Primary School Character Education: A Sociology Review of Education

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Abstract

The findings of this study corroborate the researchers' assertion that many aspects of sociology will be examined to aid in the implementation of character education, one of which is the process of socialization, which is a critical factor in shaping and building the nation's character in society. Additionally, sociology is a social science field in which students will undoubtedly study about values and norms, human conduct, and social aberrations from social control. As seen through the lens of sociology, there are several major factors that have a significant impact on the development of a primary school student's character. The research approach employed is literature review, in which all available data is examined and presented from a variety of data additional papers in order to produce conclusions and a study. The data were gathered from materials in the form of books and other scholarly works pertaining to this topic.
Keywords: Character, Sociology, Education, Primary School.

Abstrak

Temuan penelitian ini menguatkan pernyataan peneliti bahwa banyak aspek sosiologi yang akan dikaji untuk membantu pelaksanaan pendidikan karakter, salah satunya adalah proses sosialisasi, yang merupakan faktor kritis dalam membentuk dan membangun karakter bangsa di masyarakat. Selain itu, sosiologi adalah bidang ilmu sosial di mana siswa pasti akan mempelajari tentang nilai dan norma, perilaku manusia, dan penyimpangan sosial dari kontrol sosial. Dilihat dari kacamata sosiologi, ada beberapa faktor utama yang berdampak signifikan terhadap perkembangan karakter siswa sekolah dasar. Pendekatan penelitian yang digunakan adalah literature review, dimana semua data yang ada ditelaah dan disajikan dari berbagai data tambahan makalah guna menghasilkan kesimpulan dan kajian. Data dikumpulkan dari bahan-bahan berupa buku dan karya ilmiah lainnya yang berkaitan dengan topik ini.
Kata kunci: Karakter, Sosiologi, Pendidikan, Sekolah Dasar.

Introduction

The shift in the social order of European life around the beginning of the 20th century caused sociological benefits to become necessary in accompanying European educational processes (Birhan et al., 2021; Agustang & Sahabuddin, 2020). These developments are the effect of a social revolution in various parts of Europe. Such an era of transition to social change resulted in unforeseen logical consequences, including established values and normative order, erosion if not enforced by

strengthening orientation (Wuryani & Yamtinah, 2018; Pertiwi et al., 2019). Sociology assistance with all its conceptual components gained a positive response from educational practitioners as an alternative form of strengthening social resilience through education. The manifestation was characterized by the birth of educational sociology as a new scientific product (Kanji et al., 2020).

Ever since man was born in this world, he has knowingly or unknowingly learned and acquainted with the social relationships of people in society (Rasna & Binawati, 2018). Social relations start from child to parent then extend onward. Within that social relationship comes this process of recognition and recognition encompass cultures, values, norms, and human responsibilities, so that different aspects of society's life could be created with different problems (Hinta et al., 2020; Sari & Puspita, 2019).

Aguste comte, known as the father of sociology, he was born in montpellier in 1798. He was a writer on concepts, principles and methods now used in sociology came from comte. He shares sociology over social statics and social dynamics. And sociology has such characteristics: it is empirical in that it is based on observation and reason that the result is not speculative (Maisaro et al., 2018). Theoretical in trying to formulate abstractions and observations. It is cumulative that the theories of sociology are shaped according to existing ones and improved, broadened and refined and Otis in that they do not respect well or persons of certain facts but explain them. The comte says that each branch of human science must go through three successive stages of theoretical development-religious or delusional, metaphysical or abstract and scientific or positive (Tuasalamony et al., 2020). After the end of world war ii, people's development changed drastically where the world's people wanted a change in the face of the new development and need for educational reform of behavior. Hence, a long-submerged discipline of sociology of education was reemerged as part of important learning in the institution (Mu'arif et al., 2021).

According to harry h. gunawan's opinion, the history of educational sociology consists of four phases, which is:

a.   Phase one, where sociology as part of a philosophy philosophy philosophy philosophy philosophy philosophy. At this point sociology is an branch of philosophy, hence its name is social philosophy.

b.   Phase two, there are desires to build a scientific structure based on real experiences and empirical events. So at this stage begins the desire to separate philosophy from social.

c.   Phase three is the beginning of sociology as self-sustaining science. Comte is said to have been "the father of sociology," since he was the first to use the term sociology in discussions of society.

