

The Role of Sociology in Development Primary School Education in Indonesia

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Abstract: The world is thriving thanks to technological advances. However, these advances have negative consequences that humans must face. One such consequence is the decrease in social interaction between people, including the very young. This article reveals the importance of sociology in the world of primary school education. The decreasing of social interaction in young children is attributed to rapid technological advances that have reduced the social interaction of primary school students. The purpose of this study was to determine the role of sociology in the development of primary school education in Indonesia. The article uses a literature study to obtain the essence of relevant scientific concepts. Data was collected from various sources, including articles, books, and studies. The scope of the study is the nation of Indonesia. The study reveals that sociology has a significant role in the world of primary school education. Social interaction needs to be instilled in children early in their lives, especially during primary school. Thus, sociology can aid the development of the science of primary school education.

Keywords: sociology, education, primary school.

社会学在印度尼西亚发展小学教育中的作用

摘要: 得益于技术进步,世界正在蓬勃发展。但是,这些进步具有人类必须面对的负面后果。这样的后果之一是人们之间的社交互动减少,包括年轻人。本文揭示了社会学在小学教育世界中的重要性。幼儿中社交互动的减少归因于技术的迅猛发展,这些进步减少了小学生的社交互动。这项研究的目的是确定社会学在印度尼西亚小学教育发展中的作用。本文通过文献研究来获得相关科学概念的实质。数据是从各种来源收集的,包括文章,书籍和研究。研究的范围是印度尼西亚。该研究表明,社会学在小学教育领域具有重要作用。必须在儿童的早期,尤其是在小学期间,向他们灌输社交互动。因此,社会学可以帮助发展小学教育科学。

关键词: 社会学,教育,小学。

1. Introduction

The era of Industry 4.0 is one in which human capabilities will be slowly replaced by artificial intelligence. Industry 4.0 has transformed the landscape of educational innovation because the Industry 4.0 mechanism is controlled by artificial intelligence and a digital-physical framework that has made human-machine interface more universal [1]. However, some social roles will not be replaced by artificial intelligence. One irreplaceable human role is that of interactions involving thoughts and feelings. The

human mind can develop social interaction and improve human ability in the world of education [2]–[5]. Feelings can also increase social interaction or inter-human relations [6]–[8]. The development of social interaction or human relationships is connected to the development of educational science. Accordingly, the way to advance the education field is by improving the understanding of human interaction. Sociology, being the study of social interaction between humans, is urgently needed in today's world because the digital realm is already so advanced that it makes use of the science of human interaction.

Received (date): 7 September 2020

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Originating in the eighteenth century, sociology deals with social interaction between people and human interaction with institutions or organizations. Auguste Comte, an important figure in positivist philosophy, developed the study of social interaction through sociology and is considered one of the most influential figures in sociology in the nineteenth century [9]. Comte helped to change society's outlook on social interaction through the doctrine of the Comte in Europe, the United States, and Latin America [10].

Interaction or social interaction is strongly related to sociology; therefore, one cannot discuss sociology without discussing or mentioning about social interaction, which is an essential part of human life [11]–[13]. Education, a means of human physical and psychic development, cannot be separated from sociology. The scientific foundations of the two are complementary and interconnected. The first formal level of education undertaken by students is called primary school. To gain access to secondary and upper education, every student must complete this first level.

During their formal primary education, students will meet other diverse and complex human beings, so a pattern of social interaction must be instilled in them. People who do not learn patterns of social interaction in primary school may later find that this deficit impacts their social interactions in the middle and upper educational levels. They tend to be closed off and shy in association with others. Therefore, it is essential to provide sociological solutions for improving social interaction patterns of people undergoing formal primary education.

