Social system learning process: An insight in sociology

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Abstract---Sociology is not a field that deals with the obvious. Apart from this view, sociology in essence talks about society, sociology is talking about society, or as stated by sociology studying society, the symptoms of society. In an effort to understand this goal, sociology develops an approach using certain basic assumptions, and based on these basic assumptions, foundations are built on which the theoretical perspective structure is built. Social system is an insight (perspective) in sociology; or as the conceptual model most commonly recognized and used in sociology. An insight is a point of view, a special way of observing something and arranging it in such a way that it becomes meaningful and understandable to us. Learning process is a complicated and complex process. A new theory of the learning process is proposed, based on the assumption that learning resembles a search programme using the branch and bound algorithm. There are various aspects that are interrelated and affect the success or failure of learning activities. Many teachers have taught for years but the activities do not provide much positive aspects for their students' lives. On the other hand, there are teachers who are relatively new, but they have made concrete contributions for the students' progress and positive changes.

Introduction

Because the social system is an insight, as a conceptual model, we need to discuss the basic assumptions used to build this insight (Apostol, 2020). Conceptions of social systems can be traced basically to the opinion of prominent sociologists such as Auguste Comte, Herbert Spencer, Emile Durkheim to Talcott Parsons and have been widely used and used among anthropologists, as can be found in the works of Radeliff Brown and Bronislaw Malinowski.

Auguste Comte, in his formulation of sociology, states that sociology is the study of social statics (structure) and social dynamics (process / function). In discussing the structure of society, Comte accepts the premise that "society is like a living organism." But according to Margaret M. Poloma, Comte did not explain this premise.

Herber Spencer, an English sociologist from the mid-19th century who discussed the distinctive differences and similarities between biological and social systems. Spencer's discussion of society as a living organism can be summarized in the following points. 1) Society and living organisms alike undergo changes; 2) Due to the increase in size, the social body and the living body also experience mining; where the larger a social structure the more its parts are, as is the case with biological systems which are becoming increasingly complex (Ormerod, 2020). Small animals such as earthworms, have few distinguishable parts in comparison to more perfect creatures, such as humans; 3) Every part that grows in the body of a biological or social organism has a specific function and purpose; "They grow into different organs with different tasks." In humans, the liver has a different structure and function than the lungs. Likewise, the family as an institutional structure has different goals from the political or economic system; 4) Both in the organismal system and in the social system, changes in one part will result in changes in other parts and ultimately in the system as a whole (Suparman, 2021). Changes in the political system from a democratic government to a totalitarian government will affect the family, education, religion and so on. These parts are related to one another; 5) These parts, although related to each other, are a microstructure that can be studied separately. Thus the circulatory system or sewage system is the center of biological and medical specialists, just as the political or economic system is the object of study of political and economic experts (Baranowski, 2020).

Spencer carefully emphasized that what was presented was only a model or analogy which should not be taken for granted. Society is not exactly like living organisms, between the two there is an important difference. In the organism's system these parts are linked in an intimate relationship, whereas in a social system such a thing is not so clearly seen, with parts sometimes taking place separately.

Emile Durkheim, a French sociologist who was born in Epinal, sees modern society as a whole organism that has its own reality. The whole has a certain set of needs or functions that must be fulfilled by the parts that are its members so that in normal circumstances, it continues.

Whenever economic life experiences a violent fluctuation, this part will affect other parts of the system and finally the system as a whole. Durkheim's view of modern society shows that society is a system in which one part will affect other parts, and finally the social system as a whole. In order to understand what Durkheim explained, the following article is presented by Lucian W. Pye, on the function or role of social and political conditions in the economy, as an example. Pye said that: "when for the first time attention was focused on problems of economic development and the need to transform the self-sustaining economy, economic experts immediately pointed out how social and political conditions can play a decisive role in inhibiting or smoothing progress in per capita income (Boyce, 2021). Therefore, it is only natural that political development is seen as a condition that can accelerate economic growth."