Insani et al. (2021), on the other hand, was regarded as a "road pioneer" for sociology. With the science saint Simon and also the comte took the formula from turgoths asa credit to sociology, so that sociology became self-sufficient.

The final phase of this phase, a key feature is the desire to come together with firm limits on the objects of sociology, while also providing specialized insights and sociological methods. Among the autonomous forerunners of this method were fiche, novalis, Adam muller, Hegel, and others.

Methods

The research approach employed is literature review, in which all available data is examined and presented from a variety of data additional papers in order to produce conclusions and a study. The data were gathered from materials in the form of books and other scholarly works pertaining to this topic.

Result and Discussion
Educational Sociology

Sociology is the study of all facets of education in depth, whether they are structures, dynamics, educational challenges, or other facets. The sociology of education, as characterized by numerous specialists, will be briefly discussed in order to illustrate how sociology appears to one of the sociologists: f.g. Robbins is a distinct branch of sociology tasked with the responsibility of examining the structure and dynamics of the educational process (Nitte & Bullu, 2020). Structures encompass knowledge of educational theory and philosophy, cultural systems, psychological structures, and their ties to the social order of society. Whereas the educational process is concerned with the dynamics of social and cultural processes, the personality development process, and the relationship to all of these. According to Fairchild's definition of sociology of education, it is used to the resolution of fundamental educational difficulties. According to Prof. Dr. S. Nasution, m. A, sociology of education is the study that strives to understand how to better govern the educational process in order to foster the development of individual personalities. Sociology of education, as defined by DRS. Ary H. Gunawan of science, is the use of sociological analysis or approach to educational problems.

Humans are social beings, always grouped together and dependent on one another. Sociology of education places a premium on the implications and social effects of education and regards education as a toast to society's cultural, political, and economic totalities (Perdana, 2018). If educational psychology analyzes educational symptoms in terms of personal behavior and development, educational sociology views them as a component of society's social structure. According to the topic of sociology's study, education is a subset of the social sciences, specifically sociology and education sciences, which are both classified as social sciences. Economics, hokum, education, psychology, anthropology, and sociology are among them. From here, sociology and education take a definite perspective. Sociology, as a science, has a well-defined field of investigation, point of view, method, and structure of knowledge. His research focuses on human and group behavior. His perspective regards society, culture, and persons as scientific entities. On the other side, the corpus of knowledge consists of concepts and principles pertaining to the life of social groupings, culture, and human growth. With all of the distinctive characteristics of education sociology, this time academics will examine the definition, scope, history, and purpose of education sociology (Rahman et al., 2020).

Sociology of education places a premium on the implications and social consequences of education and considers education as a holistic concept including all cultural, political, and economic aspects of society. If educational psychology considers educational symptoms in terms of personal behavior and development, then sociology of education is undoubtedly a component of society's social structure.

According to the topic of sociology's study, education is a subset of the social sciences, specifically sociology and education sciences, which are both classified as

social sciences. Economics, legal sciences, education, psychology, anthropology, and sociology are among them. From here, sociology and education take a definite perspective. The range of sociology that contributes to character development. Thus, in order to understand the function of sociology in education, we must first understand the disciplines that underpin education. According to vvaizey there are two major disciplines that underlie the study of psychology and sociology (Mahendra, 2019). Psychology has enhanced the knowledge of the process of education by way of contrast between what is accomplished, measured by the completion of a task, and capability as a potential force there is. His studies are extensive, however, but in the education of sociologists give what may be his greatest contribution to knowledge and the line of wisdom.

