

Association Situation and Educational Situation in Elementary School

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Abstract

Purpose

The research aims to find out how the situation of the association in shaping education both in social situations and education in elementary schools.

Methodology

The research methodology used is Descriptive Qualitative Research, intending to obtain an overview of the correlative dimensions of the synergism of social situations and educational situations in elementary schools, with the hope of developing substantive thinking as a whole (not dichotomous and partial). The data collection techniques used include: First, Observation, ; Second, interviews; Third, literature; Fourth, Documentation.

Findings

When it comes to social situations and educational situations, educators, including teachers as educators at school, need to keep in mind carefully so that they can place themselves in the correct position in every situation that may be encountered in carrying out their duties as a teacher/educator. A teacher must know when he is just hanging out with his students and when he is educating or being an educator. In order not to act wrongly because, for ordinary people, the two situations are the same, and call them by the same name.

Implication

No two children are identical in this world. In social situations, children get the opportunity to express what they live. Children can freely and spontaneously express their thoughts, feelings, and desires. Children can develop their personality with the opportunity to act and behave as he wants. On the one hand, children do feel dependent on adults, but on the other hand, children want to gain freedom or independence. This desire can be obtained by children in the association.

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INTRODUCTION

The educational process is a social activity between educators and students using educational content/materials, methods, and specific educational tools in an educational environment or situation to achieve predetermined educational goals. Education can also occur or take place in social situations, but in social situations, it is not based on achieving an educational goal.

Education as a search for self-identity is a process of seeking self-identity that is important for everyone. Education must develop individual potential fairly and equitably and provide equal opportunities for all individuals to develop their potential and gain success. Emphasizing the importance of education as a process of seeking self-identity that must be recognized by all parties involved in the educational process. Education must provide equal opportunities for all individuals to develop their potential and ensure that education is not affected by unjust factors (Ardiyenti et al., 2023).

Education is significant in preparing and developing skilled human resources (HR) who can compete globally. Education is also carried out initially in the family, then in the school, and finally in the community.

Education in the family environment is the first and foremost education in a child's education. Furthermore, schools become the second place for children to continue their education. A child interacts with teachers in education at school learning. The best learning for students in schools will tremendously impact the development of students' potential in the educational process. Meanwhile, the teacher's role is not only as a messenger to students but, more than that, the teacher's role is as an educator who provides the best and most meaningful education (Mawati et al., 2023). The best and most meaningful can be interpreted in various situations.

When talking about social situations and educational situations, educators, including teachers as educators at school, need to keep in mind carefully so that they can place themselves in the correct position in every situation that might be encountered in carrying out their duties as a teacher/educators. A teacher must know when he is just hanging out with his students and when he is educating or being an educator. In order not to act wrongly because, for ordinary people, the two situations are the same, and call them by the same name.

Two or more people jointly enter into a relationship to form an association. Two situations can occur if the relationship is between an adult and an immature child. First, ordinary association can occur; after this referred to as social situations. Second, other situations that arise can occur in educational situations. For ordinary people, the two situations are the same, and they are also called by the same name: getting along, or vice versa; they are educating. In pedagogy, the two situations are clearly distinguished. Based on this, two forms of this situation will be discussed: social and educational situations in elementary schools.

METHODS

The research methodology used is Descriptive Qualitative Research, intending to obtain an overview of the correlative dimensions of the synergism of social situations and educational situations in elementary schools, hoping to develop a whole (not dichotomous and partial) substantive thinking. Having obtained qualitative data to be analyzed based on observations or findings in the field. The data collection techniques used include: *First*, Observation, namely the author collects data using participant observation techniques by carrying out direct activities in the process of writing activities; *Second*, interviews, namely in obtaining the required data and information, the authors conducted interviews on research subjects. The informants in the interview were education practitioners; *Third*, literature, namely the library method, is used as a way of collecting data because it can increase the author's knowledge of theories that support research; *Fourth*, Documentation, namely to complete the research, the author uses a data collection technique in the form of Documentation (Widiansyah, 2019).

