

Social Perspectives of Pedagogy: Moral Behavior of Learners in Primary Schools

Fitriyani¹, Arifin Maksum², Nina Nurhasanah³, Yuli Rahmawati⁴

¹ Universitas Pelita Bangsa dan fitriyani@pelitabangsa.ac.id

² Universitas Negeri Jakarta dan amaksum@unj.ac.id

³ Universitas Negeri Jakarta dan nnurhasanah@unj.ac.id

⁴ Universitas Negeri Jakarta dan yrahmawati@unj.ac.id

Article Info

Article history:

Received Maret 2023

Revised Maret 2023

Accepted Maret 2023

Kata Kunci:

Pedagogi sosial, Perilaku moral, Interaksi sosial

Keywords:

Social pedagogy, Moral behaviour, social interaction

ABSTRAK

Fenomena yang banyak terjadi saat ini adalah interaksi sosial yang mengakibatkan degradasi moral di sekolah dasar terjadi karena disebabkan oleh menurunnya nilai moral siswa di sekolah, hal tersebut saat ini banyak terjadi dalam rutinitas setiap hari di sekolah. Interaksi yang terjadi di sekolah dapat terbentuk karena 2 hal, yaitu kontak sosial dan komunikasi antara siswa dengan teman, guru, dan masyarakat sekitar sekolah. Tulisan ini bertujuan untuk mengetahui pandangan pedagogi perspektif sosial yang mempengaruhi perilaku moral dan karakter peserta didik di sekolah dasar. Perilaku manusia dalam perspektif psikologi sosial akan berhubungan dengan perspektif perilaku, perspektif kognitif, perspektif struktural dan perspektif interaksionis sebagai pemahaman tentang perilaku manusia. Penelitian ini menggunakan pendekatan kualitatif dengan metode etnografi. Penelitian ini dilakukan di Cikarang, Indonesia. Berdasarkan hasil penelitian perspektif pedagogik sosial siswa di SDN Cipayung 05 Cikarang pada tingkatan yang sangat membutuhkan fokus dan bimbingan oleh pihak sekolah dengan bantuan pengawasan dari orang tua siswa SDN Cipayung 05 Cikarang

ABSTRACT

The phenomenon that currently occurs a lot is social interaction which results in moral degradation in elementary schools occurs because it is caused by a decrease in the moral value of students in school, this currently occurs a lot in the routine every day at school. Interactions that occur in schools can be formed due to 2 things, namely social contact and communication between students and friends, teachers, and the community around the school. This paper is aimed at knowing the views of the social perspective of pedagogy that influence the moral behavior and character of learners in elementary school. Human behavior in the perspective of social psychology will relate to behavioral perspectives, cognitive perspectives, structural perspectives and interactionist perspectives as an understanding of human behavior. This research uses a qualitative approach with ethnographic methods. This research was conducted in Cikarang, Indonesia. Based on the results of research on the social pedagogical perspective of students at SDN Cipayung 05 Cikarang at a level that really needs focus and guidance by the school with the help of supervision from parents of students of SDN Cipayung 05 Cikarang

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Name: Fitriyani

Institution: Universitas Pelita Bangsa

Email: fitriyani@pelitabangsa.ac.id

1. INTRODUCTION

Social interactions that result in moral degradation in elementary schools occur due to a decrease in the moral value of students in school, this currently occurs a lot in the routine every day at school. Interactions that occur in schools can be formed due to 2 things, namely social contact and communication between students and friends, teachers, and the community around the school. Examples of social interaction problems that affect moral quality in the school environment are (1) lack of respect for students with teachers, (2) behavior of students who are exceeded freely, not in accordance with their age in association with friends of different genders, (3) Lack of respect for opinions, especially teachers, if given advice, (4) Bullying between students at school, (5) Violation of norms and rules in schools. The research question is based on observations about the behavior of students in schools that require counseling guidance related to the application of morals and about how social interactions students have with the environment at school such as with teachers, peers and also the community around the school. kolah.

