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The Implementation of Moving Class as a Method of Socialization for New Student Admissions

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Abstract

This research explores the socialization of New Student Admissions at the high school level, which often occurs in a one-way, information-rich, and dialogue-deficient manner. This approach can lead to procedural misconceptions and reduced student engagement. The study aims to clarify the use of moving classes as a socialization method for PMB at SMAN Plosoklaten, identify necessary information and student segmentation, and develop a sustainable implementation model. Using a descriptive qualitative approach with a field study design, the research involves teachers, grade XII students, and selected university representatives. Data collection includes observation, in-depth interviews, and documentation, analyzed through an interactive model involving data reduction, presentation, and conclusion formulation. Findings show that moving classes enhances student participation and comprehension by organizing socialization through thematic stations, which facilitate movement, discussion, simulation, and Q&A sessions in small groups. Recommended stations include introductory programs, selection pathways, fees, scholarships, lecture simulations, and consultations. The study emphasizes the segmented information needs of students, particularly in study program interests, scholarships, financing, selection procedures, and career prospects, necessitating differentiated visit routes and consulting services. Implications include managerial prerequisites such as infrastructure readiness, scheduling, facilitator development, technology integration, feedback-driven evaluation, and collaboration among parents, colleges, and universities, ensuring consistent and sustainable model implementation. These findings expand moving classes beyond formal learning to educational transition, reducing administrative errors and enhancing students' information literacy before higher education enrollment.

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Introduction

Education is the primary foundation in shaping superior and competitive human resources in the era of globalization. At the high school level, one of the strategic agendas that determines students' transition to higher education is universities' socialization of New Student Admissions (further abbreviated in Bahasa to PMB). PMB socialization should ideally not only introduce study

programs, selection paths, scholarship opportunities, and career prospects, but also help students understand administrative stages, which are often detailed and time-limited. In practice, socialization problems still often arise in the aspects of information affordability, clarity of procedures, and attractiveness of delivery. This is in line with the findings of a national survey that shows "inadequate socialization" as one of the main challenges in educational admission/selection services, so the public demands clearer and more massive socialization.

In addition to the issue of socialization intensity, another factual problem can be seen in the complexity of the selection stages, including the role of schools and administrative rigor. In the context of national selection, there has been a case of schools "forgetting to finalize" data filling (PDSS), which has an impact on the loss of opportunities for some students to register for specific pathways. This fact shows that the weakness of socialization is not just a matter of "lack of information" but also related to the risk of misunderstanding of procedures, unpreparedness of documents, and lack of technical assistance, which makes students passive and hesitant in making decisions. On the other hand, students' information-seeking behavior has also shifted: various studies show that students need to gather sufficient information to inform their college choice, and social media is one of the dominant channels shaping their preferences and decisions. This condition creates space for partial/fragmented information when face-to-face socialization in schools remains one-way, brief, and lacks room for in-depth dialogue.

In that context, this study examined the application of moving classes as a method of socializing PMB at SMAN Plosoklaten. The moving class strategy allows participants to move from one "post/station" to another based on the topic, so the activity unfolds dynamically, collaboratively, and interactively. The findings of Hasnadi & Nurmalina (2022) show that the moving class system has the potential to increase student motivation and involvement because the learning environment is more varied and less likely to cause boredom. If adapted for PMB socialization, moving classes can be designed into multiple stations (e.g.: study program & curriculum stations, scholarship & fee scheme stations, selection path & timeline stations, registration/document simulation stations, and career prospects & testimonials stations), so that students obtain information gradually, can ask more intense questions, and actively engage in the clarification process.

In line with the student-centered learning paradigm, this kind of active approach is in line with research evidence on flipped classrooms that tend to improve learning performance and satisfaction because it encourages students' activeness in constructing understanding. Thus, the application of moving classes as a method of socialization of PMB is expected to be a more participatory, interesting, and functional alternative to close the gap in socialization problems—ranging from saturation of delivery, lack of question and answer space, to the risk of misunderstanding of procedures—and help students make higher education decisions in a more informed manner.