The essence of the aforementioned statement basically lies in the existence of a linkage or reciprocal relationship between various components, namely economic, social and political. Therefore the statements of the aforementioned leading sociologists show that social life consists of parts (as a structure), in a unity which influence each other. Or to follow Berry, that according to the social system insight, social life is arranged in such a way that every aspect of social life is complex, although indirectly related to one another.

Due to the existence of relationships that influence each other, according to this model, the social system is deterministic. Changes in certain aspects or components will affect and be determined by other elements and thus each element is reflected by other elements. To justify the statement about the relationship or relationship between one element and another – including the relationship of mutual influence, here is Parker's description of the relationship between industry on the one hand and education on the other. Parker wrote the following: "The real and easily visible influence of the industrial sector on the education sector is the tendency to formulate and implement curricula and subject matter in schools and universities to suit the needs of the industrial sector."

Parker also stated that what is called the function of refraction (vocational bias) of education is intended so that educational goals can direct students to have preparation for work. Industrialists or entrepreneurs want an educational method that allows school or university graduates to become a ready-made workforce. It is further stated by Parker that the tendency of "employment" based on educational qualifications has made the education system "closer" to the structure of the job. People believe that education serves to prepare students for the "world of work," prompting them to think of school as a means of getting a better job. He also encourages schools to compile subject matter in a more interesting and directly related to daily life. It will also help solve problems that occur during the transition from school to "work."

Parker's description is an interesting example of two aspects of social life that influence each other so that we can link these two aspects systematically. According to the social system model, if we cannot systematically assemble the elements of the social system, we cannot describe the interplay of these elements. If we can systematically assemble and describe the interplay of interplay between the elements, then the possibility of making prediction will be made, and it is the possibility of making predictions, which, according to Berry, is the most important contribution of insight (model conceptual) the capital system.

Social Life: as a Social System

Social life takes place in a container called society. According to the conception of the social system, social life must be viewed as a system, namely a social system: a totality of parts or elements that are interconnected, influences, which are in a unity (Saltelli, et al., 2020). Of course the meaning of the parts or elements of social life, commonly called society. If social life or society must be seen as a social system, then social life or society can also be called a social system.

Social life is the life with humans, or the unity of humans who live together in association, so that social life is marked by (i) the existence of humans who live together, (ii) these humans hang out and live together for a long time. Because they hang out for a long time and live together, there will be adaptation and organization of behavior and the emergence of a feeling of being a unity, so that in social life it is also marked by (iii) an awareness that they are a unity, and eventually become (iv) a system of living together (social system).

Starting from the statement about the signs of social life, it is possible to accept the characteristics of a social system (social life or society). The characteristics of the social system, as follows: 1) Two or more people with each other; 2) In their actions they paraphrase how others act, and; 3) Sometimes they act together to pursue a common goal. In the social system there should at least be: 1) Two or more people; 2) There was an interaction between them; 3) Aim; 4) Has a symbol, structure and shared expectations that are guided.

The ideas formulated in the characteristics of the social system mentioned above, basically can be returned to the symptoms of social interaction. When one party acts, the other party will interact. If the party who acts is called the ego and the party who reacts is called the alter, then the reciprocal relationship between the ego and the alter is called social interaction, the main characteristics of social interaction are: a) The interacting parties are more than one person, b) The existence of communication between these parties using certain symbols, c) There is a time dimension that includes the past, present and future, d) The existence of certain goals.

The characteristics of social life that we discussed earlier basically show that in social life there are humans who live in social relationships, and humans who live in an association can be interpreted as the organization of interests, individual interests, the regulation of attitudes towards one another and the concentration of persons in a particular group to the common good.

The relationships that arise from living together can be seen as a system which can be called a social structure. The social structure of an association of human life includes various types of groups that occur from the crowd and also includes the institutions in which the crowd was part of it.

