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SOCIAL ACTION IN THE CLASSROOM: ANALYSIS OF EDUCATIONAL SOCIOLOGY ON INTERACTION BETWEEN TEACHER AND STUDENT IN SMP KARTIKA CHANDRA MAKASSAR

St Haniah[1], Andi Agustang[2], Sulaiman Samad[2]

[1]Doctoral Student of Sosiology, State University of Makassar,
[2]Professor of Sociology, State University of Makassar **(INDONESIA)**
E-mails: haniahst@yahoo.co.id, andiagust63@gmail.com, essamad2011@gmail.com

ABSTRACT

Social action in the classroom has a significant influence in the formation of intelligence and personality of the learner. This research was conducted in SMP Kartika Candra Kirana Makassar by taking five students, three teachers and two experts as informants. The research method used was a phenomenological qualitative research method. The data were taken by using purposive sampling techniques. Study found that a classroom management greatly affects the learning process. Field data shows that classroom condition is far from an ideal format. Classroom conditions are also exacerbated with many teachers who have problems in learning styles. It ultimately affects the pattern of social relations characterized by dissociative between the teacher and student. This study produces some conclusions. First, classroom setting had a significant influence on the creation of social action that creates social interaction and constructive social relationships between teachers and student. Second, teacher learning styles affect teacher and student social action in creating an effective learning process. Third, class design and style of learning create social dynamics. There are two forms of social action in it. A poor class design and poor learning style will produce the social dynamics that do not support the teaching and learning process efficiently. Fourth, fun learning style has a much greater influence than the indicator design or classroom setting. Although classroom design conditions are far from ideal, but there is fun learning style, the social dynamics that reinforce the effectiveness of teaching, and learning can be realized.

Key words: Social, Action, Educational, Sociology

1. INTRODUCTION

The condition of education in Indonesia is not very encouraging. United Nations Development Programme (2011: 126) put Indonesia on the position of 124 from 187 countries. Compared to other ASEAN countries, Indonesia is at position 6 th after Singapore (26th), Brunei Darussalam (33th), Malaysia (61st), Thailand (103rd) and Filipina (112). [1]

Based on the EFA Global Monitoring Report 2011 (2011: 264) published by UNESCO that contains the education development index (EDI) according to data for the year 2008 was 0,934. This value put Indonesia in the 69th position of 127 countries in the world. Based on these data, Indonesia still left behind from Brunei that is ranked 34th, Malaysia is ranked 65th. Indonesia's position is much better than the Philippines (85th), Kamboja (102nd), India (107th), dan Laos (109th). The above data shows that the position of Indonesia is still low [2]

Scope of Sociology of Education

Sociology is a science that analyzes the structure and social relationships that occur in the community. Karsidi (2005:1) states that the study of the sociology of education emphasizes social implications and consequences of education and views the problems of education in terms of the totality of the social scope of cultural, political and economical for society. Educational psychology studies the context of behavioral symptoms of education and personal development, during the sociology of education studies the symptoms of education as part of the social structure of society. The object of research was the study of sociology social behavior, namely human behavior and social institutions related to education. Behavior can only be understood from the goals; ideals or values pursued. [3] Rowe and Stewart (2009: 397) express a fact that the school environment is a social phenomenon by declaring:

"An ecological view of school connectedness takes into account the quality of connections among multiple groups in the school community and recognises the cohesiveness among different groups, such as students, families, school staff, and representatives of health and community agencies" [4]

Theory of Social Action

In the perspective of micro sociology, social action is at the level of individual actions, which claimed a source of formation of social reality. Social action is a concept that can be used to observe and resolve social problems. Minkler, Wallerstein, Wilson (2008:291) state that: "The Social Action Theory is a community-oriented model that is used to increase the problem-solving ability of entire communities through achieving concrete changes towards social justice. That is; individuals within communities come together to redress the imbalance of powers or privileges between a disadvantaged group and society at large. Although this community-community-organization model is applicable to many social issues, it, in particular, can be used to redress health problems that are disproportionately affecting certain communities, such as drug and alcohol use among adolescents in poor and at-risk neighborhoods. The Social Action Theory applies key concepts that are used within many community-organizing and community-building models. These key concepts include empowerment, critical consciousness, community capacity, social capital, issue selection, and participation and relevance, which are defined below." [5].