The moral degradation that occurs at this time is a challenge for elementary schools in the implementation of a curriculum based on character education. Lawrence Kohlberg calls his theoretical approach to morality and moral motivation "cognitive development" to describe his contextualization of moral development in social and non-social (or physical) cognitive development. (Gibbs, 2019). Morality in the cognitive development approach mainly refers to moral judgments (or well-founded evaluations), therefore the main source of inspiration for Kohlberg and Jean Piaget considers adult morality to be the logic or rationality inherent in social relationships. To be able to overcome the problem of moral degradation in society, it is necessary to have a strong character education. Character education is an effort to overcome moral degradation in the elementary school environment. (Prihatmojo & Badawi, 2020) Moral degradation is seen as a deterioration of values and quality of life and a deterioration of national identity. Moral degradation in elementary schools is increasingly concerning from the many behavioral deviations by students in elementary schools, such as fights between students, rape, bullying, drugs, sexual harassment, drunkenness and smoking in the school environment in the school environment. The moral behavior of students in the environment Elementary school education is currently a problem that must be overcome immediately, because it will have an impact on their social life in the environment, both in school and in the community. Social science perspectives in the structure of a society that manages regarding patterns of behavior and interaction are represented by six main institutions: family, religion, education, politics, economics, and health. (Ballantine et al., 2021). Formal and complex organizations, such as schools, are part of the institutional structures that make up "society".

Many different views have been expressed that pedagogy is more theoretical and general whereas social work is a more practical and applied science (Mátel & Preissová Krejčí, 2016). While social work focuses on solving problematic situations while social pedagogy focuses more on prevention (Kraus & Hoferková, 2016). that social education is oriented towards intellectual

development and the formation of citizens, whereas social work seeks to improve the quality of life through the coordination of social resources(Úcar, 2021). For this reason, the study of social sciences devotes its study to culture and social structure, both of which affect interaction, behavior, and personality. The two fields of science meet in an area called social psychology.(Mustafa, 2011).Social constructivism emphasizes the importance of the social environment, culture and social interaction with others,(Topçiu, 2015).

Human behavior in the perspective of social psychology will relate to behavioral perspectives, cognitive perspectives, structural perspectives and interactionist perspectives as an understanding of human behavior. Within institutions, social groups, social processes, there are so-called social relationships, in which with that social interaction the individual acquires and organizes his experiences. Within the framework of taking into account the pedagogical code in the reproduction of knowledge This is what constitutes its sociological aspects or principles. According to Brookover (1976, pp. 14-16) the scope of social science in education is: (1) the relationship of the education system with other social systems;(2) the relationship of the school with the surrounding community;(3) the various relationships between people in the education system;(4) the influence of the school on the behavior of the protégé. Furthermore, Vembriarto (1990, p. 6) argues that the social sphere in education is as follows: education is viewed from the point of view of social orientation of a general nature; problems of the process of socialization of the child; School life and culture, and education are viewed from the point of view of interpersonal relationships.

According to research (Narsih, 2021)that family education is the spearhead of children's behavior and morals caused by several factors, such as changes in social, economic and cultural roles. The inhibiting factors of parenting can be seen from the educational background of parents, the busyness of parents, and the environment that is not conducive. Skinner believes that reinforced behaviors tend to be repeated (that is, reinforced), while behaviors that are not reinforced tend to die or go out (which are weakened). This theory thus suggests that adequate motivation or reinforcement of learners results in high performance on the part of the learners.(Skinner, 2019)This research is carried out in order to develop the potential of students in showing scientific behavior, namely having curiosity; objective; honest; inspect; careful; diligent; be careful; responsible; open; as well as caring for the environment and can shape the personality and character of students that can be observed in daily activities as a form of implementation of attitudes in conducting scientific inquiry in order to have awareness and concern for society or its environment and know, understand basic concepts in solving social problems in accordance with their psychological development.

