



Interaction Patterns among International Class Students and Regular Class Students in Yayasan Pendidikan Shafiyatul Amaliyyah Medan, Indonesia

**Addaratul Hasanah¹, Rizabuana Ismail^{1*}, Nurman Achmad², Sismudjito¹
and Ria Manurung¹**

¹*Sociology Study Program, Universitas Sumatera Utara, Medan, Indonesia.*

²*Department of Anthropology, Universitas Sumatera Utara, Medan, Indonesia.*

Authors' contributions

This work was carried out in collaboration among all authors. Author AH designed the study, performed the interview data and wrote the first draft of the manuscript. Authors RI and NA managed the analyses of the study. Authors Sismudjito and RM managed the literature searches and make the editing of the manuscript. All authors read and approved the final manuscript.

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ABSTRACT

Education system which using international class system and regular class system inflict many types of problems and issues that arise. The problems that arise create the interaction patterns that frequently form a deficient interaction patterns. This research aims to know how the interaction patterns which occur in international class and regular class in High School of Yayasan Pendidikan Shafiyatul Amaliyyah and how to overcome the occurrence the social jealousy among them. This research use qualitative research with descriptive approach. The subjects of the research are International class students, and regular class students, teacher, foundation manager as the main information source. The findings show that there are differences in interactions that occur between regular and international class students. The school form interaction with incorporate the students through activities and programs at school and generate the students in International

Class and Regular Class be more effectual to interaction thus the social jealousy among them would be disappear, therefore the interaction which occur be more intense and effective.

Keywords: Social interaction patterns; student communication; international class; regular class.

1. INTRODUCTION

National Education System Law No. 20 of 2003 introduced the classification of new schools [1]. Among others, these schools have recently emerged called International Standard Schools (SBI), Schools with Independent Categories (SKM), and Regular Schools (SB) groups. At SBI, the education provider is given space to use the learning and assessment syllabus which is generally used in secondary schools in countries that are members of the OECD. Organizing education units to be developed into international standard education units, hereinafter referred to as International Standard School Pilot Projects (abbreviated as RSBI) [2,3,4]. The purpose of the formation of the education system is caused by the emergence of various challenges of the changing times which are followed by globalization and modernization which demands an increase in human resources.

Graduates from the international standard education system are expected to be able to compete and be able to answer global challenges and be able to take advantage of developments in communication and information technology. The difference in learning systems can be seen by the application of bilingual learning models / using two languages with specific standard competencies with a TOEFL score of > 500. The establishment of SBI that refers to SNP standards (ie graduates, content, processes, educators, and education personnel, facilities and infrastructure, funds, management and assessment) also adopts education standards that already have an internationally recognized quality reputation for example Cambridge, IB, TOEFL / TOEIC, ISO, UNESCO [5].

However, in the realization of this education system to experience various collisions, one of which is the fear of the loss of local culture in the learning system frequently [6], schools must build a solid team, strong-willed to progress, and want to continue learning. Teachers who are willing and able to speak English, English-language reference books based on the Indonesian environment, the ability to use computers and

ICT, sufficient financial support for the development of SBI is required [7]. This is also what happened in one of the educational foundations in Medan, known as the Safiyyatul Amaliyyah Education Foundation. This foundation implements 2 different learning systems where students are divided into 2 different classes according to their curriculum, namely regular and international classes In the application of this learning system there is a discord between students of different classes, known as the emergence of social jealousy among them. This paper aims to examine how the method or method used by the school in dealing with social jealousy that occurs and build social interaction among students.

1.1 Literature Review

Social interaction is a dynamic relationship that brings people to people, groups to groups and people to groups. The form is not only cooperative, but can also take the form of competition, dissension and similar with it. Social interaction is the key to all life, so without social interaction, there would not be a life together. Social interaction is intended as a reciprocal influence between individuals with groups in their efforts to solve the problems expected and in their efforts to achieve their goals [8]. Factors that influence social interaction include [9]:

- a. **Imitation Factor (imitation):** A person's social action to imitate one's attitude, actions or behavior and physical appearance. Imitation can be negative if what is imitated is a deviant trait. Besides imitation also weaken / kill someone's creation.
- b. **Suggestion Factor:** Psychological suggestion is defined as the process by which an individual accepts a way of seeing or guiding behavior from others without criticism without rational thinking.
- c. **Identification factor:** The desire or tendency of someone becomes other people who imitated them. Identification can take place consciously or unconsciously and the process is not only outward but also inner.

d. Sympathy Factor: The process by which someone interested to become other people. Usually share what other people feel. In this case feeling has a very important role. Though the main encouragement is sympathy is the desire to understand others to work with him.

