



Child-Friendly Classroom Management in Islamic Elementary School During the Covid-19 Pandemic

Zuri Pamuji^{1*}, Muhammad Sholeh² 

^{1,2}UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Indonesia

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ABSTRAK

Pandemi COVID-19 berdampak signifikan terhadap pendidikan dasar. Hal ini membuka potensi permasalahan dalam pengelolaan kelas yang kurang ramah anak, mengabaikan potensi anak, tidak kondusifnya suasana belajar, bahkan menimbulkan sikap anti kekerasan dalam pembelajaran. Sehingga perlu dicari model pengelolaan kelas ramah anak di masa pandemi Covid-19 yang dilakukan oleh guru. Penelitian ini bertujuan menganalisis secara mendalam peran guru dalam mengelola kelas menuju ramah anak. Penelitian ini menggunakan metode kualitatif deskriptif dengan desain studi kasus tunggal. Pengumpulan data menggunakan teknik wawancara dengan enam orang guru yang mengajar kelas bawah, observasi pembelajaran, dan dokumentasi. Analisis data menggunakan reduksi data, display data, dan penarikan kesimpulan. Hasil penelitian menunjukkan pola yang digunakan guru meliputi perencanaan, pelaksanaan, dan refleksi. Perencanaan dilakukan dengan menitikberatkan pada pengembangan potensi siswa, termasuk menyusun indikator pencapaian kompetensi dan media pembelajaran (online/offline), sehingga dapat meminimalisir potensi tindak kekerasan dan diskriminasi. Untuk proses pembelajaran, guru menggunakan kalimat atau kata sapaan yang santun dan menghargai siswa, menggunakan strategi proaktif dalam pembelajaran, dan menangani perilaku disiplin pada siswa tanpa diskriminasi dan kekerasan.

ABSTRACT

The COVID-19 pandemic has had a significant impact on primary education. This opens up the potential for problems in classroom management that are less child-friendly, neglecting children's potential, not being conducive to the learning atmosphere, and even giving rise to non-violence in learning. So it is necessary to look for a child-friendly classroom management model during the Covid-19 pandemic that the teacher carries out. This study aims to analyses in depth the role of teachers in managing the class toward being child-friendly. This study used the descriptive qualitative method with a single case study design. Collecting data using interview techniques with six teachers who teach lower grades, learning observations, and documentation. The data analysis uses data reduction, data display, and conclusion. The results show the pattern used by the teacher includes planning, implementation, and reflection. Planning is carried out by focusing on developing student potential, including compiling indicators of competency achievement and learning media (online/offline), so as to minimize the potential for acts of violence and discrimination. For the learning process, the teacher uses sentences or greeting words that are polite and respects students, uses proactive strategies in learning, and handles disciplinary behavior in students without discrimination and violence.

1. INTRODUCTION

Strengthening character education is one of the priority programs of the Indonesian government. This program get a positive response from the residents and added that in a short time it has become a positive virus that creates fresh air and new hope (Arsyad et al., 2020; Perdana, 2018). Therefore, all parties should support the implementation of the program optimally, because this will indirectly encourage education to function properly, especially in improving skills and shaping the character and civilization of a dignified nation in order to educate the nation's life (Maulida & Z, 2020; Naziyah et al., 2021). Not only that, but it also needs to be understood that learning has a big responsibility in producing people who have quality personalities as capital in building a great and superior civilization (León-Garzón & Castañeda-Peña, 2018; Shwartz, 2018; Skaggs, G. & Bodenborn, 2006).

Schools and madrasahs can implement quality learning processes and management. Because the process and management of learning are the spirits of the school/madrasa (Kavrayici, 2021; Prastowo, 2018). However, it should be realized that although the learning process and management are the spirits of the school/madrasah, if it is not implemented properly it can open up the possibility of negative

*Corresponding author.

E-mail addresses: zuripamuji@uinsaizu.ac.id (Zuri Pamuji)

phenomena, one of which is violence (Baker-Henningham, 2018; Johannes, 2020). Even related to the phenomenon of violence, based on data from the Indonesian Child Protection Commission (KPAI), from early 2018 to mid-July 2018 there were more than 100 cases of violence in schools, in physical and verbal forms. In addition, according to KPAI, about 50% of these cases involve students, both as victims and perpetrators. The highest number of victims of violence in education are students in elementary schools, where in 2018, with a percentage of 50%, followed by high school at 34.7% and junior high school at 19.3% (Borualogo & Gumilang, 2019). And the emergence of various phenomena of violence in the world of education according to KPAI is very unfortunate because, in principle, violence in the world of education whomever the perpetrator is not justified (Matusov & Sullivan, 2020; Pondaag, 2018). This needs to be a concern for all parties, especially those directly involved in the education/learning process so that the phenomenon of violence in education can be minimized or even eliminated.

