

Classroom as Community

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Abstract

The class is a room that is included in the school building, which functions as a place for face-to-face activities in the process of teaching and learning activities. In a class there are students who differ in terms of knowledge, learning speed, and learning styles. They differ in ethnicity, culture, social class and gender. These differences can have important implications for school teaching, curriculum, policies and practices. This is what makes the teacher able to accept, accommodate, and appreciate the diversity of students in a community in the classroom to achieve the same goal. An educator must create a positive classroom environment where all students feel welcome and are involved in classroom learning. Community is one important aspect that must exist in every class. Community can be interpreted as a group consisting of teachers and students in the classroom and interact in teaching and learning activities. An effective teacher will strive so that in the learning he carries out an effective community is formed as well. The community that exists in a class in a learning activity will greatly influence student involvement in the learning process, and ultimately the achievement of learning objectives. The concept of this community is a learning result obtained from sharing between students and teachers, students and students about a material.

Keywords: Class, Community



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INTRODUCTION

Permana (2014:7) and Rukmana (2008:73) explain that class is a social environment for children/students, where in the classroom there is a process of interaction between students and students and students with teachers. Class according to Oemar Hamalik (Djamarah 2010: 175) is a group of people who carry out learning activities together, who receive instruction from the teacher. According to Arikunto (Djamarah 2010: 175) the nature of didactics contains a general understanding of class, namely a group of students who at the same time receive the same lesson from the same teacher. Basically, the definition of class is divided into two, namely:

1. Narrow meaning: a room (delimited by four walls) or a place where students study.
2. Broad meaning: student activities given by the teacher to students in a room for a certain level at a certain time/hour (Soedomo 2005:39)

Sekar and Kamarubiani (2020:11) explain that a community is a group consisting of several people who have the same interests. Usually the community is formed because they have the same hobby as, photography community, big motorbike community, etc. The learning community is a group consisting of several people who have interests and goals that tend to be academic in nature. Learning communities focus on group vision by working together to share knowledge with academic goals (Zhu & Baylen, 2005). It was further stated that the learning community, as a teaching-learning approach, provides an environment for students to gain knowledge and improve their academic performance, where the teaching-

learning process takes place among members who are generally their colleagues. So, in the learning community there is a teaching and learning process without using the terms teacher-student, tutor-student, and similar terms.

RESULTS AND DISCUSSION

Meaning of Community

Suardi and Syarifuddin (2015: 11), Kertajaya Hermawan in Rahmawati (2012) explain that a community is a group of people who care about each other more than they should, where in a community there is a close personal relationship between members of the community because of similarities interests or values. Meanwhile, according to Soenarno in Rahmawati (2012) Community is an identification and social interaction that is built with various dimensions of functional needs. So, it can be concluded that a community is a collection of certain people in a certain area and a certain time that forms a group. -social groups, a group of people who care about each other more than they should, where in a community which then produces culture and regulations which are used as a common basis, and can act collectively in achieving the same goals.

Creating a Community or Study Group in Class

Setiawan (2015: 2) explains that the teaching method is one of the methods used by teachers in the teaching and learning process in schools so that the information conveyed by the teacher can be well received by students. One form of learning methods used in the teaching and learning process is group study. Pratikno (2012: 22) explains that group learning is a series of activities carried out logically and systematically by several people who have the ability to act with their units in order to obtain changes in behavior and learn to be more effective. Studying in a group will have a significant impact on students who are in the group if each member studies seriously, discusses, and cooperates with each other in solving problems.