2. Methodology

This article uses a literature study as part of its methodology. Literature studies have many uses, especially obtaining the essence of a scientific concept, and they can be used by researchers to reinforce concepts in present research [14]. The author collected data from various relevant sources in the form of journal articles, books, and studies. The literature study contained six stages as follows: (1) Select review topic/title; in this stage, the author reviewed articles relating to the role of sociology in primary school education; (2) Identify keywords and search terms based on the reviewed articles; the author drew the keywords from lens.org and generated keywords regarding the role of sociology in primary school education; (3) Identify information sources to avoid plagiarism; (4) Generate reading list and collect articles to find the theoretical framework through which to review the role of sociology in primary school education; (5) Make notes in one's own words about the role of sociology in primary school education; (6) Write the literature review; in this final stage, the author wrote the manuscript, including the introduction, methodology, results and discussion, and

conclusion [15]. The data obtained from the sources was used to support ideas generated through the study of this literature. The study's scope was sociology in primary school in Indonesia.

3. Results and Discussion

Based on the results of published studies, several experts or figures in the field of sociology must be discussed. These fit into three categories: classical sociology figures, modern sociology figures, and postmodern sociology figures. In detail, these figures are presented in the following table:

Table 1 List of world sociologists [16]

No	Sociological Flow	Figures	Years
1.	Classical Sociology	Ibnu Kholdun	1332-1406
		Auguste Comte	1798-1857
		Herbert Spencer	1820-1903
		Karl Marx	1818-1883
		Max Weber	1864-1920
		Emile Durkheim	1858-1917
		George Simmel	1858-1918
		Sigmund Frued	1856-1939
		George Herbert Mead	1863-1931
		2.	Modern Sociology
Alferd Scuzt	1899-1959		
Tallcot Parson	1902 -1979		
Robert K. Merton	1910-2003		
Ervin Goffman	1922-1982		
James Coleman	1926-1995		
Daniel Bell	1919-2011		
Jean Baurdrillard	1929-2007		
Harold Garfinkel	1917-2011		
George Caspar	1918-2002		
Homans			
Peter M. Blau	1918-2002		
Richard Emerson	1925-1982		
Doroty E Smith	1926-Umur 93		
Pierre Bourdieu	1930-2002		
Antonio Giddens	1938-Umur 81		
3.	Postmodern Sociology	Max Horkheimer	1891-1973
		Herbert Marcuse	1898-1979
		Theodor W. Adorno	1903-1969
		Zygmunt Bauman	1925-umur 94
		Jacques Daridda	1930-2004
		Michel Foucault	1929-1984
		Jurgen Hubermas	1929 -umur 90
		George Ritzer	1940-umur 79

In addition to the world sociology figures, Indonesia also has sociology pioneers who also need to know. The figures are presented in the following table:

Table 2 List of Indonesian sociological pioneers [17]

No	Figures	Years
1.	Sri Paduka Mangkunegoro IV	1853–1881
2.	Ki Hajar Dewantoro,	1889-1959
3.	Selo Soemardjan	1915-2003

After studying sociological figures in the world and Indonesia, there is a sociological development in Indonesia reviewed by Soerjono Soekanto. The development of sociology in Indonesia is presented in

the following table.

Table 3 Sociological developments in Indonesia [17]

No	Before World War II	After World War II
1.	Sri Paduka Mangkunegara IV with the teachings of Wulang Reh (Intergroup Relations).	Independence after the proclamation of August 17, 1945, at the Academic Political Science of Yogyakarta, is now known faculty of Socio-Political UGM taught sociology courses.
2.	Ki Hajar Dewantara with the concept of real Indonesian leadership and kinship practised in Taman Siswa education organization.	Independence after the proclamation of August 17, 1945, at the Academic Political Science of Yogyakarta, is now known faculty of Socio-Political UGM taught sociology courses.
3.	Works by Dutch scholars: Snouck Hurgronje, Van Vollen Hoven, Ter Haar who took Indonesian society as an object of concern. In these writings there appear to be scientifically pared-down sociological elements.	The sociology book by Djody Gondo Kusuma "Sociology of Indonesia" and Hassan Shadily "Sociology for Indonesian Society" is a book per ama in Indonesian, and Selo Soemardjan "Social Changes in Yogyakarta" is his dissertation to achieve a Doctorate at Cornel University.
4.	The Period of Law High School in Jakarta which provides Sociology lectures only as a social teaching orientation and Theoretical. In 1934/1935 sociology lectures were abolished because they were deemed not necessary with law studies..	The atmosphere of the physical revolution felt the thirst of the learned class of science to help their efforts in understanding the changes that occurred in Indonesian society.