The factors that cause violence, there are many factors and if examined further, the root causes vary in each school (Binazzi, 2016; Matusov & Sullivan, 2020). Although the triggers are different, the main alibi is the lack of harmonization. This disharmony is interwoven into three significant elements in the learning area: school, family, and environment. On the other hand, specifically in the teaching process, in the classroom, for example, is how to produce friendly and moral conditions. And it must be understood that the key to creating these conditions lies in classroom management by the teacher. If classroom management is carried out inappropriately, it can create an unfavorable atmosphere and disrupt the learning that is carried out and even lead to acts of violence (Barrot et al., 2021; Fransisca, 2018). In addition, the results of his research that one of the internal factors that caused the emergence of violence in schools and madrasas, of which was the low competence of teachers in managing classes (Fitriani et al., 2021; Van Klinken, 2007).

The efforts of schools/madrasahs to prevent the emergence of the phenomenon of violence, of which can be done by optimizing the role of teachers in implementing child-friendly classroom management. This is because classroom management is a skill to produce a conducive educational atmosphere and control it if there are obstacles in the educational process (Chasanah, 2021; Song, 2018). While the importance of child-friendly nuances in managing the classroom is based on several reasons, namely: *first*, a child-friendly feel, it will make the school/madrasah a safe, comfortable, clean, healthy, friendly, and fun place for students. *Second*, the presence of a child-friendly atmosphere will minimize the occurrence of acts of violence. And especially violence related to children, namely: physical violence, sexual violence, emotional abuse, and neglect. *Third*, with a child-friendly feel, students will always learn in a pleasant atmosphere, where they will get the stimulation that makes them interested and willing to learn. And the form of stimulation will create an atmosphere that can make every child "alive", feel accepted, comfortable, and free to express himself (Kim & Hachey, 2020; Wilkinson & Kao, 2019).

Nevertheless, the results of research on the pattern or model of implementing this child-friendly class, especially during the Covid-19 pandemic, are still limited. Although indeed many studies have been carried out on the theme of the impact of the Covid-19 pandemic on education, but research on classroom management patterns towards being child-friendly during the Covid19 pandemic in lower-class Madrasah Ibtidaiyah becomes more limited (Chasanah, 2021; Hill, 2021). Several studies regarding the management of child-friendly classrooms/learning during the Covid-19 pandemic, among others: research on the learning process using a child-friendly approach during the Covid-19 pandemic (Safitri, 2021). Furthermore, research that discusses good classroom management during the Covid-19 pandemic (Sari, 2020). Then research that seeks to describe the objective conditions in the implementation of Child Friendly Schools during the Covid-19 pandemic (Wardani et al., 2022). In addition, there is also research that discusses the challenges and innovations of the Child Friendly School model during the Covid-19 pandemic (Inayati, 2021). Some even discussed full day schools in carrying out learning during the Covid-19 pandemic. Therefore, this research have aims is directed to find a child-friendly lower class management pattern during the Covid-19 pandemic. This is important, so that students can still study in a safe, comfortable, fun atmosphere, free from violence and free expression even in the midst of a pandemic, as well as being a breakthrough learning model in the midst of the COVID-19 pandemic.

2. METHOD

This research was carried out at Madrasah Ibtidaiyah (Islamic Elementary School) Miftahul Huda in Banyumas which was carried out from July to August 2021. The research method used was descriptive qualitative with a single case study design. Where this design is considered appropriate for several circumstances, one of which is for a typical case. So the research is directed to capture the situation or conditions and the daily situation of teachers in lower classes at Madrasah Ibtidaiyah in Banyumas in managing classes towards being child-friendly during the Covid-19 pandemic. This is done so that there

are lessons and information that can be learned as an important experience in implementing classroom governance during the Covid-19 pandemic. The subjects involved in this study and the reasons for their selection are consist of classroom teachers in first, second, and third grades, teachers of Arabic subjects, Islamic religious education, and sports teachers, and the Principal. The selection of subjects/key informants is based on the representation of all teachers who teach in the lower grades, both classroom teachers and subject teachers, where the number of first, second and third grades in this institution consists of only one class at each level. While the data collection methods was using interviews, observation, and documentation. The interview used is a semi-structured interview type, where the interview guide in this case is prepared with the following criteria as show in [Table 1](#).