The above are both sciences that play an important role in education. However, our consideration will be focused solely on sociology and the field of instruction. Sociology is a social study that studies the relationship between humans and humans as individuals with members of society. Whereas according to munibducation it does not work with the social vacuum. This is because the fields of sociology and education are intertwined and cannot be separated. The field of sociology directly related to education can be distinguished in two; education and community. Viewed from the standpoint of society in general, the function of education is to preserve culture. Culture is linked to trust values, the traditions of generations and generations that are constantly changing. (2) education and social change. Schools and communities affect one another in various ways (Ahmadi et al., 2020). Some of these changes are:

a.   Changes in technology from a school standpoint, changes in technology have three significant implications: Technological change can create a requirement for an individual to have new skills, technological changes require that schools be able to prepare for graduates in order to adapt to the growth and the technological impact that school will have on the use of the media of learning, communication, transformation, and the biotechnological revolution.

b.   Demographic changes that occur when it comes to the size, distribution, and composition of the population. The impact on education are among other things: education policy development, strict restrictions on new students' admission, a disparity between population growth and educational facilities, urbanisation and sub-urbanisation. School responsibilities help to fit in from various groups that are mostly urban. Schools play an important role in helping the social control mechanisms in communities, and schools determine the educational experience especially in preparing learners appropriately for urban living.

c.   The political changes of societies, nations, and countries major changes have been and will continue to have an impact on education, in government structures and in communities, that is: the increasing involvement of governments in the activities of community members, and the growing interdependence of other governments, not only in their communities, but among others.

Assumptions about the role of sociology in the above education have then generated a diversity of sociological theories. These sociological theories according to wuradji-4 - are also used or applied in the field of education by educational sociologists. Many of the theories of sociology have also been applied to education, but those that are sufficiently dominant and that have endured long enough are "functional structural" and "conflict" theories. But since the 1970's, a new view has

been debated, as its advocates call it "the new sociology of education" with its interactive-theory approach and ethnomethodology (Yuliana & Fahri, 2020).

Based on the above description, it can be concluded that sociology plays a vital role in education because it studies and regulates human relationships with humans, both as individuals with individuals, and individuals with society even with governments (Evananda et al., 2018). That human relationship with man is also an important substance in the sphere of education. Even with the rise of sociology asa new discipline, there has been an even rise of sociological theories that deal specifically with education. The theory is called the sociology of education.

Sociology Theory Karl Marx And Its Implications for Present Educational Practice

Karl Marx was one of those marxists. He was of jewish stock born in Germany in 1818 and died in 1883 Karl Marx expressed his opinion of man, that man to him was a man of nothing. The meaning of human being is associated with society. Society has to evolve, and society is called history. According to Marx, the inflation rate in the second quarter of 2008 would be the same as in the second quarter of 2008, he said. The concept also learned that Marx was a great contrast between man and beast. The difference lies in the way or effort in achieving the ends of his life. Man in achieving his purpose in life must search for and use the tool

The basic assumption of Karl Marx's thinking is that human interest is in maintaining matter. Marx's rather extreme social determinations of individual behavior, that man is, in effect, seeking his own interests. Marx believed that man had the potential to be selfish or unselfish depending on the nature of the relationships in which he was born or where he was

According to marx our individual lives and societies are based on economic principles. For one thing, political institutions, education, religion, science, art, family, and so forth depend on the availability of economic resources. This means also that these institutions cannot progress under the demands of the economic system. The establishment and maintenance of a library and a museum to house cultural creations, a successful athletic team, a political policy policy, family pleasure on a holiday, all of this and other nonstated activities could not be accomplished without material resources obtained through economic activity.

Based on the above description, it can be determined that the sociological theory of Karl Marx is materialistic. Karl Marx did not acknowledge individual freedom, but personal freedom was limited by elite groups in the name of the common people. This is not a suitable opinion if it is applied to education in Indonesia, since the concept of Karl Marx differs from the country's pancasila. Therefore, Karl Marx was not as applicable in Indonesia as Indonesia is to a whole human philosophy. Even Indonesia has clearly rejected the view or stand on materialism. It was featured further in the pancasila life view described in the 1945 Constitution, and GBHN (State Policy Outline).