A series of studies have shown that greater diversity (racial, gender, or national) in a social life leads to a greater perception of morality than and, as a consequence, results in better attitudes and behaviors of individuals.(Khan & Kalra, 2022) Individual behavior involves brain networks and cognitive processes involved in a person's thoughts and feelings.(Ellemers & van Nunspeet, 2020). Critical pedagogical and social scientific approaches in society to articulate the social consequences of a process of critically analyzing changes in the field of Education.(Baranowski, 2020). The phenomenon that currently occurs a lot is the lack of respect for students towards their teachers, their behavior does not reflect the picture of behavior at their current age, in elementary school. Their way of communicating is not like the age of students in elementary school. In accordance with cognitive theory according to Jean Piaget, a person's behavior is based on cognition, which is an act

to know and think about the conditions in which a behavior occurs (Juwantara, 2019). For this reason, it is necessary to conduct a study on this problem, why students are currently unable to appreciate the role of teachers in schools, and lack of their respect, as the application of moral behavior as a learner. For this reason, a learning process is needed which as a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a form of change that the student undergoes in terms of his ability to behave in a new way as a result of the interaction between stimulus and response.

The theory of behaviorism emphasizes that learning is the interaction between stimulus and response that results in changes in behavior. How So indirectly the child's personality will be formed through a learning process that involves a very complex thinking process and is a mental event that later encourages the occurrence of their attitudes and behaviors. The child's worldview of the concrete operational stage (7-12 years) is different from the views of parents or older people, so educators must be able to encourage children to form the concept of behavior of current learners born from their interaction with the environment around them, All behaviors, whether beneficial or destructive are behaviors learned are part of Learning, It is as a process of interaction between stimulus and response, stimulus and the response in question must be observable and measurable. Social interaction among learners can be understood as a trait of their personality, taking into account behavior in a continuous relationship with their environment.

As a result of behavioral disorders in children, it greatly affects the moral formation of children, so it results in mental health in children and adolescents which results in a decrease in disruptive behaviors and affective symptoms such as depression and anxiety, along with an increase in social skills, as well as an increase in personal well-being. (García-Carrión et al., 2019). The emotional nature of the social interactions that occur involving teachers and students, and the emotions that students often experience in the context of socialization that occurs in schools. (Valiente et al., 2020) High levels of anxiety, depression, and post-traumatic symptoms were identified among children. Some groups appear to be more vulnerable to the mental health burden of the COVID-19 pandemic, and mitigation measures should prioritize them. The role of schools seems to be reevaluated by the community. (de Miranda et al., 2020)

2. METHODOLOGY

This research uses a qualitative approach with ethnographic methods. This research was conducted in Cikarang, Indonesia. Data were analyzed using the data analysis domain in this study starting from observation to the end of data collection. Data from the results of research in the field are processed and analyzed qualitatively. The qualitative analysis in question is analyzed descriptively. (Ihlas et al., 2019). The analysis technique also refers to the Miles and Huberman analysis model which is carried out in three components: data reduction, data presentation, conclusion drawing, and verification. (Verawadina, 2020a) Data collection techniques are carried out using observation, interviews, and documentation during the research process. Then the data is analyzed through data collection, data reduction, description and then withdrawal conclusions and the essence of qualitative research is about merging into an event and trying to understand it well.

Grouping in data collection is carried out through observation, interviews and documentation collection in the field by categorizing respondents or data sources, namely:

1. Principal; As the main informant in granting researcher licensing to be able to enter and find information related to the entire process of learning activities and interactions in school.
2. Teacher; As an informant who has many researchers in retrieval of data sources on how the activity processes Learning takes place in the classroom.
3. Students; As an informant or primary data source used researchers in obtaining information.

This research uses research with an ethnography approach, where researchers follow and plunge directly into learning activities and interactions at the school. Researchers observe and examine why in schools or more precisely in the classroom there are many problems related to the application of moral education that originate from social interactions that occur in the school environment.