Table 1. Criteria and Indicators on Interview

Criteria	Indicator	Number of questions
Learning Planning	Elements in planning	3
	Determination of competency level and material	2
	Consideration of student potential	2
	Preparation of Assessment Instruments	2
Learning Process	The applied communication language	1
	Conditioning and styling the class	2
	Handling disciplinary behavior	1
Learning Reflection	Objectives and how to reflect on learning	2

The *second* is the observation of the learning process in seeing directly how the teacher manages the lower class toward a child-friendly class. Observations are focused only during the learning process on each teacher. The *third* is Documentation, where this documentation consists of two parts, namely documents in the form of photos and videos from the learning process, as well as documents in the learning process. The detail part of document is show in [Table 2](#).

Table 2. Document on Learning Process

Learning Document Standard	Obtained	Not Obtained
Learning Implementation Plan	V	-
Instruments and results of Learning Assessment	V	-
Learning Material	V	-

The data analysis used in this study generally consisting of the following stages: 1) data reduction. Data reduction is done by sorting and selecting existing data, both interview data with teachers and school principals, learning observation data, and documentation data. The data coding process is carried out based on a predetermined theme. 2) Data presentation. Furthermore, the results of data reduction are then presented in the form of data classification according to three main themes, where these themes become one part of a class management process, making it easier to conclude. 3) verification and drawing conclusion. This is done by looking for the relationship between what teachers do, both in the planning stage, implementation of learning, and reflection of learning with classroom management towards being child-friendly ([Miles et al., 2014](#)). In this stage, it is supported by triangulation, especially triangulation of methods and sources.

3. RESULT AND DISCUSSION

Result

The data and analysis of the teacher's role in managing classes at MI Miftahul Huda towards child-friendly classes are generally divided into three stages, namely: lesson planning, implementation, and reflection. The learning planning documents that were observed during this research were 12 documents. The focus of examining documents is in three main parts, namely the elaboration of learning indicators, learning steps, and learning evaluation. In addition to examining these documents, an interview process was also carried out to confirm the things contained therein. Teacher considerations in preparing lesson plans are Differences in student potential, Levels of material depth, Variations in learning methods, Fun learning methods and strategies, and Learning support facilities.

The lesson plans prepared by the teacher have shown an emphasis on the side of paying attention to the differences in student potential. The indicators are as follows: a) There are relevant learning objectives according to the stage of student development, where in the teacher's learning objectives there

are conditions/experiences that will be obtained by students after following the learning process appropriately and measurably. This shows that the teacher is trying so that the learning process carried out can provide a valuable experience for students. b) There is a design of learning activities that lead to higher-order thinking skills (HOTS). This is reflected in the design of activities that refer to 4C activities, namely between creative thinking, critical thinking, problem-solving, and problem formulation, especially at the core stages of learning activities. This proves that there is one good service for potential students. As in Munajah's book that nowadays, apart from learning directed at character building, it is also directed to literacy and HOTS-oriented learning. c) The existence of diverse activity designs, can foster stimulus and encouragement to students to be encouraged to develop themselves and their potential. This is indicated by the existence of a learning plan that reflects a series of activities, both observing, discussing the material, practicing certain movements/patterns, and asking questions about the existing material.

By conducting in-depth analysis and scrutiny of the existing indicators, if concluded, it shows that teachers have played a role in realizing child-friendly classes since the process of preparing learning designs. Where in the design it is clear that there is respect for children's rights, prioritizing the interests and development of children's potential, and there are no elements of discrimination or those that lead to excessive assignments or activities. And this is in line with what Humaidi stated in the Guide to Child-Friendly Schools and Madrasas. The focus at this stage is reflected in at least three indicators, namely: first, the teacher uses greetings to students with polite sentences and words, both when the teacher asks questions and when giving answers to students who ask. This is done by all teachers, both classroom and subject teachers. The use of polite language shows appreciation for students, during the research process, especially when observing learning there are no teachers who use harsh, harsh sentences or words, either when teaching, asking questions or responding to student questions. From this, it proves that the teacher's pattern in realizing a friendly class begins by giving examples of polite attitudes, being friendly to children so that students feel well served, and giving a good response to the teacher's attitude during the learning process. In addition, during the learning process, there was no discrimination and different treatment for students in class. And what this teacher does, also shows that the teacher tries to reward students for all their potential, to create an environment that respects the dignity and position of students according to their capacity, and ensures the development of student potential in a holistic and integrated manner.

