GROWTH AND DEVELOPMENT OF STUDENTS SOCIAL STUDENT'S DEVELOPMENT ON SOCIAL ASPECT

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Abstract

This research was created to determine the social growth and development of students. Research II uses qualitative methods by means of library studies based on references and interview results. The subjects of this research are children who are starting to be able to socialize. The special technique that can be carried out in this research is using field/environmental analysis that can be observed. Based on the results of the research it can be The conclusion is that social development in children can be carried out by several factors and the environment that can influence the child's social development. When humans were born, humans did not yet have a social nature. This means that humans do not yet have the ability to interact with other people. Children's social abilities are obtained from various opportunities and experiences in interacting with people in their environment. Social development during adolescence develops the ability to understand other people as unique individuals, including personal traits, interests, values, or feelings, thus encouraging teenagers to socialize more closely with peers or the environment through friendship or romance. At this time the development of attitudes tends to give up or to follow the opinions, opinions, values, habits, interests, desires of others. There is an adolescent social environment (peers) that displays an attitude and behavior that can be justified, for example: pious, noble character, and others. Teens are expected to have appropriate social adjustment in terms of the ability to react appropriately to social reality, situations and relationships both within the family, school and community.

Keywords : Child development, peers, social development

Introduction

Students are members of society who seek to develop their potential through the learning process available at certain pathways, levels and types of education. Students are social creatures. As a social creature, he needs other people to be able to grow and develop into a complete human being. During its development, students' opinions and attitudes can change due to interactions and mutual influence between fellow students and the socialization process. By studying the development of social relations, it is hoped that we can understand the meaning and process of student socialization. Adulthood is a period of calm after experiencing various aspects of developmental turmoil during adolescence. Even though the aspects studied are the same, the content of the discussion is different, because adulthood is a period of maturation of abilities and characteristics that have been achieved during adolescence. Therefore, the social development of adults will not be much different in relation to the social development of adolescents. A child, especially a young child, is essentially a unique individual. Where during this period a child experiences rapid development in every aspect of his development. Not only physical development but also social and emotional development. Social emotional development itself is basically two different things but cannot be separated. From here we know that when we discuss emotional development it will intersect with aspects of social development in children. The highlight is that social behavior has a very close relationship with emotional behavior in children, even though each individual has different patterns. The social development of students aims to develop students' abilities to understand the nature of growth and development of students starting from an early

age, elementary school, middle school and adulthood. Understand aspects of growth and development based on stages of development (child, adolescent and adult). Understand the tasks of human development and their implications in the implementation of education from children, adolescents and adults, and be able to identify problems that may occur at each stage of development and their implications in the educational process. As well as being able to develop learning programs/activities as a solution in overcoming problems in every human development task (children, adolescents and adults).

Research Methodology

In writing this research, using a qualitative descriptive method aims to describe the results of this research so that they are in accordance with what is being carried out in the environment or in the field according to the research, by means of literature study. Based on references and results of previous research regarding the social growth and development of students. This research uses observations through the surrounding environment that is close to the children. So it makes it easier to carry out research if it is carried out directly in a field such as the community environment, and with this qualitative method researchers can focus on in-depth observations so as to produce a more comprehensive study or phenomenon. There are several types of qualitative research methods, namely documentation, natural observation, centralized interviews, historical studies and phenomenology.

Result & Discussion

Understanding Social Development

Social relationships are relationships between people who need each other. Social relationships start from a simple level based on simple needs. As people grow older, human needs become complex and thus the level of social relationships also develops to become very complex. At the level of adolescent development, a teenager not only needs other people to fulfill his personal needs, but it means to conclude that the meaning of social development is the development of the level of human relations in connection with the increasing needs of human life. Syamsu Yusuf in Hamdani (2007) states that social development is the achievement of maturity in social relations. Social development can also be interpreted as a process of learning to adapt to group norms, morals and traditions, merging oneself into one unit and communicating with each other and working together. When humans were born, humans did not yet have a social nature. This means that humans do not yet have the ability to interact with other people. Children's social abilities are obtained from various opportunities and experiences in interacting with people in their environment. The need to interact with other people has been felt since the age of six months. At that time, they were able to get to know other humans, especially their mothers and family members. Children begin to be able to differentiate the meaning of a smile and other social behavior, such as anger (dislikes hearing loud noises) and affection. Sunarto and Hartono (1999) state that: Social relationships (socialization) are relationships between people who need each other. Social relationships start from a simple and limited level, based on simple needs. As people grow older and older, human needs become complex and thus the level of social relations also becomes very complex.