Interviews are conducted involving the humanitarian side in order to be able to accommodate what causes student behavior such as problems in the sexola, then transcribed in written form. The documentation carried out by the researchers was carried out using a camera from a cellphone, as physical evidence of research activities in the field. This type of research uses qualitative research that aims to study things that affect children's behavior in the social environment around them. Their behavior eventually becomes a disorder in their social interaction with the environment, especially in schools. Their role as students who are supposed to have good character and morals, in the end becomes a problem that is quite worrying. The data validity technique used in this study is a triangulation technique that examines the validity of data by utilizing external means to check or benchmark data collection techniques in the form of triangulation of data collection methods (Verawadina, 2020a, 2020b) This research uses data collection methods through observation, interviews, questionnaires, and tests.

The researcher will observe learners, activities, social physical characteristics, situations, starting with making extensive as well as descriptive observations. After recording and analyzing the initial data, it will then narrow down then lower the research and start making observations focus. After repeated analysis and observation, the researcher narrows the investigation, the researcher goes further to make selective and more focused observations. Then make general descriptive observations until the end of the field study. (Spradley, 1980)

Tabel 1. Descriptive Questions and Observation Guidelines

Element of observation	Focus of observation
Family Background	<ol style="list-style-type: none"> a. How is parenting in the family? b. How is religious education in the family? c. How is the application of morals and character in the family? d. What is the background of parents?
School Background	<ol style="list-style-type: none"> a. How is the teacher's strategy in learning? b. How the school provides moral and character education to students? c. How is the school's communication with the parents of students?
Social Interaction	<ol style="list-style-type: none"> a. How the child interacts with his parents? b. How is the child's communication with the family?

- c. How the family guides the child to interact with his or her environment?

School Background

- a. How teachers establish communication with students?
- b. What is the difficulty of the teacher in applying moral education and the character of students?
- c. How teachers strive to provide manners education to students?

3. RESULT

A socio-pedagogical perspective in learning, especially in elementary schools, is currently needed. The ability to manage the classroom and the interactions that occur in it, really depends on how a teacher is able to collaborate with students. Nowadays, a teacher is able to become an effective teacher for diverse young people. However, there are too few instructive models in teacher education that help link a prospective teacher's knowledge of students and society to the development of effective physical habits, inclinations, and trends in observable behavior or teacher disposition.(Warren, 2018) Challenges and implications of adopting a dialogical approach to teaching as a pedagogy for the 21st century(Teo, 2019) Currently, in the realm of education, the Pancasila student profile is implemented as one of the policies that supports the realization of national and sustainable education goals from the development of character strengthening programs.

The profile of Pancasila students is an education of character and competence that must be possessed by students in Indonesia. Through the application of the 6 dimensions of the Pancasila student profile. namely having faith and devotion to God, global diversity, independence, mutual cooperation, critical reasoning, and creative, it is hoped that the Indonesian nation will become an intelligent and characterful individual and be able to face challenges in the 5.0 era, and can instill the values contained in Pancasila as the philosophy of our country consistently so that it can finally realize a prosperous and dignified national life.



Picture 1. Pelajar Pancasila

In the current study where researchers found the level of social interaction in Cipayang 05 Cikarang elementary school showed that there was no longer balanced communication between teachers and students in the classroom. Where it is very noticeable that the role of the teacher has no

meaning that should be obeyed, obeyed and respected. Students feel that they are looking for their identity in their own way, the author's small note sees that there is a phenomenon, that today's learners, have experienced a lot of influences from the learning situation of the COVID-19 pandemic for two years. An important issue discussed in this case is that pedagogy is always a moral and political practice and not only points to the struggle for agency and power, but also presupposes a discourse of criticism and possibility as part of a broader democratic project deeply involved in dealing with issues of economic and social justice and the reasons for which life is lived and experienced. (Giroux, 2020)

The majority of teachers agree that it is important to integrate education in the learning process for students, especially elementary school students. However, this integration still has constraints, such as insufficient time (Sukma et al., 2020). The role of the educator in the school as a teacher has a moral responsibility to direct and help learners behave well, protecting them from things that will damage their personality (Djuwita, 2017). Under the guidance of the teacher, students are guided by social procedures in accordance with the norms, morals and ethics of the society in which they grow and develop. Students in elementary school are a responsibility not only by the teacher but also need supervision from their families and the environment around them in order to do good things, considering that at this age students are experiencing developments that are currently sensitive to the influences of the environment. Looking at the phenomenon of behavior, especially students today, we see many behaviors that display unethical behavior shown by youth and adolescents and minors.