The ability to interact socially assist students in obtaining learning outcomes, where weak social conditions affect learning achievement, from previous opinions it can be concluded that the success of a student establish social interaction and create a social condition in his group is one of the determinants of learning success factors. The ability of social interaction is a supporting factor that determines the comfort and success of students in learning [10].

Study by Widodo [11] with the title self-esteem and social interaction in terms of parental socioeconomic status. This paper was conducted on Petra Christian Vocational School students with 208 students. This paper uses quantitative methods with statistical analysis, namely product moment correlation and ANOVA. The results of this paper indicate that there are differences between the self-esteem of students who apply for tuition assistance to students who do not apply for tuition assistance and there are differences of social interaction between the students who apply for tuition assistance to students who do not apply for tuition assistance.

The other studied by Rose Redwood [12] with title Building Bridges across the International Divide: Fostering Meaningful Cross-Cultural Interactions between Domestic and International Students. This article seeks to address these issues by reflecting on our own personal experiences as domestic students interacting with international students at two higher education institutions on the East Coast of the United States around the turn of the twenty-first century. The result show that these cases suggest that higher education settings have the potential to be spaces of meaningful cross-cultural interaction. However, this requires an active commitment on the part of both domestic and international students to engage in social interactions across the international divide.

2. MATERIALS AND METHODS

This paper discusses the social interaction that occurs between 2 different classes in one school.

This private school is under the auspices of the Safiyyatul Amaliyyah foundation as the research location of this paper. This is one of the private schools of Senior High School in Medan that is based on the Islamic religion. This school is also known to use 2 different curriculum for students which consist of regular classes and international classes. Regular classes use the applicable curriculum in Indonesia while the international class uses an international curriculum. This paper uses a qualitative approach through in-depth interviews and participatory observation of selected informants. This data collection activity is made easier because the writer is one of the teachers who teach at this school. The informants in this paper are divided into 3 actors namely students, teachers and representatives from the school foundation. Student informants consisted of those in grades 1, 2 and 3, for students in grade 1 and 2 the authors chose informants based on class levels where the authors chose 4 students who were informants in this paper were 2 of them came from regular classes and 2 people others come from international classes. For class 2, the writer chose 2 informants with the criteria of being alumni from the Safiyyatul Amaliyyah Foundation Middle School and not alumni from the Safiyyatul Amaliyyah Foundation Junior High School. Not much different from informants from class 3, the authors chose 3 informants with the criteria of 1 student being an international non-alumni Junior High School Safiyyatul Amaliyyah Foundation class, 1 student was a regular Yayasan Pendidikan Safiyyatul Amaliyyah alumni class and 1 other student was a student from a regular class but had academic achievements.

For student informants, the authors divide the question into 2 parts namely the first about the informant's personal data and the second part regarding the interactions that occur between students. For informants who are teaching staff and representatives of the Foundation, the authors provide questions relating to programs or activities carried out by the school to create intimacy and increase the intensity of interaction between students divided into two classes, namely regular classes and international classes. Data obtained through in-depth interviews and observations are then interpreted in theoretical studies and facts found in the field. In conducting data analysis the authors conducted data triangulation. where the data obtained through in-depth interviews with informants and the results of participatory observation activities conducted by researchers collected. Then the writer begins

to analyze the data obtained by comparing, understanding and analyzing through theory or literature review that has been set by writer.

3. RESULTS AND DISCUSSION

3.1 Regular Class and International Class

The International Class uses a curriculum adopted from the University of Cambridge UK, which focuses on 5 subjects: Mathematics, Chemistry, English, Physics and Biology. The difference is that all use the language of instruction, namely English and have native foreign nationals. Then international class students take the exam held by the University of Cambridge in two periods, May-June and September-October, which aims to test the ability of students to receive lessons given in accordance with the international curriculum of the University of Cambridge.

This international class is divided into three levels, namely Primary (SD), Lower Secondary (SMP) and Upper Secondary (SMA). Especially for international class students, especially those who want to continue their studies abroad, can directly enter without an equality test, because they have followed the national curriculum that has been standardized by the world, but final class students are also required to take the national examination (UN). The background of the establishment of an international class is to facilitate children who wish to continue their studies abroad without having to take the equality test.

In addition, YPSA have desire to be the only international scale Islamic school recognized by the world by educating and introducing students to an international curriculum that will not be inferior to compete with students from other non-Muslim countries that have been considered superior, so that Muslim students get the best education. It also motivates students to be creative and innovate according to the needs of developed and developing countries. Meanwhile, regular classes use the national curriculum issued by the Ministry of Education and Culture and used in all schools in Indonesia. Specifically for YPSA, in addition to using the national curriculum, it also uses the Department of Religion curriculum (Department of Religious Education) so that PAI subjects are more extensive and broader. Such as there is a moral study, the History of Islamic Culture, Fiqh and Al Quran Hadith, so that the subject matter of Islamic Religious Education more studies.