We assert that humans are both personal and social, both physical and spiritual. 8 human potential, ruhani, and intellect are capable of identifying the potential of good and bad in his actions in life. Social ethics find common points with these three potential as a formulation of human adaptation to all life's changes and problems. Because man is inherently a creature that is required to build a harmonious union between god, man, and the universe. 9 from this point on, it could be argued that Indonesia was in great opposition to the opinion of Karl Marx.

Even Karl Marx's claim when applied to education in Indonesia was not consistent with the objectives of the national education published in bill no. 20 of 2003 on chapter 3 of the national education system.

National education serves to develop the ability and build dignified national characteristics and civilizations in order to reflect the lives of nations, aimed at developing the potential of learners to become human believers and subjects of almighty god, noble morals, health, competent, creative, independent, and self-contained citizens.

Based on the above view, it may be concluded that the sociology of Karl Marx is far from relevant in Indonesia, especially in the field of education. For the purpose of education in Indonesia is not to obtain mere material but to form a whole person destined to the almighty god.

Character Building

Character is the basis of one's mind, for within the mind lies the entire program formed based on either a life experience oran event that the individual experiences. It then builds confidence ina person so that it can eventually shape and influence individual thought patterns and can influence individual behavior. If such a program is embedded in the human mind according to principles of truth, his behavior will conform to the laws of nature and social norms. As a result, such behavior brings serenity and happiness. On the other hand, if the program embedded in the mind was not in accord with the universal principles of hokum and norms, then his behavior brought damage and brought suffering both to himself and to the people. Therefore, the mind and Suggestions should get serious attention in an effort to make a powerful parrot for themselves (Putry, 2019).

In this regard the learning and curriculum process serve asa catalyst for new positive characteristics in elementary school-age children. By applying and instilling a strong character education in a child, the character will grow in him and be constructive. Early childhood character development can follow a particular pattern, that is, of regular behavior, discipline, and raw (according to standard), the various types and patterns of behaviors can be developed through constant scheduling until those expected to be firmly attached to the child become part of positive behavior that. For example, quiet children tend to be timid, and the roots that need to be nurtured in children are bold to speak, how to form the character by giving subjects of skill in the hope that they will grow up to be bold and critical in character so that the development of character can run according to what we as educators want.

The Goal of Character Education Development

As we know character is a trait or trait formed since man was born, character cannot be passed on from one generation to another, neither can it be bought nor exchanged. Character may be shaped and developed consciously through the processes of the surroundings, at the stages of each day through a rather brief process. Character education purposes in effect : 1) To lay the foundations of a good character, which is defined as habits of thought, feeling, and action that are consistent with appropriate morals (students can judge what is right, be concerned, and act accordingly); 2) To develop a student's morals based on justice, caring, and participation with a good attitude for himself or herself and supporting for the character development of others (Widodo, 2018).

It shows that to form one good character and conform to the morals of society cannot be done in an instant. All require a process that begins from shaping students through mutual and caring between one student and another so that a complementary social life bond is formed. Student development since elementary school also trains students to begin judging what is good and what is bad, what to do and what not to do and what action they will have to take if they encounter one problem in their adult and wise lives.

This character education development can also be the basis for students to face their future in today's globalisation era, where all information can easily be obtained and freely and freely access and unfortunately teachers, school parties, even parents cannot always be constantly present at student growth, therefore, A strong basic character recognition in a child can train a student to control himself based on the education of a character already embedded in him. As for the operational purpose of character education in schools presented by Wiyani (2013) as follows:

1.   Character education facilitates certain reinforcement and development, resulting in student behavior both while at school and after graduation. School education is not dogmatisation of value, but a process that brings students to understand and reflect the importance of realizing good values in day-to-day behavior. Based on the results of the character education carried out in schools, the school graduates will have a number of typical behaviors as the school referes to.

2.   Correcting students' behaviors that are not consistent with the values developed by the school. This goal has the goal of correcting students' negative behavior into positive behavior. This conduct was defined as a pedagogical process not as an impelling force or conditioning.

3.   Building connections that harmony with family and society in acting out character responsibilities together. This purpose is meaningful that character in school must be connected to the family's central pattern of parenting. If school education is based solely on the interaction of students with teachers in the classroom and school, but it is not coupled with the same character that prevails among families and communities, it will be difficult to achieve the character creation one would expect.