Behavior is like violating ethics on the highway, not caring about the social environment, saying inappropriate words to elders, saying harsh words to fellow friends, arguing with parents, teachers and educators. Violations of the ethics of manners like this, are seen as the embodiment of the low manners of young men and teenagers. For this reason, teachers should not get tired of using polite ethics for didi participants through the learning process, especially through habituation to respect and respect parents, teachers and those around them. This requires education and knowledge about how to build good character, To be able to form a good character in students, schools should develop three important aspects, namely moral knowing, moral feeling and moral action. (Lickona, 2009) Opinion (Lickona, 2009) explained that the school is an educational institution that carries out the task of developing character values in each individual. Character values include honesty, openness, tolerance, mutual help and compassion, courage and democratic values (Dole, 2021) Of the number of character values that need to be instilled, self-discipline is one of the important character values to develop.

There are three dimensions of discipline, namely (1) discipline to prevent problems; (2) discipline to solve problems so as not to get worse; and (3) being disciplined to address students who are acting out of control. The issues raised are: 1). How can social interaction create moral behavior for students of SDN Cipayung 05? 3). How does character education affect the discipline and moral application of students at SDN Cipayung 05? The objectives of this study are: 1). To find out the extent of social pedagogical interaction to create moral behavior of students of SDN Cipayung 05; 2) To determine the application of compliance and application of respect and level of discipline of students of SDN Cipayung 05; 3). To find out the influence of character education on the discipline and moral application of students of SDN Cipayung 05 Bekasi Cikarang Regency, West Java.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that the following things: 1) the social pedagogical perspective of students at SDN Cipayung 05 Cikarang at a level that really needs focus and coaching; 2) The application of obedience and respect to teachers in their interactions at school is very worrying in terms of the behavior of students at SDN Cipayung 05 Cikarang; and 3) There is a good influence with the application of discipline, and educational provision regarding the application of morals provided by the school with the help of supervision from parents of students of SDN Cipayung 05 Cikarang. It can be concluded that in learning activities in schools urgently need application and knowledge about how students should be able to not only be skilled with academic abilities, but also need direction and guidance to strengthen moral character education, in order to form the personality of responsible learners.

ACKNOWLEDGMENT

The author's gratitude to the lecturer who teaches the indexed scientific article writing course Prof. Yuli Rahmawati, M.Sc, Ph.D. for the guidance and direction to be able to produce the best scientific work, SDN Cipayung 05 Cikarang and colleagues of the doctoral program in basic education, State University of Jakarta. Hopefully this paper can provide a lot of knowledge and can be further developed in the future.