Then Minkler, Wallerstein, Wilson (2008:291) continue with the elaborate on the definition of each of these terms, as follows:

a. Empowerment is any social process that allows people to gain mastery over their lives and their community. In doing so, empowerment aims to transform power relations between communities, institutions, and governmental agencies. For example, communities may feel more empowered when they work together to strengthen their cultural identity and their community assets.

b. Critical Consciousness is a mental state by which members in the community recognize the need for social change and are ready to work to achieve those changes. Although this process is not obvious, it is completely necessary for achieving community involvement. People can raise critical consciousness by engaging individuals in dialogues, forums, and discussions that clearly relate how problems and their cause can be solved through social action.

c. Community Capacity is characteristics of a community that affect their ability to mobilize and identify and solve social problems. These characteristics include the presence of leadership, participation, skills, sense of community, and more. Community capacity can be enhanced in many ways, such as through skill-building workshops that allow members of the community to become more effective leaders.

d. Social Capital is community resources that exist via relationships formed between community members. Social resources such as trust, reciprocity, and civic engagement can connect individuals in a fragmented community across social boundaries and power hierarchies, facilitating community building and organization. Social networking techniques and enhancing social support are important methods that build social capital.

e. Issue Selection is the process by which communities identify winnable, specific goals that unify and build community strength. In this process, individuals work together to select issues that are felt are relevant to the entire community.

f. Participation and Relevance. Lastly, after selecting an issue, communities need to engage members and work on implementing their plan of action.[6]

Therefore, it can be revealed that social action is a concept that has a level of significance for community organizing and community growth. Similarly, if it is related with social events that happen in the world of education, especially the phenomenon of classroom.

Classroom Theory and Social Action

Effect of physical classrooms many impacts for teaching and learning process. Anderson in the Earthman and Lemasters (2009: 323) states "Any aspect of the physical environment that distracts teachers from the main emphasis of instructional activities influences the degree of their effectiveness." [7]

The principles that should be held in a classroom setting by Winataputra (2003:9) is as follows:

a. Visibility. Visibility means that the arrangement of items in the class does not interfere with the view of students so that students can freely look at the teacher, objects or activities of the learning process nor vice versa teachers possess visibility to the students.

b. Accessibility. Accessibility means that spatial planning should be easier for students to access learning instrument.

c. Flexibility. Flexibility means that all kinds of stuff in the classroom easily arranged and moved around and adapted to the learning activities.

d. Comfort. Convenience means that in a classroom should have room temperature; light, sound and density classes can be fun learning process.

e. Beauty. The beauty of the arrangement of the room means that the classes are fun and neat to look beautiful which can have a positive influence on students' attitudes and behavior towards learning activities.[8]

Meier (2002:113) suggest to everyone who is involved in the learning process, as follows: "You should not create a learning environment that resembles a traditional classroom, but gives the impression of happy, positive and uplifting-environment can lead to a positive association and happiness in everyone's heart".[9]

Damsar (2011) states that the classroom is not just about physical space, but it goes beyond this, which also includes the social and cultural space. The classroom is a space where the learning process is done. There is a very dynamic interaction between the parties involved in the process. Success in learning in the classroom certainly caused many factors. Research on classroom is an interesting study that is used to observe the sociological situation interactional relationships between parties that interact therein are based on the perspective of the social actions performed by teachers and students. Each party independent from each [10]. Understanding of the motives of the actor's action becomes crucial to do as the basis of interpretation and understanding. How? Ritzer (1992:46) mentions a two-step process to understand the actor's actions are:

a. With sincerity through
b. With tried and dive into the actor recalled.

Researchers should put himself in the position of the actor as well as trying to understand stuff like that to understand something of the actor. Classroom as part of a social action means that the actors involved in the classroom are teacher and student social action with each other. The relationship between teacher and student at the stage of understanding of social actions with one another.[11]

Learning Styles and Social Action

Good classroom setting must also be supported with a style that is engaging and fun learning from a teacher. The basic principle is that the learning style learning styles should base on the uniqueness of the intelligence for every student.

Howard Gardner, the originator of the theory of multiple intelligences (multiple intelligences) found that the human self-contained varying intelligence. For Gardner, in principle, every human has a unique intelligence, although did not rule out the existence of human beings who have the intelligence to 8 consisting of linguistic intelligence, spatial intelligence, logical mathematical intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence. Therefore, management needs also a specific learning style based on the intelligence possessed by the student. Learning style proved to be very effective in instilling the subjects on the learner.