In the context of SMA Negeri 1 Plosoklaten, the socialization of PMB in higher education has tended to be carried out through a conventional pattern in the form of one-way presentations in the school hall. This model has several limitations that are quite obvious. First, the large audience format makes it difficult for activities to adjust to diverse information needs—students who already have a study plan, students who are still unsure, and students who do not understand the entry route and fee scheme—so that the material often stops at general exposure without deepening according to their individual needs. Second, interaction is limited because question-and-answer sessions are usually short, and only a small percentage of students dare to ask questions. As a result, many practical confusions, such as differences in selection paths, document requirements,

registration schedules, and scholarship mechanisms, were not resolved during the activity. Third, the cognitive load of students is too high: PMB information is generally dense (study program, requirements, timeline, cost, scholarship, career prospects), but delivered in one continuous session, so students get tired easily, lose focus, and end up only remembering certain parts, not a complete flow of information. Fourth, the presentation approach in the hall often lacks a concrete experience that helps students imagine campus life; Students "hear" about lectures, but do not "experience" the form of learning, the rhythm of assignments, or the academic culture, so socialization is less adequate in building psychological closeness to the world of college. Fifth, comprehension evaluations are usually not carried out systematically—for example, through short quizzes, fill-in-the-blank simulations, or comprehension checks — so that schools and resource persons do not receive feedback on whether the information is really understood or just heard.

These limitations have an impact on the quality of socialization results: students tend to be passive, hesitant to make decisions, and still rely on follow-up information from friends/social media that is not necessarily accurate, while crucial technical questions are often delayed until close to the registration period. Through the implementation of the moving class strategy, socialization can be transformed into a series of station-based sessions in several classrooms with specific themes and a more concise duration. For example, study program and curriculum introduction stations, selection and timeline stations, fee and scholarship stations, lecture/microteaching simulation stations, and consultation and question-and-answer stations with students or guest lecturers. This pattern allows students to actively move, discuss, try simulations, and ask questions in small groups, making information easier to understand, misconceptions easier to detect, and motivation to continue studying more likely through more personalized and participatory experiences.

In addition, the moving class strategy provides universities, as socialization organizers, with opportunities to build a socialization model that is more contextual and better adapted to the needs of high school students. Each classroom can serve as an "information station" focused on a specific area. For example, science stations, social services, vocational programs, scholarships & financing, selection paths & timelines, and lecture simulations so that students can choose sessions most relevant to their interests, study plans, and readiness levels. With this pattern, socialization is no longer uniform but rather closer to the principle of differentiation: the information and experiences students receive are adjusted to the diversity of interests, needs, and learning preferences. Through structured design (flow of movement, duration of each station, concise needs-based material, and feedback mechanisms), moving class strategies have the potential to create a more meaningful socialization experience—as students not only receive information, but also interact, clarify, and test understanding—as well as strengthen students' connection to academic realities and college study opportunities.

Based on this foundation, this scientific paper discusses three main points. First, the concept and implementation of the moving class strategy in PMB socialization activities, which includes a theoretical study, characteristics, and implementation steps at SMA Negeri 1 Plosoklaten. Second, the effectiveness of moving classes on increasing students' understanding and interest in PMB in higher education, which assesses the extent to which the application of this strategy improves the quality of information understanding and students' motivation to continue their studies. Second, the need for information and segmentation of students in the socialization of PMB based on moving class, which discusses the mapping of student needs (study program interests, scholarships, costs, selection paths, careers) and how moving classes accommodate these different needs through

the choice of stations, visit routes, and consulting services. Third, the challenges and strategies for developing moving classes as a model for sustainable PMB socialization, including obstacles in implementation and innovative recommendations for developing similar programs in the future.

Thus, this scientific paper is expected to make a conceptual and practical contribution in the field of education, especially in innovating PMB socialization strategies for universities. Conceptually, this study expands the understanding of the application of the moving class approach outside the realm of formal learning. In practice, the results of this study can serve as a reference for schools and universities in designing more engaging, participatory, and practical socialization activities. In the end, the moving class strategy is not only a technical innovation but also a new paradigm for educational communication between schools and universities to increase student participation in quality higher education.

Methods

This study uses a descriptive qualitative approach to describe in depth the application of the moving class method for socializing new student admissions at SMAN Plosoklaten. This approach was chosen because it provides space for researchers to understand phenomena naturally in context, and is oriented towards the meaning and experience of the research subject. According to Heryadi (2017), qualitative research does not only focus on collecting empirical data, but also on strengthening academic character through logical, reflective, and contextual thinking patterns (Heryadi, 2017).

This type of research includes field research with a qualitative descriptive design, as the research is conducted directly at the location where the *moving class strategy* is applied. The researcher seeks to explore the implementation process, information needs, and student segmentation in the socialization of moving class-based PMB, as well as the challenges of implementing the strategy in university PMB socialization activities. The primary focus of the research is on three main aspects: the concept and implementation of *the moving class* strategy, and its development as a model of sustainable socialization.