Characteristics of Social Development of Children, Adolescents and Adults

At this age, children begin to have the ability to adapt themselves (egocentric) to a cooperative (working together) or sociocentric (willing to pay attention to the interests of other people) attitude. Thanks to social development, children can adapt themselves to their peer group and to the surrounding community. In the learning process at school, this social development maturity can be utilized or interpreted by giving group assignments, both those that require physical energy and tasks that require the mind. This is done so that students learn about attitudes and habits in working together, respecting each other and being responsible. During adolescence, social cognition develops, namely the ability to understand other people. Adolescents understand other people as unique individuals, both regarding their personal characteristics, interests, values and feelings. During this period, an attitude of conformity also develops, namely the tendency to give in or follow the opinions, opinions, values, habits, hobbies or desires of other people (peers). If the peer group they join displays attitudes and behavior that are morally and religiously responsible, then it is likely that the teenager will display a good personality. On the other hand, if the group displays attitudes and behavior that insult moral values, it is very possible that teenagers will behave like their group. During adulthood, the social and personal world of individuals becomes broader and more complex than in previous times. In adulthood, individuals enter broader life roles. The social patterns and behavior of adults differ in several ways from those of younger people. These differences are not caused by physical and cognitive changes associated with aging, but rather are caused by events life linked to family and work.

Factors Influencing Social Development

Human social development is influenced by several factors, namely family, child maturity, family socio-economic status, level of education, and mental abilities, especially emotions and intelligence.

Family

The family is the first environment that influences various aspects of a child's development, including social development. The conditions and procedures of family life are a conducive environment for children's socialization. Within the family, family life norms apply, and thus basically the family manipulates the child's life behavior. The educational process aimed at developing a child's personality is determined more by the family.

Maturity

To be able to socialize well requires physical and psychological maturity so that you are able to consider social processes, give and receive advice from others, require intellectual and emotional maturity, besides that maturity in language is also very important. Thus, to be able to socialize well requires physical maturity so that each person is physically able to carry out their functions well.

Socioeconomic Status

Social life is greatly influenced by the socio-economic conditions of families in society. Children's behavior will pay a lot of attention to the normative conditions that have been instilled by their families. Social life is greatly influenced by the conditions or status of the family's social life in society. Society will view children, not as independent children, but will be viewed in their complete context within the child's family.

Education

Education is a process of directed socialization of children. The essence of education as a process of operating normative knowledge, gives children the color of their social life in society and their lives in the future. Education in a broad sense must mean that children's development is influenced by family life, society and institutions. Instilling correct behavioral norms is deliberately given to students studying in educational institutions (schools).

Mental Capacity: Emotions and Intelligence

The ability to think can influence many things, such as the ability to learn, solve problems, and speak. Emotional development has a big influence on children's social development. Children who have high intellectual abilities will have good language skills. Therefore, if the development of all three is balanced, it will greatly determine the success of the child's social development.

The Influence of Social Development on Behavior

In children's social development, they can think about themselves and others. This thinking is manifested in self-reflection which often leads to self-assessment and criticism of the results of his interactions with other people. The results of his thoughts will not be known by other people, and some people often hide them or keep them a secret. Children's minds are often influenced by ideas from theories which cause a critical attitude towards situations and other people, including their parents. Children's abstraction abilities often give rise to the ability to blame reality and events on how things should be according to their minds. Apart from that, egocentric influences are often seen, including: good ideals and idealism, too much emphasis on one's own thoughts, without thinking about further consequences and without taking into account practical difficulties that might cause failure to resolve problems. This social development has a big impact on behavior, especially for a child who is still starting to learn about social interactions. There are many things that influence a child's growth and development and can influence his own behavior, such as starting to understand what other people are doing and the child is starting to learn. follow him.

Implications of Social Development for the Implementation of Education

Adolescents who are in the period of searching and wanting to determine their identity have an attitude that overestimates themselves or vice versa. They do not really understand the social norms that apply in social life. Both can give rise to less harmonious social relations because they find it difficult to accept norms according to conditions in the group or society. A defiant attitude and an awkward attitude in social situations will be detrimental to both parties. Therefore, efforts are needed to develop teenagers' social relationships starting from the family, school and community environments.

Family environment

Parents should recognize teenagers' maturity by providing guided freedom to make their own decisions and responsibilities. A family life climate that provides maximum opportunities for children's growth and development will be able to help children have the psychological freedom to express their feelings. In this way, teenagers will feel that they are valued, accepted, loved and respected as human beings by their parents and other family members. In the context of parental guidance for adolescents, Hoffman (1989) suggests three types of parenting patterns, namely as follows: (1) Induction parenting is a parenting pattern applied by parents in educating their children by always providing reasonable explanations for every decision and treatment taken by their children (2) Power assertion parenting is a parenting pattern applied by parents in educating their children by always forcing their will to be obeyed by the child even though the child cannot accept it (3) Love withdrawal parenting is a parenting pattern applied by parents in educating their children by temporarily withdrawing their love when the child does not do what the parents want. However, if the child is willing to do what his parents want then his love will be returned to normal. In the context of adolescent personality development, including the development of social relationships, the parenting pattern suggested by Hoffman (1989) to be implemented is the love-building (induction) parenting pattern. This means that every decision taken by parents regarding their teenage children or every treatment given by parents to their teenage children must always be accompanied by a rational explanation or reason. In this way, teenagers will be able to develop their thinking to then make a decision whether or not to follow their parents' decisions or treatment.