The implementation of learning strategies that encourage active students. Such strategies are carried out by teachers in several ways, namely making learning videos according to the material and competencies to be achieved, and looking for videos from various online sources to support learning. The videos are then used as part of a strategy to make students more active. During the online learning period, the teacher can suffice the implementation of learning through the WA group, namely by sharing the material/summary of the material along with practice questions/questions, but this may make students less enthusiastic or have low interest in participating in learning or doing assignments. which are given. Through videos that have been prepared by the teacher, at least students can still get an explanation from the teacher virtually or from relevant sources. Moreover, by using videos made by the teacher himself, students can still meet face to face, even in different spaces and times. In addition, in the learning process, the teacher has also tried to monitor and control the course of the learning process, sometimes even the teacher uses certain songs, rhythms, movements, or claps to break the boredom of students in following the learning process. This shows that teachers have tried to apply various strategies so that learning takes place in a cheerful, fun, not boring, stressful, or violent state.

During the observation process, several disciplinary behaviors emerged, namely: some students were less focused on learning, and it seemed that the teacher was trying to use polite words in giving direction, guidance, and even reprimand and using a high tone so that it seemed to yell at students. In addition, the observations also did not show students who showed expressions of fear or pressure, threatened when given a warning, or input by the teacher regarding their disciplinary behavior. By looking at this, it shows that the teacher has tried to deal with students' disciplinary behavior without resorting to violence. Of course, this is in line with the principle of a child-friendly school, so that students feel calm and comfortable in participating in activities or do not appear lazy and depressed expressions. However, in observations, it is still apparent that there are limitations of teachers in fully controlling or supervising the course of the learning process, so there are still students who get directions, reprimands, or input related to their attitudes, on the other hand, there are still students repeating the same behavior.

From the whole part of the implementation of the learning process, it shows that the teacher has the effort and sincerity to provide optimal service to students, including regarding the rights that each child has. Although the limitations and shortcomings are still visible on several sides, these efforts show the seriousness and sincerity of teachers in creating child-friendly classes and maintaining a conducive atmosphere, especially without discrimination, violence, and respect for children.

Reflection data collection is based on interviews with teachers. The results of the interview show that reflection is emphasized on two main things, namely: reflection on the learning process in general and control and monitoring the focus of children in activities. For the reflection of the first model, the teacher has done it, especially regarding the problems faced by the teacher. Some of the teachers identified some of the limitations they faced, especially in terms of infrastructure, while others were on the side of time constraints, as well as the limitations of teachers in interacting with students and centered on teacher learning. As for the second reflection, the teacher found it quite difficult to observe and control the students' focus on in-depth learning, except for the results of the work given by the teacher, the punctuality of collecting assignments, doing practice according to the teacher's directions and following the ice breaking activities carried out by the teacher. Although the reflection process is not directly directed at classroom management in realizing child-friendly classes, these reflections are at least able to show the teacher's efforts to review the processes and services that have been provided to students, so that they become capital in carrying out further learning and providing the best service. for all students.

Observing this pattern shows the various roles that have been carried out by teachers in managing the classroom toward the realization of child-friendly classes. So that the implementation of these roles needs to be improved and continues to be carried out, so that the services provided to students are far from acts of discrimination and violence, and can provide a greater positive effect on the development of each student's potential, which will ultimately lead to conditions where Children's rights in the learning process can be realized and served as well as possible.

Discussion

The process of managing the lower class towards being child-friendly at MI Miftahul Huda Banyumas during the Covid-19 pandemic has three main stages, namely: *first*, planning. The learning planning that is carried out focuses on developing student potential, this can be seen from the competency indicators that are compiled and the design of the application of media/facilities in the learning process (in the network/outside the network), which can minimize the emergence of acts of violence and discrimination (Fitriani et al., 2021; Indrayati & PH, 2019). Consideration of the potential or needs of students, according to the results of research that has been done, is an integral part of when a teacher prepares a child-friendly learning plan, even when it forms character in students (Fitriani et al., 2021; Toharudin et al., 2018). In addition, planning that considers the potential of students will be able to bring children to reach that potential because this planning is a form of a comprehensive curriculum.

In addition, the existence of this teacher planning shows that there is a mature process, so that it is able to bring success that is not gambling, because various learning resources are planned effectively in order to make education take place systematically (Jumari, 2020; Widodo, 2019). Then, the teacher's steps in planning are in line with the proper procedures in planning, which include: 1) Following the signs in preparing the Lesson Plan (RPP). 2) Choosing the right learning strategy, because learning is a multi-directional process between students, teachers and the environment. Therefore, learning must be properly regulated so that a direct learning impact will be obtained (instructional effect) towards changing attitudes and behavior according to the objectives of learning activities. Especially now that learning is directed to a scientific approach (Ghozali, 2017; Jedemark, 2019; Prahani et al., 2021). 3) Develop a management plan for classroom infrastructure, including chairs and study tables, so that in addition to providing convenience in carrying out the learning process, it can also provide freedom of movement to avoid physical friction. 4) Designing student activities in learning. To realize the learning process towards quality, every teacher must pay attention that learning designs need to be directed towards creating a conducive learning atmosphere and in accordance with the material being taught (Nagro et al., 2019; Supriyadi et al., 2020).