The research subjects consisted of teachers, grade XII students, and university representatives involved in PMB socialization activities at SMA Negeri 1 Plosoklaten. The selection of informants uses the purposive sampling technique, which deliberately selects participants based on their level of involvement, knowledge, and relevance to the research focus (Pabate & Fallo, 2019). The researcher also considered the diversity of informant backgrounds to obtain a comprehensive picture of the implementation of *the moving class* strategy in schools.

Data collection is carried out through three main procedures: observation, in-depth interviews, and documentation. Observation is used to directly observe the implementation of *moving classes* during PMB socialization activities. In-depth interviews were conducted to explore informants' perceptions, experiences, and views regarding these activities. Meanwhile, documentation complements empirical data through activity archives, photos, and implementation reports. These three techniques are used in an integrated manner to obtain valid, credible, and context-rich data.

Data analysis is carried out through an interactive analysis model that includes three stages: data reduction, data presentation, and a conclusion drawn. Oktavia, Mansyur, and Hidayat (2023) explain that reflective and repetitive analysis is needed to produce accurate and meaningful findings from qualitative research (Oktavia et al., 2023). Each analysis is carried out simultaneously during the study, not just after data collection. This approach allows researchers to interpret the findings in depth, taking into account social, cultural, and contextual factors as suggested by Pabate and

Fallo (2019), which emphasize the importance of understanding field phenomena in real conditions as well as considering environmental aspects that affect social dynamics in the research site (Pabate & Fallo, 2019).

Findings and Discussion

Concept and Implementation of *Moving Class Strategy* in PMB Socialization Activities

The concept of *moving class* is an innovation in the learning system that emphasizes the flexibility of space and student interaction. In this system, students no longer settle in one classroom; they move from one class to another according to the topic or activity being covered. The basic principle of the *moving class* strategy is to create a dynamic, participatory, and contextually relevant learning environment so that students are more actively involved in the learning process and in non-learning activities, such as the socialization of New Student Admissions (PMB). This model is in line with the modern education paradigm that is oriented towards *active learning* and the formation of critical, reflective, and collaborative academic character (Heryadi, 2017).

Conceptually, *moving classes* are closely related to learning approaches based on logic and academic character. According to Heryadi (2017), the meaningful learning process does not only focus on knowledge transfer, but also on efforts to form logical, ethical, and adaptive thinking patterns in the social context of students (Heryadi, 2017). In the context of PMB socialization, *moving classes* provides students with space to actively participate in exploratory activities such as group discussions, lecture simulations, and interactive sessions with university resource persons. Thus, socialization activities are not only a means of conveying information but also a learning experience that strengthens students' awareness and motivation to pursue higher education.

The implementation of *moving classes* in PMB socialization activities at SMA Negeri 1 Plosoklaten is carried out through systematic and collaborative planning between schools and universities. The stages of implementation include: (1) planning class schedules and themes; (2) the division of student groups based on interest in the field of study; (3) the implementation of interactive sessions in various classrooms; and (4) evaluation of activities through joint reflection. Each classroom is designed with a different theme, such as science, social humanities, technology, or vocational. Resource persons from universities are given the freedom to use creative approaches, such as *mini-lectures*, campus profile video screenings, and lecture simulation activities, to engage students' interest.

This implementation process illustrates the principle of *contextual learning*, in which students learn the concept of higher education directly through experience and interaction. Moving activities from one class to another creates a dynamic learning atmosphere and prevents boredom. Students are also allowed to choose classes based on their interests, which ultimately fosters a sense of responsibility for their own academic choices. This is in line with the views of Oktavia, Mansyur, and Hidayat (2023), who emphasize the importance of innovation in learning methods to improve students' thinking skills, participation, and independence in the learning process (Oktavia et al., 2023).

In addition, the implementation of *moving classes* in PMB socialization also increases interaction between students and university resource persons. In smaller, thematically focused classes, students can ask questions directly, discuss, and even participate in a simulated campus experience. This approach helps students understand the various aspects of college life, from learning methods to career opportunities. Thus, *moving classes* serve not only as a means of socialization but also as a medium for the formation of a more mature and realistic academic orientation among students.