Social Dynamics, Social Actions and Styles of Learning

Learning styles sociologically understood as social action directed by the teacher to students with a specific purpose. Good social interaction is the social interaction that is effective will create harmonious social relationships (associative). Social relationships that are created will generate social dynamics.

Social dynamic occurs in the classroom, especially the presence of two major indicators that the design of classrooms and teacher learning styles. It can be concluded that the actors involved in the learning process in the classroom is a social group or represent a particular social group in this social group of teachers and social groups of students who are in the broad social system. Social dynamics in the group can produce tangible antagonism conflict. Particular social group will feel threatened by the treatment of other social groups.

Sociologically, according to the researchers, one of the central problems is situated in managing the social actions that have an impact on social interaction or social relationships that are conducive between teachers and students in the classroom. However, classroom conditions that are not ideal create a social action that is not in harmony between the teacher and his students. There are some problems of this study. The first is describing and understanding how are social actions between teacher and students in a variety of models of classroom settings. The second is describing and understanding social action between teacher and student at different learning styles. The last is describing and understanding the class design and style dynamic learning for teacher student social action.

Therefore, there are three research objectives. The first is to describe and understand how social actions between teacher and students in a variety of models of classroom settings are. The second is to describe and understand social action between teacher and student at different learning styles. The last is to describe and understand of the class design and style dynamic learning for teacher and student social action.

2. METHODS

Research Location

The location of this research took place in the SMP Kartika Chandra Kirana Makassar, where the initial studies, the researchers found many problems in social interactions that occur in the classroom. The focus of this research is a social action that can be realized in the form of social interaction of teachers and students in the classroom context.

Research Methods

This study will use qualitative research methods with a phenomenological approach. Methods and research approach selected above are based on the desire of researchers to understand in depth the social reality contained in the classrooms are a result of social processes and actions

Data Collection Techniques

Data was collected using purposive sampling technique. Criteria informants in this study are some of the teachers and students who are considered to reflect the issues to be examined

Data Analysis

Data analysis was performed by descriptive-analytic techniques. Stage in phenomenological qualitative research as a whole is further illustrated in the analysis based on the analysis of the selected blade.

3. RESULTS

This study took informants classified as key informants and expert informants. Key informants consisted of five students (Nur Zakia, Muh. Fauzan, Bayu Prabowo and Uchy and three teachers (Musdiana, S. Pd, Dasmaniar and Riswandi Sham). 2 The informants selected expert informants namely: Prof. Dr. Ir Hj Bulkis David, and Dr. M.Si. Ir. Ratnawaty Hj Tahir. MS.

The findings can be the calcification into three findings as follows:

a. Shape And Influence The Design Of Classroom Teacher and Student Social Action.

In the present, study found that the actual issues are also strongly influenced by the conditions of their own classrooms. Very difficult to expect students not to make noise during the learning process if the conditions are far from the ideal classroom. Classrooms are hot, sultry and student population that exceeds the ideal and the means incomplete by itself interfere with the learning process. This failure imposes on teacher's oversimplification of course. Although it is not easy to create the ideal conditions for the classroom, but the informant would request relatively ideal conditions should get the attention of all policy holders.

Pena dan Amrein (2006:177) sate that :

"For educators and researchers, classroom management has never been understood to promote the intellectual, spiritual and overall growth of youth. Instead, analysis reveals the need for developing classroom management as available area of research with developing scientific procedures for observing and treating student misbehaviors as its key. Such procedures, it was reasoned, would lead to practices that would not only help keep pedagogy intact, but that would lead to the development of classroom management strategies that were rational, portable, and easily modified".[12]

A fusion of the physical environment and socio-emotional in the classroom makes the classroom becomes a place for the development of social interaction is good for growing channel perfection of teaching-learning process. Purnomo in Herlina (2007: 16) outlines the dimensions of the physical environment and socio-emotional: "physical environment include (1), classroom, (2) beauty, (3) seating arrangements, (4) arrangement of facilities and teaching tools and (5) ventilation and light settings. While the socio-emotional environment encompasses: (1) type of teacher leadership, (2) teachers' attitude, (3) teachers' voice and (4) Fostering a good relationship".[13]

The success of the process of teaching and learning are very determined the outcome of the social relations of domination. When observing on the fundamental issues of the research facts at a junior high school teacher's social connections are the teacher and students and among students with a troubled student. Acts of abuse and other disorders occur due to one of them by the discomfort in the classrooms and teachers teaching technique. In contrast to the teacher who can teach fun science teachers, such as breakdown of the students are not too fond learning of saints with the teaching pattern of stiff or who do not like the learning of science. The pattern of social relationships to be created from a fun way of teaching will be able to slightly reduce the influence of the discomfort in the room class.