The *second* stage is the learning process. Where in the learning process and overcoming learning or greetings that are polite and respectful of students, the use of proactive strategies in learning by the previously prepared plans, handling undisciplined students without discrimination and violence. Sentences or greetings that are polite and respectful to students are part of the communication model chosen by the teacher at the institution. And this shows an adjustment to previous research that the teacher's communication style can affect students' interests and attitudes in creating a pleasant learning atmosphere (Duta et al., 2015). The proactive strategy used by the teacher, such as previous research revealed that the learning strategy was very significant and very influential on learning, and was able to increase the effectiveness of receiving and understanding any new information by students (Jost et al., 2021; Ne'Matjon Qizi, 2022). In addition, what this teacher does is able to develop an atmosphere of equality through dialogue and transparent, tolerant and humanist communication that should be realized in educational activities. Where this atmosphere opens up wide opportunities for students so that their self-development and potential can be carried out optimally. This becomes very meaningful because the

teacher is the controller who must accommodate the various needs of students, must be tolerant and flexible in terms of providing discussion opportunities to students at large (Meléndez & Parker, 2019; Sintawati & Abdurrahman, 2020).

While the *third* stage is a learning reflection activity. Reflection is done by the teacher by realizing that there are still obstacles and limitations of the learning that has been carried out and reflecting the level of enthusiasm of students in the learning process. The results of this reflection are then used to improve the learning services provided, especially in developing student potential. This is in line with the research that state teachers need to make reflective learning efforts so that those who are lacking in class can find solutions, so that classroom management can run well (Erikasari et al., 2021). In addition, self-reflection activities can help and facilitate improving the quality of learning activities, because in it there is an element of teacher self-awareness about the advantages and disadvantages of the learning sessions carried out so that they can grow new ideas for future improvements (Nugraha et al., 2020; Ricchiardi & Emanuel, 2018). In addition, this can mainly help teachers in understanding the concept of themselves, about their profession and being able to become teachers who provide great opportunities for learning success for students (Chasanah, 2021; Rahman, 2014).

The pattern of classroom management towards being child-friendly has differences from previous research, such as: first, the research conducted showed that child-friendly schools during the Covid-19 pandemic in Malang Regency focused on the complexity of learning materials, methods, learning assessment, and character planting (Inayati, 2021). *Second*, research show the results showed a focus on the Child-Friendly School program during the Covid-19 pandemic, whose implementation consisted of academic and non-academic activities (Wardani et al., 2022). The next research found the results of the study show that the learning approach during the Covid-19 pandemic is based on two things, namely: child-friendly online learning by promoting hospitality to children by implementing a culture of smiling, greeting, greeting, polite, and patient (Safitri, 2021). And the friendliness that is done is through home visits or visiting students' homes. Where the results of other study show that classroom management during the pandemic focuses more on non-physical matters, including Student interactions with teachers and other students, the learning environment, and the emotional and intellectual aspects of children (Sari, 2020).

The implication of this study hopefully it can improve the learning services provided. However, this research still has limitations, including the time for data collection in the field which is only two months, so that the data can not be found completely. Limitations in conducting direct interviews with students due to restrictions on interaction, online learning models and offline that are applied sometimes limits the observation of learning, so that when learning is done online it is more difficult to make direct observations. Based on some of these limitations, this research is still very open to being further deepened and continued with future research, especially the management of child-friendly classes after the Covid-19 pandemic began to slow down, and face-to-face learning in class began to be carried out again.

4. CONCLUSION

Research conducted related to the management of the lower class at MI Miftahul Huda in supporting the realization of this child-friendly class, shows that the management pattern/model is based on three main stages, namely: the learning planning stage, the learning implementation stage, and the learning reflection stage. These three stages are carried out to develop the potential of students optimally, by avoiding violence in them. Therefore, this has consequences for teachers to apply such patterns/models, namely: *first*, making the potential of students, the scope of the material, competencies, and non-violent elements the basis for preparing lesson plans. *Second*, carry out the learning process with friendly communication/interaction patterns and pay attention to existing plans. *Third*, evaluate teaching so that it can know the limitations in the implementation of learning, including in developing student potential and whether there are acts of violence that occur to students during learning. By paying attention to some of these consequences, for teachers, the child-friendly classroom management pattern/model will be easier to implement and adapt to the context and capabilities of each educational institution.

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