School is not only a vehicle for learning but also a secondary social environment after the neighborhood around the child's home. At school students learn to socialize with their surroundings before they encounter a broader community environment. For that, character building in elementary school became very important.

Sociology of Character
The concept of character according to the depdiknas language center is "congenital, heart, soul, personality, character, character, character, character." Character is comprised of personality, behavior, character, character, and character." Tadkiroatun musfiroh (study on how education affects character) defines character as a collection of attitudes, behaviors, motivations, and talents (skills). Character is derived from the Greek term for "to mark" or "marks," and it focuses on how to apply the value of goodness in action or conduct, such that dishonesty, cruelty, greed, and other undesirable actions are referred to as ugly characters. On the other

hand, a person who acts in accordance with societal values is said to have a decent character.

The role of sociology in the development of the educational world's character is required in the previous curriculum; teachers are required to incorporate character education into the learning process, and character education must be included in the syllabus and learning plan; however, in the new curriculum, that sort of thing with character education already enters the core competition in every eye of learning, which is to memorize and practice religious teachings.

The Importance of Character Education in Elementary School

Many theories from elementary school experts explain that the development of primary school age students exists at a concrete operating stage in which students begin to view the world objectively, so that views begin to shift from one aspect to the other in unison. The elementary school age also began to think operationally and used this way of thinking to classify everything around him. This stage of development makes it possible for elementary school teachers to begin giving the science and education that are expected to be able to mold students' personalities and characteristics according to the desired goals. Teachers' efforts in printing superior, characterless students should be increased at this stage especially for elementary school teachers. Each party that contributes in building student character is expected not to misunderstand with the intent of character education in the school. Character education is not just a matter of a single field of study or teaching materials that students must master there is the most important thing than that, how to insert good character education in each subject so that the education of character in the school so that the government will include character education in the 2013 curriculum, current education curriculum in Indonesia. In the 2013 curriculum the government has already begun incorporating character education as one of the indicators of attainment in the learning process. The indicator can be seen from the purpose of curriculum 2013 itself to develop an attitude that includes a person of faith, nobility, confidence, and responsibility for effectively interacting with the social, the natural world, and the world and its civilization. For the expected achievement of skills on students through the 2013 curriculum is becoming capable of both thought and action productive and creative in concrete and abstract spheres. The knowledge that the student hopes to achieve is that the student will not only be the one to master science, technology, art, culture and humanitarian, national, state, and civilization but also have a strong character within him as the government aims. The teacher's role as a curriculum and learning mediator becomes the major key to good character building success for students. Through learning taught in schools, teachers can slowly train students to manage attitudes, morals, and faith that are compatible with diversity the culture and religion that each student believes in.

Given the importance of implanting character primarily to age as if a teacher's base should also be objective in dealing with the social problems that occur in the school environment, it is expected that students will be able to imitate the teacher's example as someone worthy to be encouraged and imitated, so that in this case the character in the student begins to be gradually shaped. When a good character builds up in a student through the teacher's attitude, then the student's self-control toward making decisions about something right and wrong can be sure to develop and sink in. It will provide life support for students to cope with more difficult social

problems at higher educations and will, of course, coupled with the development of the adult students. Character education that students get from a primary school age may be a criterion for considering and deciding attitudes to take in dealing with factors that could lead to school-age delinquency both in school and outside the school environment.

Conclusion

Based on the foregoing, education can be concluded by an adult in his association with his children to guide his physical and spiritual development into adulthood, to be useful to himself and his community. The goal of enhancing character education at a primary school age is to establish children's character from the earliest possible line of government to realize the national development vision, which is to establish a society of noble, moral, ethical, ethical, cultural, and civilized people based on pancasila philosophy. It is an effort at the same time to promote the ideals mandated in pancasila and the opening of the 1945 bill. To form a character in a child it takes a process, not in an instant way. That process is, with the introduction to the environment, the learning materials, the curriculum and through the teacher's attitude as one who is exemplified by a child, so that the child can instill good values that can someday grow solid into a strong character in a school-age child.

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