b. Teacher Learning Styles Affect The Process Of Social And Action The Teacher and Student

The teaching and learning process more humane should be based on the patterns of student-centered learning. Student-centered learning must be managed properly. Pereira and Smith-Adcock (2011: 255) as follows: " Child-centered classroom management, therefore, includes a set of teacher responses to children's behavior that includes reflective listening, observing and stating children's behavior versus evaluating it, assigning positive intent (i.e., acknowledging needs and wants), and giving children choices. Using child-centered strategies is a relatively simple way to provide teachers with tools for successfully handling student social-emotional issues without further overburdening teachers with yet another task to complete, or learning a new psychosocial curriculum component"[14]

When observing and analyzing facts research are that found that the main problem in Junior High School (Sekolah Menengah Pertama / SMP) Kartika Chandra Kirana is the directorial styles of teaching and unpleasant even there are teachers who are considered very burdening their students. The teacher became a figure that was considered antagonistic by some students. Nevertheless, there are also teachers who have taught the style preferred by students, a model that is considered ideal for students. It occurs on a science teacher.

Number of offences that are not able to be handled by the homeroom and should be charged to the teacher of guidance counseling becomes the main indicator of the problems on Junior High School (Sekolah Menengah Pertama/SMP) Kartika Chandra Kirana. State of the students is then compounded by personal problems of students in their family environment. A combination of bad teaching style, the status of students with some competence standards and personal issues in the family as well as the classroom environment becomes unfavorable factors that can be identified as to why standards education Junior High School (Sekolah Menengah Pertama/SMP) Kartika Chandra Kirana became low.

Sociologically models above, centered on how social relations created by both parties (teachers and students). Abidin and Robinson in Pereira and Adcock (2011: 256) stated "The teacher-child relationship is seen as a critical determinant of a student's development, achievement, and classroom functioning". [14]

When observing and analyzing the results of the research of the science of Sociology glasses predictable model of social relations that are interwoven and impact resulting from a pattern of classroom management in Junior High School (Sekolah Menengah Pertama/SMP) Kartika Chandra Kirana, the dominant-based teachers. The teacher models a directorial and appraisers making them as authoritarian as the figure obtained in the assessment of facts. It is very clearly expressed by Bracey in Ratcliff (2012: 38) stated that "Educational scholars have suggested for decades that the group dynamics of a classroom need to be analyzed to fully understand how teachers function best in their role and how students best learn".[15]

However one thing that needs to be emphasized here that the management of the classroom-based students does not mean that within the classroom teachers is forbidden to apply discipline. Without the discipline, it will happen is anarchism classrooms.

c. The Process Of Social Dynamics On The Design Of The Learning Styles In The Classroom And Social Action

Social dynamics that occur in conditions such as these is social dynamics that lead to prolonged conflict. They can be seen in the fact that the informants in this study feel some subjects in (Sekolah Menengah Pertama/SMP) Kartika Chandra Kirana boring and authoritarian. So students should be ditching or pretending to provide care.

The pattern of social relationships that are formed is the pattern of conflict or characterized dissociatively. Social dynamics in conditions like this, again, is going to create prolonged conflict and difficult teaching and learning goals achieved.

It is necessary to unknown that the classroom can also be regarded as a social group or society that has its own dynamics and their complexes. Therefore, when the social dynamics are expected to confirm the effective teaching and learning processes, and it takes a factor that can change the design of a class of conditions not ideal to ideal conditions as well as the tedious learning patterns to be fun.

4. CONCLUSION

The conclusions of studies on social action in the classroom can be outlined as follows:

1) Classroom setting provided a significant influence on the creation of social actions that create social interaction and constructive social relationships between teachers and students.

2) Teachers' learning styles strongly influenced the social teacher and student action in creating effective teaching and learning process.

3) Class design and learning styles to create their social dynamics, there are two forms of social action. A bad class design and poor learning styles will generate social dynamics that do not support the teaching and learning process is running effectively.

4) Fun learning style has a much greater influence than the indicator of design or classroom setting. Although, the design classroom conditions far from ideal but due to the style of learning fun social dynamics then affirmed the effectiveness of teaching and learning process can be realized.

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