After studying the development of sociology in Indonesia, this article examines the concept of

education in general, presented in the following mapping.

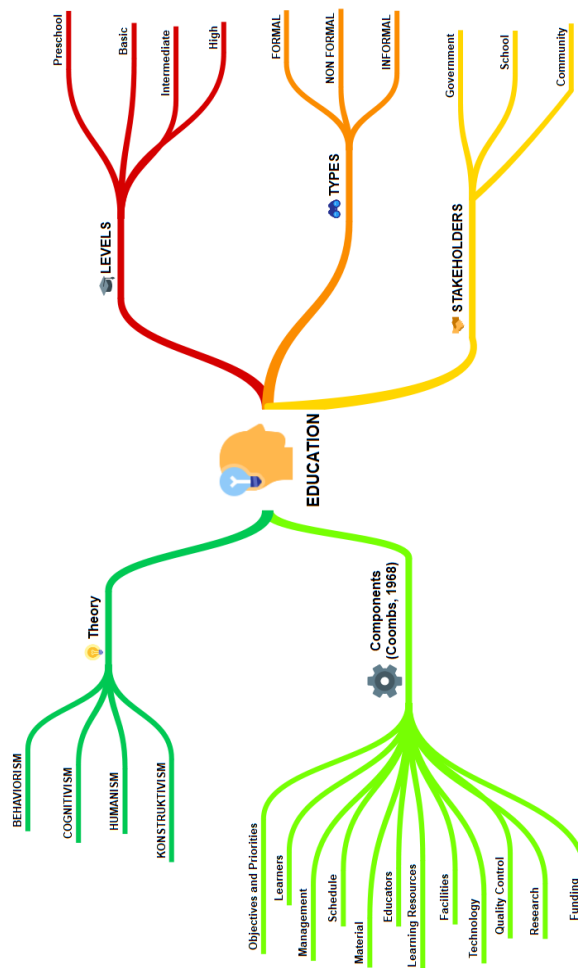


Fig. 1 Educational concepts

Based on the above educational concepts, primary school education is at the basic level. In Indonesia, this is by Law of the Republic of Indonesia No. 20 of 2003 on the National Education System (Sisdiknas Law) of primary education covering primary schools. Basic education is an education to develop the minimum quality that every Indonesian must have by the demands of local, national, and global life changes. There needs to be planned, targeted, and sustainable education reform. One way is to optimize sociology in every learning process in school. This is important to do given the rapid development of technology, so social interaction needs to be strengthened in the scope of primary school education.

3.1. Sociology in Its Development

Many great philosophers of ancient times, such as Socrates, Plato, and Aristotle, assumed that humans formed just like that. Without anything to prevent them, society would experience developments and setbacks. They argue that, as mortal living beings, man cannot know, let alone determine, what will happen to his society. Scientific questions and accountability about such a great amount of change would have been unthinkable at this time. The development of science in the Age of Enlightenment (around the 17th century) also influenced the view of social change as scientific characteristics began to appear in this century. Experts of the time argued that the view of social change should be based on human reason.

Revolutionary changes in the Age of Enlightenment continued to evolve throughout the 18th century. This was evident, especially in the American revolution, the industrial revolution, and the French revolution. The influence of the turmoil caused by these three revolutions was felt around the world. Scientists were stirred; they began to realize the importance of analyzing changes in society.

The changes that occurred as a result of the revolutions are genuinely astounding. The structures of society that had been in effect for hundreds of years were broken. Bangasawan and the Clergy, who initially had all the wealth and power, now have the same rights as commoners. The king, who was initially in full power, must now preside under the established law. Many major kingdoms in Europe fell and split.