REFERENCES

- Ballantine, J. H., Stuber, J., & Everitt, J. G. (2021). *The sociology of education: A systematic analysis*. Routledge.
- Baranowski, M. (2020). A contribution to the critique of worthless education: between critical pedagogy and welfare sociology. *Globalisation, Societies and Education*, 18(4), 391–405.
- de Miranda, D. M., da Silva Athanasio, B., Oliveira, A. C. S., & Simoes-e-Silva, A. C. (2020). How is COVID-19 pandemic impacting mental health of children and adolescents? *International Journal of Disaster Risk Reduction*, 51, 101845.
- Djuwita, P. (2017). Pembinaan Etika Sopan Santun Peserta Didik Kelas V Melalui Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar Nomor 45 Kota Bengkulu. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 10(1), 27–36.
- Dole, F. E. (2021). Pengaruh Pendidikan Karakter terhadap Kedisiplinan Peserta Didik di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 3675–3688.
- Ellemers, N., & van Nunspeet, F. (2020). Neuroscience and the social origins of moral behavior: How neural underpinnings of social categorization and conformity affect everyday moral and immoral behavior. *Current Directions in Psychological Science*, 29(5), 513–520.
- García-Carrión, R., Villarejo-Carballido, B., & Villardón-Gallego, L. (2019). Children and adolescents mental health: a systematic review of interaction-based interventions in schools and communities. *Frontiers in Psychology*, 10, 918.
- Gibbs, J. C. (2019). *Moral development and reality: Beyond the theories of Kohlberg, Hoffman, and Haidt*. Oxford University Press.
- Giroux, H. (2020). *Critical pedagogy*. Springer.
- Ihlas, I., Yufiarti, Y., & Edwita, E. (2019). ENVIRONMENTAL EDUCATION TRANSFORMATION IN EARLY CHILDHOOD THROUGH HORSE RACING AT DOMPU TRIBE. *Unnes Science Education Journal*, 8(2).
- Juwantara, R. A. (2019). Analisis teori perkembangan kognitif piaget pada tahap anak usia operasional konkret 7-12 tahun dalam pembelajaran Matematika. *Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 9(1), 27–34.
- Khan, U., & Kalra, A. (2022). It's Good to Be Different: How Diversity Impacts Judgments of Moral Behavior. *Journal of Consumer Research*, 49(2), 177–201.

- Kraus, B., & Hoferková, S. (2016). The relationship of social pedagogy and social work. *Sociální Pedagogika, Social Education*, 4(1), 57–71.
- Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Mátel, A., & Preissová Krejčí, A. (2016). Convergent and divergent aspects of social work and social pedagogy. *Sociální Pedagogika (Social Education)*, 4(1), 72–86.
- Mustafa, H. (2011). Perilaku manusia dalam perspektif psikologi sosial. *Jurnal Administrasi Bisnis*, 7(2).
- Narsih, D. (2021). Pendidikan Keluarga Sebagai Ujung Tombak Perilaku dan Moral Anak: Tinjauan Sosiologi. *Jurnal Ilmiah Wahana Pendidikan*, 7(2), 401–405.
- Prihatmojo, A., & Badawi, B. (2020). Pendidikan karakter di sekolah dasar mencegah degradasi moral di era 4.0. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 4(1), 142–152.
- Skinner, B. F. (2019). *The behavior of organisms: An experimental analysis*. BF Skinner Foundation.
- Spradley, J. (1980). Participant Observation" Holt, Rineart and WinSton, Inc. *New York*.
- Sukma, E., Ramadhan, S., & Indriyani, V. (2020). Integration of environmental education in elementary schools. *Journal of Physics: Conference Series*, 1481(1), 012136.
- Teo, P. (2019). Teaching for the 21st century: A case for dialogic pedagogy. *Learning, Culture and Social Interaction*, 21, 170–178.
- Topçiu, M. (2015). Vygotsky theory on social interaction and its influence on the development of pre-school children. *European Journal of Social Science Education and Research*, 2(3), 172–179.
- Úcar, X. (2021). Social pedagogy, social education and social work in Spain: Convergent paths. *International Journal of Social Pedagogy*.
- Valiente, C., Swanson, J., DeLay, D., Fraser, A. M., & Parker, J. H. (2020). Emotion-related socialization in the classroom: Considering the roles of teachers, peers, and the classroom context. *Developmental Psychology*, 56(3), 578.
- Verawadina, U. (2020a). Learning Model Team Assisted Individualization Assisted Module to Improve Social Interaction and Student Learning Achievement. *Universal Journal of Educational Research*, 8(12A), 7974–7980.
- Verawadina, U. (2020b). Learning Model Team Assisted Individualization Assisted Module to Improve Social Interaction and Student Learning Achievement. *Universal Journal of Educational Research*, 8(12A), 7974–7980.
- Warren, C. A. (2018). Empathy, teacher dispositions, and preparation for culturally responsive pedagogy. *Journal of Teacher Education*, 69(2), 169–183.