Utami and Appulembang (2022: 43), Werkani (in Arfiah, 2017) explained that the method of forming study groups can be defined as a method used by teachers so that students can seek or increase knowledge and improve positive attitude skills together through discussion and cooperation. In forming study groups, students learn to be able to work together with other group members, namely students study for themselves and help fellow group members to learn (Hasanah, 2021). According to Kayatun, Kresnady, & Syamsiati (2014) this method of forming groups can train students to think and work together in groups, so that the knowledge they get will be broader and more extensive than when students get the knowledge themselves. Wina Sanjaya (in Fatikhah, 2019) provides an understanding of learning that utilizes group formation, which is a series of learning activities carried out by students in certain groups to achieve predetermined learning objectives. Another definition of forming a study group is a learning method characterized by the structure of tasks, goals and group appreciation (Hadi & Noor, 2013).

Overcoming Learning Disorders in Groups

Utami (2019: 92) explains that learning difficulties are a condition in which students receive lessons which will create an obstacle in a person's learning process. Where the existence of these obstacles can cause a person to fail or be less successful in achieving his goals in learning (Hakim, 2005; 22). This learning difficulty will create a situation that causes students to not be able to learn as they should (Dalyono, 1997:229).

Rizky, Muharam et al (2018: 54) explain that students who experience learning difficulties can be caused by one or several causal factors. If students experience learning difficulties, it can cause students to experience problems with adjustment as well as children's academics, social relations, and emotional stability. For families, the child's condition like that can cause concern for parents. Especially if parents do not understand the problems their children are experiencing. Disappointment, strange feelings and thoughts can appear in parents and it is not impossible to cause frustration for parents or family. Meanwhile, at school, problematic behavior due to learning difficulties has an impact on the need for placement and service or special treatment. Each student has different causes of learning difficulties, so careful efforts are needed in diagnosing and providing solutions to student difficulties. By providing the right solution to the problem of student learning difficulties, the teacher has actually carried out his role in diagnosing, providing assistance and following up in order to overcome student learning difficulties.

Munirah (2018: 121) suggests that learning difficulties in students are the inability of children who for one reason or another show difficulty in following education in general, are not able to develop their potential optimally, the learning achievements achieved are below their potential so they need special attention and service to get good results according to their talents and abilities.

Society as Part of the Curriculum

Prasetyo and Irwansyah (2020: 164-165) explain that society is humans who live together, living together can be interpreted the same as living in a social order and condition. This will be created when humans have relationships, Mac Iver and Page (in Soerjono Soekanto 2006: 22), says that society is a system of habits, procedures, of authority and cooperation between various groups, classification, and control of human behavior and habits. Society is a form of living together for a long enough period of time to produce a custom, according to Ralph Linton (in Soerjono Soekanto, 2006: 22) society is any group of people who have lived and worked together long enough, so that they can organize themselves and consider themselves as a social unit with clearly defined boundaries while society according to Selo Soemardjan (in Soerjono Soekanto, 2006: 22) are people who live together which produce culture and they have the same territory, identity, have habits, traditions, attitudes, and a feeling of unity bound by commonalities. From this it can be concluded that society is a group of people who interact in a social relationship. They have the same culture, region and identity, have habits, traditions, attitudes and feelings of unity bound by similarities.

Hikmah (2020: 459) explains that the curriculum as an activity or activity views that the curriculum is all the activities of teachers and students in learning activities at school. S. Nasution also stated that the curriculum was seen as a plan that was drawn up to expedite the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff. This opinion reveals that before the curriculum is implemented it must first be planned, designed so that the learning process carried out in schools can be carried out systematically regarding the results of the designs made, the designs made are still carried out with guidance from the school, namely the vice principal in the field of curriculum and made by the staff. the teacher before being implemented needs to be considered and corrected by the school.

CONCLUSION

Making the classroom a productive learning community is one of the most important things a teacher can do, perhaps even more important than the practices used in the formal aspects of teaching. The learning community of the classroom influences student engagement

and presentation, and it determines how the class will develop from a collection of individuals to a cohesive group characterized by high expectations, caring relationships and productive inquiry. However, creating a positive learning community is no easy feat, nor is there an easy recipe that will ensure success. Instead, it is a process of doing things well and having the courage to create a class that is different from the many classes found in schools.

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