The turmoil of the revolutionary century began to bring scientists to the idea that this amount of change should be analyzed. They have witnessed how so much change in society has brought many casualties in the forms of war, poverty, rebellion, and unrest. Disaster can be prevented if changes in society are anticipated early. The drastic changes that occurred during the revolutionary century reinforce the view of how necessary rational explanations of significant changes in society are. Based on social facts, the change of

society as a whole can be concluded. From then on, it was realized how important it was to study and understand sociology.

In the world of education, there is often a sociological term. Sociology is one of the sciences that makes man its object of study. It is essential to understand sociology because this science also discusses basic patterns of interaction between humans [18]. The word sociology is derived from Latin and Greek words *socius* and *logos*. *Socius* means friend or ally, while *logos* means science. Sociology is a science that examines aspects of human life and its patterns of interaction.

Auguste Comte first revealed the term sociology in his book, "Cours de Philosophie Positive", which was published gradually between 1830 and 1842. This book was written as a method of creating social order at a time when society was experiencing social chaos. Thus, Auguste Comte is sovereign as the father of sociology. From the beginning of the 19th century, Europe was arguably the centre of the growth of world civilization, when scientists began to realize the need to study social conditions and changes specifically. The scientists then attempted to establish a social theory based on society's unsensitized characteristics at every stage of human civilization. The Comte's stub was warmly welcomed by the general public, as several scientists warmly welcomed the arrival of sociology as a new science.

In Indonesia, Selo Soemardjan introduced the work of Social Changes in Yogyakarta and Setangkai Bunga Sociology. Thanks to this work, Selo Soemardjan was dubbed the Father of Indonesian Sociology. Since the time of the kingdom in Indonesia, kings and leaders in Indonesia have practiced sociological elements in their policies and Indonesian poets. For example, Wulang Reh, created by Sri Paduka Mangkunegoro from Surakarta, teaches the relationship between Javanese community members from different factions, including many sociology aspects, especially in the field of intergroup relations. Ki Hajar Dewantoro, the leading pioneer of national education in Indonesia, contributes to sociology, especially regarding the concepts of leadership and kinship in Indonesia that are manifestly practiced in Taman Siswa education organizations.

3.2. Sociology in the Development of Educational Sciences

Education is based on two main sciences, psychology and sociology. The science of education emphasizes human studies; psychology emphasizes the soul and behavior of human beings personally or individually, while sociology emphasizes patterns of interaction or human relationships and social environment.

Sociology is distinguished into general sociology and specialized sociology. General sociology

emphasizes general sociocultural symptoms. Specialized sociology emphasizes one aspect of sociocultural symptoms deeply. One of the examples discussed in this article is the discussion space in the sociological sphere of education.

In general, education is interpreted as an optimistic effort by people in achieving the goal of the welfare of life. One of the goals of education itself is to develop human ability and potential to achieve progress and well-being. Education is also intended to form a human being who can live in the social order and interact socially well through values and norms. So that directly or indirectly, sociology enters this realm.

Educational sociology is a study that discusses the problems or activities of human or social interaction that exist in the world of education [19]–[23]. Educational sociology also discusses social symptoms in the development of the world of education. The sociological aspect can be used as one of the foundations in formulating policies applied in the development of education.

The sociology of education can be divided into three subjects. The three subjects are sociology of macro education, sociology of meso, and sociology of micro. Sociology of macro education, which studies the relationship between education and other institutions in society. Meso educational sociology, which studies the relationships in an educational organization. In the sociology of education, Meso is seen as an organization that carries out specific rules to achieve a goal. Here the school organizational structure, its role and function in school organizations, and school organizations' relationship with other community organizational structures are discussed. Sociology of micro education discusses the social interactions in educational institutions, such as the groupings formed among them, the status system, and interactions in the classroom, both among students and students with teachers.