From a managerial perspective, the success of implementing class relocation depends heavily on schools' readiness in terms of infrastructure, coordination, and human resources. Representative thematic classroom planning, flexible scheduling, and close collaboration between teachers and universities are required. Teachers play the role of facilitators who help adjust student needs to the class theme, while the campus is in charge of providing relevant, inspiring, and applicable material. According to Pabate and Fallo (2019), the success of a field-based program is greatly influenced by the synergy between internal factors (resource readiness) and external factors (partner and environmental support) (Pabate & Fallo, 2019). This principle is also relevant in the implementation of *moving classes* that require coordination across institutions to achieve optimal results.

Furthermore, the implementation of *moving classes* in the context of PMB socialization also reflects the transformation of the educational communication paradigm between schools and universities. If previously socialization was carried out in one direction—through formal presentations in school halls—now it has shifted to participatory two-way communication. This approach not only transfers information but also builds an interactive and reflective learning experience. This strengthens *student engagement*, which is the emotional, cognitive, and social involvement of students in the learning process and planning for their academic future.

From an in-character education perspective, *the moving class* strategy also fosters important values such as independence, responsibility, cooperation, and scientific curiosity. Heryadi (2017) emphasized that the formation of strong academic character can only be achieved if students are given space to experience, experiment, and reflect on the learning process independently (Heryadi, 2017). Thus, PMB socialization activities through the *moving class system* are not only administrative activities but also educational processes that encourage the formation of academic identity and students' mental readiness for the world of lectures.

Overall, the concept and implementation of the *moving class strategy* in the socialization of higher education PMB at SMA Negeri 1 Plosoklaten can be seen as an innovation that is relevant to the demands of 21st-century education. This strategy integrates an active learning approach, two-way communication, and academic character-building into a single meaningful activity framework. The success of its implementation depends on educational institutions' readiness in managing resources, creating a conducive learning environment, and sustaining collaboration between schools and universities. Through this synergy, *moving classes* can be an effective model for PMB socialization activities in various schools, as well as a way to strengthen the transition bridge for students from the school world to the academic world of higher education.

Information Needs and Segmentation of Students in Moving Class-Based PMB Socialization

Socialization of PMB at the high school level is an educational communication practice at the intersection of students' information needs, higher education service marketing strategies, and academic career decision-making processes. In the context of SMAN Plosoklaten, students' information needs are not single, but multi-layered and different according to family interests, readiness, and resources. Therefore, the relevant moving class approach is read as an "information experience packaging" mechanism that allows socialization to shift from a uniform to a segmented pattern without locking students in the same flow. Here, segmentation is not just an administrative grouping, but a mapping of real information needs: (a) study program interests, (b) scholarships,

(c) fees and financing, (d) selection paths and procedures, and (e) career prospects and alums networks. (Paundra et al., 2024)

First, the need for information about the interests of the study program usually arises in students who are still in the stage of exploring their academic identity: they need a description of the curriculum, the character of the course, opportunities for competency development, and conformity with their abilities. At this stage, the main problem is not "lack of information", but information that is too general and does not provide contextual experience. Moving classes can accommodate these needs through "study program introduction" stations that not only display brochures, but also facilitate micro-experiences (e.g., short lecture activities, mini-case studies, or student project demonstrations). This approach is in line with the logic of online–offline learning adaptation that emphasizes the design of a learning experience that is flexible and responsive to the needs of participants. (Septy, 2022) Thus, the information of the study program does not stop as a promotional slogan, but becomes a spark for directed reflection: "Does this field suit me?"

Second, the need for scholarship information tends to be dominant in students who consider access and sustainability of studies, especially those who are sensitive to economic factors. In this segment, the details required are often very technical: the type of scholarship, GPA/portfolio requirements, the registration timeline, the selection mechanism, and the obligations of the recipient. In conventional socialization practices, scholarship information is often presented briefly, leading to misconceptions and unrealistic expectations. Moving classes can place the scholarship as a special station with a "file clinic" format (sample documents, filling simulations, and readiness checklists). This personal and dialogical approach is in line with persuasive communication and personal selling strategies that emphasize proximity, quick response to questions, and tailoring the message to the needs of the audience. (Hakim et al., 2022)

Third, the need for cost and financing information usually intersects with scholarships but has different focuses: students and parents need transparency of fee structures, UKT schemes, installment options, and financial consequences during the study period. Vague cost information often leads to delayed decisions or rumor-based decisions. Therefore, cost stations need to be designed around "educational financial literacy": not just numbers, but also rational explanations of cost components, scenario simulations (with case examples), and planning strategies. In this context, moving classes serve as a channel for differentiation: students who need to deepen their studies can extend their time at the station without disturbing other students who focus on the selection path or study program.