3.2 Interaction among International and Regular Students

To examine the social interaction between regular and international students, the researchers looked at how students interacted in school and outside school. In addition, the authors also analyze how students view each other. From this writing, it can be seen in the first grade stage that international and regular students tend not to interact intensively. The data found shows that there is no good social interaction between regular and international class students. Even the relationships that are established between students show that there are barriers that hinder interaction between the two classes. This is due to the 'barrier' or hindrance to this social interaction due to the distance and the existence of different buildings between the two classes. In addition, there is a prejudice among regular students that international students are upper class economic students who do not want to blend in.

The data found shows that this fact only occurs in new students who are in first grade. Another factor that causes this interaction gap is due to students who feel more comfortable hanging out with fellow middle school friends. This causes children who are not YPSA alumnae to feel alienated. From the opinions above, it can be interpreted that in accordance with the theory of social interaction, one of them is the theory of social comparison, where there is a process of mutual influence in social interaction caused by the need to assess oneself. According to Brigham [13] in general what is used as a comparison is people who are considered to have the same attributes with him, for example in terms of age, gender, attitude, emotions, opinions, abilities. Through these comparisons someone will get the equation and its own uniqueness. Therefore, in social comparison, people not only get self-assessment but also their personal development.

The consequence of comparison is that something is better or worse than another. Through social comparison we also realize our position in the eyes of others and society. Awareness of this position will give rise to prejudice if we judge others relatively have the same position as us. Prejudice is born when people judge that there are striking differences [14]. In societies where the difference in wealth of members is so cruel, prejudice tends to be very strong. Conversely, if the socioeconomic status is relatively equal, the prejudices are less

strong. In a society where the difference in wealth of members is so sharp, prejudices tend to be very strong. Conversely, if the socioeconomic status is relatively equal, the prejudices are less strong. Social stratification occurs because of the existence of the division (segmentation) of social classes in society based on the balanced distribution of power, status and wealth among conflicting groups [15]. So that strong groups dominate small groups. According to grade 1 students that they often compare their socioeconomic lives to those of international class so that they feel unequal so they tend to avoid friendship.

Then they look for friends who are similar to them so they feel comfortable when it comes to interacting. When viewed from the results of interviews with second and third grade students, a slight difference can be found. Second and third grade students, generally already know each other, even though they are separated between regular and international classes. Because the process of their interaction has been running starting from first class. They have undergone a school program together. So that their intensity is higher compared to first graders. Even, they frequently mingle in the neighborhood if they are close together. Or they have the same hobby so they have the same community. For example, for the hobby of basketball, have a basketball club and so on. In this case, it can be seen differences in interactions that occur in students based on the level of class. First graders because they are new to their peers, tend not to interact as intensively as second and third grade students. Meanwhile, second and third graders have better and closer social relations because they know their peers better than regular or international classes. In the implementation of school activities programs that require them to interact so that the factors felt by first grade students as perceived by the informants began to diminish.

To some extent it will definitely change the outlook and mindset of children. With intense closeness coupled with similarities in hobbies and so on will change the outlook of children in regular and international classes. Through programs made by the school there is no difference between regular and international classes which makes it easier for students to mingle with other friends. In addition, non-national curriculum teachers also teach on a regular basis so they often share teacher assignments and even the subject matter delivered. According to social interaction theory

this is due to social contact and communication. In Latin social contact comes from the Latin *con* or *cum* which means to touch together. Physically social contact occurs only when there is a bodily relationship, whereas social phenomena do not necessarily mean bodily relations. Social contact can be negative or positive. Positive leads to cooperation and negative ones lead to opposition. In this case the social contact that occurs is positive because it leads more to cooperation so that a good relationship is established. Apart from social contact there is also communication. Communication is someone giving an interpretation of the behavior of others (in the form of speech, physical gestures or attitudes) feelings that are felt to be conveyed by other people. With the communication itself, the attitudes and feelings of a group or individual could be more effective. So that with good communication results in good interaction as well. With good communication produces good interactions so that from the description above it can be concluded that due to good social contact and communication established from class 1 to grade 3 of high school so that they continue to establish good relationships even though different classes. Moreover, the communication that occurs is intense and periodic. As often hold activities together, have the same hobbies and often play together both at school and outside school. According to Soerjono Soekanto social interaction will take place if there is mutual action and reaction between the two parties. Social interaction will not occur if humans enter into a direct relationship with something that has absolutely no effect on the nervous system as a result of that relationship. The process of social interaction refers to the basis of good cooperation, especially in terms of learning and good communication processes [16]. Thus, their togetherness despite different classes and curriculum greatly supports the success of education between one another.