3.3. Sociology in the Development of Primary School Education in Indonesia

Based on the mandate of the Constitution 1945, the understanding of education in primary schools to educate and print the life of a nation that is bertaqwa, love and proud of the nation and the country, skilled, creative, ethical and able to solve problems in its environment. Education in primary schools in Indonesia is the education of children of 7-13 years. The definition of education in primary school has the same meaning as the definition of education in Law No. 20 of 2003 on the education system, but only the audience's location or students who distinguish it. That is that education in primary school is focused on primary students between grade 1 and grade 6. So education in primary schools with scope includes primary school materials held throughout life as further education with the same purpose as the description in

Law No. 20 of 2003 on the education system.

The purpose of Indonesia's national education is to direct the development of students' potential to become believers and be faithful to the One True God, noble, healthy, friendly, capable, creative, independent, and become democratic and responsible citizens. In comparison, primary school education aims to lay the groundwork for intelligence, knowledge, personality, noble morals, and the skills to live independently and follow further education. Thus students can have and instill an ethical attitude towards others. Education's objectives in primary schools themselves can be outlined, including several things, namely, (1). Believing and believing in His Lord, (2). Directing and guiding students toward potentially positive, big-spirited, critical, intelligent, and noble situations, (3). Having a love of the homeland, being proud and able to fill things that aim to build self a nation and a country, (4). Take primary school students to the next level.

The essence of primary school education is trying to instill faith in God according to each of them's religion, hoping that students can instill a sincere attitude, manners, and manners among fellow human beings without distinguishing race, tribe, and religion. So that in the end, students can become responsible, capable, highly dedicated individuals to their nation and country. Education in primary schools educates and develops science in primary school students to have a mutual attitude to score a responsible young generation.

Primary school education is an essential factor. At this primary school level, the foundation of the development of children's thinking and learning abilities is influential and affecting at the next level. This means that the child's mental, physical, and intellectual development is centered between 0 years and 12 years. These days are a golden age for the child's growth, both physical and psychic. Therefore, the child must be free to receive his knowledge as best and indeed in primary school. A school environment is a place that has a significant influence on the potential development of primary school children's learning into a better realm as set by the government towards the purpose of education in primary and secondary schools can be realized. Every parent must want and crave a child who can boast parents. Parents hope that one day the child can be life support that can be useful for the nation, religion, country, and family.

Education always makes changes in line with the development of knowledge and discoveries. Primary school education is an initial education that also aims to face challenges and problems both within the community and the nation and state. One way that can be done is to take advantage of sociology's role by strengthening social interaction. At the primary school level, sociology cannot be underestimated. This is because sociology enters into the realm of social

interaction in all education levels, including education in primary schools. Education generally starts with planning, implementing, and evaluating. Of the three activities, sociology can be included in it. At the planning stage, sociology can be included in the syllabus and lesson plans. Many models, approaches, strategies, and methods contain elements of sociology in them. At the implementation stage, sociology can be applied in all aspects, from student-teacher interactions to student-student interactions. Whereas at the evaluation stage, sociology can also be applied by using the concept of interaction in the assessment system, for example, during discussions or assignments that have interactions with other students and teachers.

The sociological charge in primary school is not visible, but its existence exists and is in desperate need. In general, this is because primary schools use an integrated thematic learning model that prioritizes themes rather than subjects. Although it is not visible to students, teachers will know sociology because teachers are drawing up learning implementation plans based on national curriculum guidelines compiled by the government. Some sociological studies that go into primary school content include family interaction and community interaction.

Discussing the role of sociology in primary school education should also be based on relevant concepts or research. Relevant research supporting this literature study, among others, is (1) Research from Resnik under the title "Sociology of international education - an emerging field of research" published in the *International Studies in Sociology of Education*. It suggests that international education in primary schools is facing globalization, social stratification, multiculturalism, identity formation. The relationship between education and nation-states is closely related to international education. For this reason, international educational studies can increase sociological understanding of new developments in education and society [24]; (2) Research from Ey titled "Cyberbullying and Primary-School Aged Children: The Psychological Literature and the Challenge for Sociology" published in *Societies*. It reveals that cyberbullying is an international problem for young people, mostly 5-12-year-olds classified as primary school age. Also, cyberbullying is often applied through social media channels to children of primary school age. This article revealed that for this issue, it is best to use cross-disciplinary dialogue from all research, especially sociology, to inform our understanding of cyberbullying from a child-centered perspective holistically [25]; (3) Research from Beckman titled "Conceptualizing technology practice in education using Bourdieu's sociology" published in *Learning, Media and Technology*. It reveals that primary school students' technology practices have