Fourth, the need for information on selection paths and procedures is the most vulnerable to producing administrative errors if submitted too densely. The segment of students in the "ready to register" stage requires procedural, time-limited information: the registration flow, mandatory documents, assessments, and strategies for taking the test. Technological support is important to bridge the limitations of memory and information consistency. The development of Android-based PMB applications with notifications, for example, shows that push notifications can be used to keep information related to student actions (deadlines, file uploads, selection schedules) up to date. (Jannah et al., 2017) In the design of the moving class, the selection line station can be integrated with a QR code towards a digital guide, a timeline reminder, and a post-activity question-and-answer channel, so that socialization does not stop when the event ends, but continues as an information ecosystem.

Fifth, the need for information on career prospects is usually important for students who want to ensure the relevance of their studies to the world of work. However, career information is often

presented as too normative ("wide job opportunities") and lacks evidence. Career stations in moving classes need to display a career path map, portfolio examples, and structured alum stories (challenges, decisions, and key competencies). Context reinforcement can be expanded through visual-exploratory media such as 360-degree campus virtual tours, which have proven to be an interactive medium for campus information and help audiences understand the learning environment more concretely. (Mardainis et al., 2020) This visual experience is important because students' decisions are not only rational but also influenced by a sense of "closeness" to the campus environment.

In order for segmentation to run operationally, moving classes need to have flexible routes: (1) exploration routes (prod, lecture simulations, careers), (2) readiness routes (selection routes, document clinics, notification applications), and (3) access routes (fees, scholarships, consultations). At the implementation level, a common challenge is the policy implementation pitfall: when the design looks good, but coordination, procedures, and implementation create gaps. (Mustari et al., 2021) Therefore, consulting services should be designed as a "clarification node" that reduces the risk of miscommunication, while providing consistent written referrals.

Finally, segmentation should not ignore students' psychosocial dimensions. Good PMB socialization not only transfers information but also builds confidence, calmness, and self-control in planning for the future. School-based interventions that support social-emotional development have been shown to contribute to positive adolescent development in the long term (Taylor et al., 2017). Therefore, moving classes should include social support elements (peer discussion, friendly facilitators, private consultation rooms) so that students feel safe asking questions and making more mature decisions. Thus, the mapping of information needs and the segmentation of students are not complementary; instead, they form the core of a moving-class design as a contextual, adaptive, and meaning-oriented PMB socialization method.

Challenges and Strategies for Moving Class Development as a Sustainable PMB Socialization Model

The moving class *learning model* is a strategic innovation that aims to create a dynamic, collaborative, and student-oriented learning atmosphere. In the context of socializing New Student Admissions (PMB), *moving classes* are not just a method of regulating learning spaces, but a systemic approach to fostering active student participation and building an effective communication network between schools and universities. This system requires students to move from one space to another according to the subject or theme of the activity, provides a more varied learning experience, and encourages continuous socialization. (Hasnadi & Nurmalina, 2022)

However, implementing this model is not without challenges. One of the main obstacles is the resistance to change, both from teachers and students. Adaptation to the *moving class* system requires mental readiness, flexibility, and a high level of pedagogical ability. Many teachers are still comfortable with the conventional system, so changes towards mobility-based learning can cause discomfort and reduce the initial effectiveness of its implementation. (RAHMAWATI et al., 2024) Meanwhile, for students, changes in learning patterns and class schedules require stricter rhythm adjustments and greater time discipline.

In addition to resistance, the limitation of educational infrastructure is a crucial challenge. The quality of classrooms, the availability of supporting facilities such as learning aids, and the availability of digital media are often inadequate to support the dynamics of *moving classes*. (Bayu, 2021) Schools without a flexible classroom management system or integrated technology facilities

will have difficulty implementing this system optimally. In the era of educational digitalization, *moving classes* need to be balanced with technology integration so that the learning process does not just move physically, but also becomes more interactive and contextual. (Purba & Saragih, 2023)

In addition to technical challenges, the readiness of teachers and educators is a determining factor in the success of this model's development. Teachers must be able to manage the classroom without losing control of the learning process. Therefore, a program to strengthen professional capacity through training, workshops, and mentoring is needed that focuses on active learning strategies, the use of technology, and the development of creative media. (Wahyudi et al., 2024) This kind of training can foster teachers' ability to adapt to community-based learning methods that emphasize collaboration and communication among students.