School environment

In developing teenagers' social relations, teachers must also be able to develop a democratic educational process. Teachers must make efforts so that the lessons given are always sufficiently interesting to children, because it is not uncommon for children to think that the lessons given to them by teachers are not useful. The teacher's job is not only to teach but also to educate. This means that apart from delivering lessons as an effort to transfer knowledge to students, it must also develop students to become responsible adults. In this way, the development of teenagers' social relations will be able to develop optimally.

Community Environment

Efforts to develop adolescent social relations starting from the community environment include: (1) The creation of adolescent social groups needs to be developed to stimulate them towards useful behavior; (2) need to hold frequent work activitiesdevotional service, devotional work to be able to learn about teenagers socializing with each other and society.

View Islam on the Social Development of Students

Islam views children as a blessing from Allah (QS. 42:49) and a trust for their parents (QS. 16:74), even making children as jewelry (QS. 18:46), peace of mind (QS. 25:74), news joy or the door of hope (QS. 19:7), and a comforter that is pleasing to the eye (QS. 25:74). As an object of education, the phases of a child's development should be paid attention to by every educator. According to the Qur'an (QS. 30:30), every human being was created by Allah according to his nature. Literally, the word fitrah is a derivative form of the word fathara which is equivalent to the word khalaqa which means to create. So, the word fitrah literally means "creation or occurrence". Imam al-Ghazali, in his book Mizan al-'Amal, believes that the meaning of fitrah is the original human tendency towards monotheism. In other words, every human being was created by God equipped with an original inclination to acknowledge the existence of God. If we take this understanding, we can conclude that according to their basic nature, every human being tends to be a good person. However, Allah also says that He has inspired in everyone the tendency to be good/pious people and wicked/evil people (QS. 91:8). This means that every human being's original inclination is not only towards virtue but also towards evil. More than that, Allah has spread the straight path (virtue) and the wrong path (evil) to everyone (QS. 90:10). To choose one of these two paths, there is no other way except that Allah must give every human being the freedom to choose (freedom of choice). This freedom can only be realized if humans are also given free will to choose. This is where the principle of reward and punishment applies. Logically, if a human is permanently "destined" to be a bad person until the end of his life, why is he given punishment (hell)? If this punishment were also imposed on him, he would undoubtedly argue: "Why am I being punished for doing something evil when God has destined me to do that crime?" Likewise, if humans have been destined since death to be good people, for what reason will they be given a reward (heaven)? The logic that is easiest to understand is that God has given each person basic potential (original tendencies), namely the tendency to be a good person and to be a bad person. Allah has also explained the consequences of good and bad actions,

namely rewards and torment (punishment). Man's duty is to strive to do more good than evil because whoever does more good will be admitted to heaven. Whoever does otherwise will be put into hell (QS. 101:6-9). From this premise emerged the proverb that "life is a struggle". If the word fitrah is interpreted as synonymous with innate character or character, then the Qur'an confirms the theory of nativism. The view of the Qur'an is confirmed by another verse which suggests that hereditary factors also have a big influence on children's educational outcomes (QS. 19:28). In fact, it may be that what Schopenhauer means by the word native (lit.: original or innate) is heredity. Prophet Muhammad SAW. stated that "Every child is born in a state of nature. It was his parents who made him a Jew, Christian or Magian." If the word fitrah in this Hadith is interpreted as "clean" like new white paper, it means that Islam confirms John Lock's empiricist theory because parents are also the environment, more precisely the personal social environment. In commenting on this Hadith, Imam al-Ghazali stated that every human being was created by Allah equipped with two original tendencies, namely a tendency towards virtue and evil. It is the parents who make children tend to be more inclined towards one of them (good or bad). Even in another place, al-Ghazali gave a metaphor with date seeds and apples where he emphasized that date seeds (seeds) will only grow date palm trees. Likewise, an apple seed will only grow an apple tree if and only if both are nurtured. This metaphor more or less means that a good education will give birth to a good personality and vice versa. Another understanding is that every human being has the potential to become anything (become a good or bad person) depending on nurture. Meanwhile, the soil where apples and dates grow suggests that human growth (through education) is also determined by the environment. Thus, we can conclude that al-Ghazali also confirmed John Lock's theory of empiricism.

Conclusion

So, based on the description above regarding this research, the author can conclude that social development is the development of the level of human relations in connection with increasing human needs.Adolescents' attention begins to focus on relationships in society and they need an understanding of complex life norms. Many teenage interactions are manifested in the form of group life, especially peer groups. The development of adolescent children is influenced by several factors, namely: family conditions, child maturity, family socio-economic status, education, and mental capacity, especially intellect and emotion. Adolescents' social relationships, especially those related to the process of self-adjustment, influence behavior, such as loud adolescents, adolescents who isolate themselves, adolescents who are selfish, and so on. Human growth and development begins from conception, namely the meeting between the ovum and sperm, growth and development continues in the womb. then birth to old age and finally stops at death. From birth to old age, development is divided into four periods, namely the childhood period, the adolescent period, the adult period and the old age period, where each period does not stand alone separately but is interrelated.

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