shown differences from middle school students over the past decade. This requires that schools need to do more to serve students. A Practice Theory framework is suggested as an example of Sociological Theory adoptable in educational technology study to understand the complexity of more comprehensive technological practices and for the development of primary school students [26]; (4) Research by Sriprakash [27] titled "The contributions of Bernstein's sociology to education development research," published in the *British Journal of Sociology of Education*, reveals that the global or world agenda to improve the quality of education for all has brought the focus to the pedagogical processes in the context of developing countries. This article considers how Basil Bernstein's sociological theory helped develop a nuanced account of pedagogical reform in the study of primary school education in India [27].

Based on the previous concepts and research above, the role of sociology in primary school education is, first, to analyze the process of socializing primary school children, in the family, the school, and the community. In this case, one should consider the influence of the environment and culture of society on the personal development of the child. For example, a well-educated child in a religious family, after maturing will become a spiritual human being as well. Children educated in intellectual families will prioritize the intellectual path as well. The second role of sociology is to analyze social development and progress in primary schools. Many experts think that education provides an excellent possibility for the progress of society, in addition to passing on knowledge and skills that can develop into activities and social creativity. Through the sociology of development, social progress in primary schools will be more visible considering the school is in the sphere of the community environment. Third, sociology can analyze the status of education in the community around the primary school students. The educational level of the community around students can be analyzed through the students; it can be seen in their personalities at school: (4) analyze the participation of educated/intellectual people in the social activities of primary school students. The roles/activities of educated/intellectual citizens are often a measure of the progress and development in people's lives. It is recommended that educated citizens actively participate in primary school students' social activities, especially the activities that are able in advancing the interests/needs of the community. This can be done through social activities involving primary school age students: (5) help determine educational objectives. Some experts argue that the function of national education should start and attribute to the philosophy of life of the nation so that sociology also plays a role in helping to determine educational objectives, including at primary school level: (6) give

teachers practical exercises in sociology so that they can contribute quickly and appropriately to educational issues.

Educational sociology refers not only to the learning process and socialization relating to sociology but also to everything in the educational field that can be sociologically analyzed, for example, the role of sociology in improving teaching techniques, such as sociodramatic methods, role-plays, discussions, and so on. Thus, educational sociology is of great benefit to educators; in addition to being valuable for analyzing education, it is also useful for understanding the relationships between people in primary school as well as the structure of society. Educational sociology demonstrates not only about social problems in education, but also about other essential matters, such as educational objectives, curriculum materials, learning strategies, learning facilities, and so on. Thus, the role of sociology in primary school education is urgently needed so as to deal with advancing globalization. Accordingly, the phenomenon of interaction in primary school education can be seen and studied, not only through the lens of psychology but also through the lens of sociology.

4. Conclusion

In the face of advancing globalization, the world of primary school education requires the optimal functioning of various disciplines, one of them being sociology. The role of sociology in the world of primary education is to (1) analyze the process of socializing primary school children, whether in their families, schools or communities; (2) analyze social development and progress in primary schools; (3) analyze the status of education in the communities around primary school students, in which it can be analyzed through the behavior of the students themselves; (4) analyze the participation of educated/intellectual people in the social activities of primary school students; (5) help determine educational objectives; (6) give teachers effective exercises in sociology. Thus, sociology is a field of science that can be applied to primary school education in order to more fully optimize the social development of primary school students.

The implication of this review is for primary school education stakeholders to consider sociological aspects in developing primary students' social interactions in fast-paced technology progress.

Acknowledgment

The authors thank the anonymous referees for their constructive feedback. This study is supported by through funding from LPDP (Lembaga Pengelola Dana Pendidikan) Indonesia.

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