The following strategy is to strengthen multi-stakeholder collaboration. The sustainable implementation of *moving classes* requires synergy between schools, parents, higher education institutions, and local communities. Support from various stakeholders can create an inclusive, long-term-oriented learning ecosystem (Ismail et al., 2021). Collaboration with universities, for example, can be realized through socialization, training, or *student-sharing* activities that use *moving classes* as a medium for academic interaction.

In addition to collaboration, the development of a flexible curriculum is an important strategy in ensuring the sustainability of this system. The curriculum must be designed to respond to students' dynamics while supporting cross-disciplinary learning. The curriculum's flexibility allows teachers to integrate PMB activities into the learning process without disrupting the achievement of key competencies. (Yuangga, 2023) Thus, *moving classes* are not only an additional activity but an integral part of contextual learning.

From a social perspective, *the moving class* has an important role in building social networks and student character. Through interaction in different learning spaces and situations, students learn to adapt, communicate, and work together with friends from different backgrounds. (Haryadi & Riyanto, 2023) This kind of interaction fosters tolerance, empathy, and adaptability to environmental changes. In the context of globalization, these social skills are an important provision for students to face future challenges in the academic and professional worlds.

Furthermore, the development of *the moving class* must also focus on character education and integrity values. The success of this system is not only measured by increases in academic achievement, but also by schools' ability to instill the values of responsibility, discipline, and social awareness. (Nuraeni et al., 2024) A holistic approach that combines cognitive, affective, and psychomotor aspects is an important foundation in the formation of a whole individual. Education that emphasizes the balance between intellectual and emotional intelligence is what will support the sustainability of *the moving class* model in the long run. (Maghfiroh & Akhyak, 2024)

The next challenge is to maintain the sustainability of implementation. Many innovative programs fail because they lack a planned evaluation and follow-up system. For this reason, each stage of the implementation of *moving classes* needs to be equipped with a periodic evaluation mechanism involving teachers, students, and universities. This evaluation not only assesses learning outcomes, but also processes, obstacles, and the effectiveness of the strategies used. The evaluation results then serve as the basis for formulating policies and further innovations.

Finally, the success of developing *the moving class model* depends on the extent to which educational institutions can integrate this approach into a sustainable learning system. Through the synergy between technology, flexible curriculum, teacher training, and multi-stakeholder

collaboration, *moving classes* can become a model of PMB socialization that is effective, adaptive, and relevant to the educational needs of the 21st century.

Conclusion

Based on this study, the application of *moving classes* as a method of socialization of New Student Admissions at SMAN Plosoklaten is considered more appropriate to overcome the weaknesses of conventional socialization, which tends to be one-way, information-dense, and lacks dialogue space. The large audience format makes it difficult for the material to adapt to students' diverse needs. At the same time, the limited question-and-answer sessions leave practical confusion about selection pathways, document requirements, application schedules, scholarship mechanisms, and cost estimates. As a result, students are tired, lose focus, and only remember pieces of information, not a complete flow for educational decision-making.

Key findings show that students' information needs are segmented, especially along the following lines: study program interests; scholarships, fees, and financing; selection paths and procedures; and career prospects. *Moving classes* are suitable because they offer thematic stations that provide a gradual information experience, increase interaction intensity in small groups, and allow for in-depth analysis as needed.

Scholarship stations can serve as file clinics to dispel misconceptions, cost stations can emphasize transparency in financing structures, and scenario simulations can be used to illustrate the impact of financing structures. In contrast, selection pathway stations emphasize procedural accuracy and strengthening digital support, such as quick response code-based guidance and *timeline* reminders. Career stations clarify the relevance of studies through career path maps, portfolio examples, and structured testimonials, helping students make more rational, meaningful decisions.

Implicitly, *the moving class* is feasible to be developed as a model for sustainable PMB socialization with managerial prerequisites in the form of infrastructure readiness, discipline scheduling, facilitator capacity building, technology integration, and periodic evaluation that assesses processes as well as results for continuous improvement. Conceptually, this study extends the use of *moving classes* beyond the realm of formal learning into that of educational transition and emphasizes that participatory socialization design can strengthen information literacy, reduce the risk of administrative errors, and increase students' readiness to enter higher education.

The sustainability of the program needs to be supported by collaboration among schools, colleges, school committees, and parents to ensure consistent information. Evaluation can be done through understanding check quizzes, brief reflections, and follow-up tracking of registration to measure real impact. Further research is suggested to compare implementations across schools and test variations in visit routes, including the integration of campus social media to boost information literacy and prevent misinformation among students.

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