Thus, the writer uses a descriptive qualitative method, which clearly describes the correlative-synergistic dimensions of social and educational situations in elementary schools in an objective way that describes the state of the subject/object based on the facts studied.

RESULTS AND DISCUSSION

Situation of Association in Elementary School. Social ethics is something that reflects the morals of everyone that must be known and understood by everyone in the social and educational environment (school) because wherever and whenever a person is constantly confronted with the people around him if he does not Realize and understand the situation around him, he may do something that violates the norms that apply in that environment or to specific groups.

Therefore, it is essential to instill an understanding of social ethics in students so that they can apply it in their lives. If this is considered trivial, it will indirectly let students become more out of control, and even the level of respect for the teacher will be minimal. Ethics in association needs to be taught to students; the aim is for them to understand and apply it in the school or even the environment as a whole, for example, speaking and acting ethics.

Social situations that are reasonable or natural allow children to absorb and digest all experiences according to their favorite choices without feeling forced. However, the nature of such a situation has both advantages and disadvantages.

Suppose an association between adults and children is based on the intention to satisfy the desires of adults for the benefit of adults rather than on achieving educational goals (both general goals, incomplete goals, temporary goals, incidental goals, and intermediate goals). In that case, the situation created is not an educational situation

but a social situation. For example, a teacher offers textbooks to his students to get profit from book sales in the form of a commission from the publisher, so this action cannot be classified as an educational situation even though it occurs in the school environment (class). It is just an ordinary social situation. The situation created by the teacher's actions is not educational but only social. Situations containing non-educational actions will not create educational situations but remain social ones.

It needs to be taken into account by educators, including teachers as educators in schools, so that they can place themselves in the correct position in every situation that may be encountered in carrying out their duties as a teacher/educator. A teacher must know when he is just hanging out with his students and when he is educating or being an educator.

In social situations, children get the opportunity to be themselves. In every child, there is a desire to be himself. Every child is born with some form of personal principle. No two children are identical in this world. In social situations, children get the opportunity to express what they live. Children can freely and spontaneously express their thoughts, feelings, and desires. Children can develop their personality with the opportunity to act and behave as he wants. On the one hand, children do feel dependent on adults, but on the other hand, children want to gain freedom or independence. This desire can be obtained by children in the association.

Therefore, if the child does not violate pedagogical norms or values, he should be given the broadest possible freedom to move and do something. Let the child feel his life as a child. Social situations that are reasonable and natural provide opportunities for children to absorb and digest all experiences according to their favorite choices without feeling coerced. If the attitudes, words, and actions that the child absorbs and digests are good attitudes, words, and actions following moral norms, then the result will be good child development. However, on the contrary, if the attitudes, words, and actions are not good or not following moral norms, then the consequences for the child's personal development will be dire too.

The explanation above shows the weakness of the social situation because, on the one hand, sometimes it is a kind of poison that sneaks in secretly and in disguise, damaging and destroying development at that time and for the child's future. On the other hand, social situations can be a priceless lesson that can bring fertility to development to achieve educational goals. Because of that, parents and other educators must pay attention to social situations not only as an "atmosphere" that can have an effect but because of the length of time children are in social situations compared to educational situations.

Social situations will occur when there is mutual trust between two or more people in the same place. Trusting others is essentially risking oneself. So to trust others takes courage. So trust is a technical requirement for social situations to occur. It means that social situations will not occur if there is no trust. Children and adults will form social situations if they trust each other.

Children must have confidence that the adults they face will not harm them and harm them. Children must believe that the adults they face are friends or social "*partners*" who are profitable and can meet the developmental needs of their lives psychologically and psychologically. For a child to gain numerous benefits from their interaction with an adult, they must have the ability to focus and pay attention.

On the other hand, adults must give confidence to the children they face. Adults believe that children can develop independently, be influenced, have their abilities, want to try to stand alone on their abilities, and so on. Adults not only trust children but also protect them in the social situations that they encounter. Thus the social situation contains a moment of protection so that the child will feel safe. Protection must be given because otherwise, the child will withdraw the moment of trust.