3.3 Extracurricular and Social Interaction

From the results of this study it was found that extracurricular activities became one of the activities utilized by the school to create social interaction between regular and international class students. This is because extracurricular activities do not distinguish between regular students and international students. At the OSIS extracurricular, regular and international students mingle and interact with each other. Various OSIS activities such as social service, competition activities cross classes and cross

schools thus to foster togetherness in achieving achievement. In the selection of student council organizers also do not distinguish between regular and international students. Students have the right to be chosen and to choose the same. The school also never differentiates anything in every student activities, there is no difference in every program in the school including the extracurricular program. They are free to choose extracurricular activities in any form, whether in the form of sports or art.

In the educational process there are two fairly elementary activities, namely intra-curricular activities and extracurricular activities. Curricular activities are the main educational activities in which teaching and learning process occurs between students and educators to explore material science materials related to educational goals and abilities that students want to obtain. Whereas extracurricular activities are activities carried out in order to develop certain aspects of what is found in the curriculum that is being carried out, including those related to how the actual application of science learned by students in accordance with the demands of their life needs and the surrounding environment. A school must develop the potential, interests, talents and hobbies owned by students to participate in extracurricular activities to develop the potential, interests, talents, and hobbies. Extracurricular is intended to develop one of the subject areas of interest by a group of students, for example sports or art. This extracurricular activity carried out by the school shows that there is collaboration between school students. This is what in social interaction theory is called associative. The associative consists of cooperation, accommodation and assimilation.

Cooperation is intended as a joint effort between individuals or human groups to achieve common goals. Accommodation is a way to resolve conflicts without destroying the opponent so that the opponent does not lose his personality. Assimilation is a form of social process in which two or more individuals or groups accept each other's behavior patterns so that eventually they become one integrated group. They enter a new process towards the creation of a single basic cultural pattern for living together. Therefore, various extracurricular programs at YPSA should be able to create spacious for their students. This can happen if the programs mix students from regular and international classes, so that there are no barriers between them. In addition, they can also interact and work together so that positive social relations emerge.

4. DISCUSSION

Assessed through the factors that influence social interaction in literature review, it is known that social interactions that occur between regular class students and international class students are not related to factors, suggestions, connecting through sympathy. This is because the interactions that occur between students between classes are not good and interactions only occur with a few students. If examined through the social interactions that occur, these social interactions dominate competition and dissension. This shows the existence of stereotypes by students so that the interaction that exists between them is negative. Only a few students who interact in the form of collaboration, namely those who have the same middle school background who still interact well with class differences.

As agreed by Widodo about aspects that can affect social status and social prices of parents. This is consistent with what happened to students at Yayasan Pendidikan Safiyyatul Amaliyyah there are class differences that cause stereotypes in each of them so that each influence each other according to social status. Another paper conducted by Redwood shows how universities ask for approval and good interaction with domestic and international students. Where the aim of the university is to become one of the campuses that becomes a space for cross-cultural interaction. University-sponsored events and initiatives, such as conversation partner programs, can play an important role in fostering social interaction between domestic and international students. This is also done by Yayasan Pendidikan Safiyyatul Amaliyyah in which to request familiarity between students, the school is to do some school activities with students so that they are interconnected and can have good interactions.

5. CONCLUSION

There is a difference in the intensity of interactions that occur between students who come from regular classes and international classes at the Yayasan Pendidikan Safiyyatul Amaliyyah . The difference in the intensity of this interaction is influenced by 2 things: the background of junior high school students and the existence of stereotypes among students. The data found shows that students who have backgrounds coming from Yayasan Pendidikan

Safiyatul Amaliyyah Middle School will be easier to get along with other students when they are in Yayasan Pendidikan Safiyatul Amaliyyah Junior High School both for regular and international class students. In addition, there is a stereotype among regular class students that international class students tend to be arrogant, richer and more exclusive education and do not want to be friends with students who come from regular classes. So to improve the relationships that occur between students with different classes, the school conducts programs for students to strengthen friendship between students through extracurricular activities and homestay activities. Through this activity the school hopes to help students get to know each other and help each other even though they have different classes. Given the initial purpose of the formation of regular classes and international classes is to facilitate access for every student to be able to obtain education and compete at the global or international level. Therefore, this paper wants to show that curriculum differences that are applied in schools do not necessarily form differences and divide students into certain classes. However, this curriculum difference is to adjust the educational needs and abilities that students want to have.

CONSENT

As per international standard or university standard, students' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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