students, teachers, vice principals, principals, and parents. These obviously appeared in the processes of incoming students who arrive at schools, entering the classrooms, classrooms activities, and leaving the classrooms. Such interactions basically include the notions of Classroom Society. This is in line with what Ivory states that a school is a space that consists of students coming together for the same goal [7]. This is called the Learning Society [10].

Evidence from this study shows that the students' behavioral management is planned naturally which is inclusive in school program planning. The plans concerned more with the regular activities of the pre-classroom, classroom, and post-classroom in terms of the schools' routines. The evidence shows that parents and representatives of students are not involved in the planning. Even though such a planning process has shown a factor in a classroom society, this has not fully provided a system of the classroom society, because this has not shown consideration that students have immense potential to be useful members of society and helpful to other teachers, colleagues, and the community as a whole [9].

Aligning to the notions of Pelajar Pancasila, the students' social capacity development is much better included in the school planning for engendering a culture of learning throughout their classrooms and home learning setting [10]. This enables students to develop their social skills and practice them in their learning environment both in their classrooms and their home learning setting. Character development suggested by Supriyono with his G*GOLD Principles can be a reference to developing students' social characters [14].

The students' social interactions when they arrive at the school, enter the classrooms, and join the classroom processes turned out also parts of school routine programs. Special attention to the involvement of students as members of society such as forming regulations, ordering them, and implementing them has not been done. The evidence shows that schools' regulation is designed by teachers without involving students. It is highly important that students be made part of the shared decision-makers. Zubaidah proved that organizing students to involve in the regulation setting and classroom group works as well as democratic ways with innovative instructional methods such as starting with circle times and continuing to the learning process with inquiry learning including promoting the notions of being motivated, respecting others, caring, and discipline improved students' achievement and social intelligence [13]. Such instructional process used the concept of the G*GOLD Way for character development [14].

The efforts of Hiadayatullah Tahfidz Global Islamic Schools in caring for students with school visits show attention to supporting learning during the outbreak of the covid-19. This can be evidence of taking learning to the learner, seeing learning as an activity, not just a place [10]. Evaluation using students' portfolios also shows evidence of taking care of the students' development.

In the classroom process using inquiry learning and for the lower grade using circle, times can develop students' capacity for the so-called *Pelajar Pancasila*. The prayer activity at the same time can be used to develop the students' spiritual quotient and tolerance. Process of discussion by showing each student's capability and respecting other students also supports the development of not only the intellectual quotient but also social quotient as well as critical and creative thinking abilities. Teachers of course must lead students in ways of nurturance, mentoring, and coaching. Such behavior is in line with what Supriyono says as

the Triloka Instructional strategies [15]. The development of being caring results in a sense of sensitivity and helping. The evidence of situational problems encountered by travelers at the time of students arriving at schools and leaving the schools to need actions of sensitivity and care or help. Students and parents shall be encouraged to pay attention to this point.

CONCLUSION

This study concludes that (1) In Hidayatullah Tahfidz Global Islamic Schools, There have not been the special programs in the classroom society; However, factors of the classroom society exist in the overall process of learning both for the offline classes and online classes. This can remain to be called a classroom society. (2) The so-called classroom society of the Hodayatullah Tahfidz Global Islamic Schools is planned by involving Principals, Vice Principals, and Teachers and is inclusive in the schools' program, (3) The resources are organized in a way that teachers are the main important persons for managing students' behavior and learning interaction, (4) The so-called classroom society manage by implementing factors of the classroom society prior to the classroom, in the classroom, and post classroom processes. Especially for the online classes, teachers conducted home visits.

It is suggested that Hidayatullah Tahfidz Global Islamic Schools design the classroom society by objectives of adopting the 21st-century learning characteristics and using references such as the concept of Pelajar Pancasila, Tri Loka, dan G*GOLD Way.

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HALAMAN INI SENGAJA DIKOSONGKAN