Protection not only maintains the safety of children but also provides opportunities for children to develop good potential (moral) and prevent the development of destructive potential (immoral). For example, if a child is seen doing an act following decency and the rules that apply, let him continue to do this. However, a child who does an act that is not following decency is immediately reprimanded and straightened out by changing the social situation with the educational situation.

So in social situations, there is no sense that children are allowed to do as they wish. Children must be protected from all dangers, outside and within, which will damage them physically and mentally. Adults look after, pay attention to or protect their physical and spiritual children so they are not disturbed. The protection adults provide also means that children are allowed to develop themselves.

Educational Situation in Elementary Schools. The educational situation takes place in social situations. The social situation is a fertile field for educational situations to occur. If in an association between adults and children, based on an educational goal, to achieve educational goals (both general, incomplete, intermediary, and so on), then the social situation created is educational, not an ordinary social situation. The situation that arises begins to be filled with educational actions and thus makes the situation an educational situation.

The educational situation is unique or particular. Because the situation is a change from a social situation, where the components change from adults or parents to educators, and children to students, then the technical requirements are from trust to authority but absolutely must exist. Education is a deliberately created social situation to achieve an educational objective. There is a value to be conveyed to children as students from adults (parents, teachers) as educators.

The educational situation is unique because it was specifically created to achieve specific goals from educators, like the example above. All activities in educational situations show that everything that educators do is carried out with full awareness and vigilance. In an educational situation, no action is taken by trial and error. All actions taken are planned and carefully thought out in advance. What are the effects or consequences of a particular educational action, what are the side effects, and what are the sequels, all of which have been carefully considered before implementation?

So the educational situation is where there is interactive communication between adults and children, parents (father/mother) and their children, and teachers and their students intentionally and plan to achieve educational goals, namely adult humans.

The educational situation is unique or particular. It is said to be memorable or unique because the educational situation changes from a social situation to an educational situation, where adults change to become educators, and children become students. The technical requirements are from trust to authority. The education situation is a deliberate social scenario aimed at achieving educational objectives. A value will be conveyed to children as students from adults as educators.

In educational situations, there are components such as educators, students, educational actions or educational tools, and authority. Authority is an essential element that can be classified as a technical requirement in educational situations, just as trust is a technical requirement in social situations. Without authority, an educational situation will not be created; only social situations will exist.

CONCLUSION

When it comes to social situations and educational situations, educators, including teachers as educators at school, need to keep in mind carefully so that they can place themselves in the correct position in every situation that may be encountered in carrying out their duties as a teacher/educator. A teacher must know when he is just hanging out with his students and when he is educating or being an educator. In order not to act wrongly because, for ordinary people, the two situations are the same, and call them by the same name.

Two or more people jointly enter into a relationship to form an association. Two situations can occur if the relationship is between an adult and an immature child. First, ordinary association can occur; after this referred to as social situations. Second, other situations that arise can occur in educational situations. For ordinary people, the two situations are the same, and they are also called by the same name: getting along, or vice versa; they are educating. In pedagogy, the two situations are clearly distinguished. The following two forms of this situation have been discussed: social and educational.

In social situations, children get the opportunity to be themselves. In every child, there is a desire to be himself. Every child is born with some form of personal principle. No two children are identical in this world. In social situations, children get the opportunity to express what they live. Children can freely and spontaneously express their thoughts, feelings, and desires. Children can develop their personality with the opportunity to act and behave as he wants. On the one hand, children do feel dependent on adults, but on the other hand, children want to gain freedom or independence. This desire can be obtained by children in the association.

While the educational situation is unique or particular, it is said to be memorable or unique because the educational situation is a change from a social situation to an educational situation, where adults change to become educators, and children become students. The technical requirements are from trust to authority. The act of

education is a purposeful social situation to achieve educational objectives. A value will be conveyed to children as students from adults as educators.

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