The main elements of social structure (social system) consist of groups and institutions. That institutions are a key aspect of social structure can be readily examined. Parsons argued that generalizing institutions or patterns are called social structures. All of them are normative patterns that limit appropriate, legitimate or expected social actions or relationships. Institutional patterns in this sense are part of the social structure, insofar as they are effectively institutionalized, action in social relations is not arbitrary, but is guided and channeled by the necessity of institutional patterns.

The concept of social structure used in sociology and anthropology refers to groups and institutions (institutional patterns), which can be explored as in the important work of British anthropology especially in the study of indigenous African nations, the community is seen as a system of institutions characteristic between the distinctive types of people in the community (Becker, 2020). Although this expression has several distinguishable meanings in anthropology, let us use here the "social structure" of the whole system of ongoing and important relationships that distinguish one community from another.

In studying primitive societies as social structures, anthropologists consider the types of roles with accompanying statuses, which tradition in the community acknowledges. There are fathers and children; perhaps it is important that the mother's brother has a special relationship with the son of the sister; perhaps priests and laity, chiefs and other people, buyers and sellers. These roles and status continue, while the special individuals who control them enter and leave. Community is considered as the composition of various direct and important roles and conventional relationships between them.

Social Group Concept

One form of social structure is a social group. A social group is a collection of humans (Kruis, et al., 2020), but not just any group. A collection of humans can be said to be a group if it meets certain conditions. These conditions are: a) Each member of the group must be aware that he is part of the group concerned; b) There are reciprocal factors between members of the group; c) There are factors that are shared by group members so that the relationship between them grows closer. These factors can be in the form of the same fate, the same interests, the same goals, the same political ideology and others. Of course, the factor of having a common enemy, for example, can also be a binding / unifying factor; d) Be structured, have rules and patterns of behavior.

There is an agreement between sociologists and anthropologists to state that with humans it gets its manifestation in groups, but this agreement does not cover group forms which are the embodiment of the life with humans (Firdaus et al., 2020). Social groups are the embodiment of life with humans. With their words, this coexistence with humans finds its manifestation in countless groups. Among

them the important ones are the family, organizations in various fields of life (economy, politics, arts, religion), and local communities (neighbors, villages, cities) (Lewis, 2020).

There are many social groups, for example the family group, the school group, the church group, as well as the local community (the community group), the city group, the village group (the rural group), the national group (the ethnic group), the international group (McClelland, 2020). On the other hand, sociologists have divided the world of life with humans into social phyla. There are five filar and sub-group types, namely: a) Primary group, b) Communities, c) Associations, d) Society, e) Ephemeral group. Many factors affect the social system learning process: an insight in sociology apart from those discussed in this article, including:: Attitudes: (Kholisoh & Ali, 2020); Behavior (Ridwan et al., 2020); Character Building(Sardjijo & Ali, 2017), (Ali & Sardjijo, 2017); Creativity: (Desfiandi et al., 2017), (Yacob et al., 2020), (Richardo et al., 2020), (Christina Catur Widayati et al., 2020), (Prayetno & Ali, 2020b), (C.C. Widayati et al., 2020); Cultural: (Purba et al., 2017), (Harini et al., 2020), (Elmi et al., 2016); Knowledge: (Desfiandi et al., 2017), (Prayetno & Ali, 2020a), (Mukhtar et al., 2016); Leadership: (Limakrisna et al., 2016), (Bastari et al., 2020), (Ali et al., 2016), (Elmi et al., 2016).

Conclusion

Learning as a process is strongly influenced by the teacher's role. It means that the teacher will determine whether the learning process carried out will bring maximum results as expected or not. In order to the learning process runs optimally, a strategy as general program (grand plans) must include goals, objectives, policies and resource allocation. This strategy can be implemented effectively if its management includes planning, organizing, implementing, and evaluating. Learning is a complex process and involves various interrelated aspects. Therefore, there must be active, innovative, creative, effective, and fun learning. To realize it, learning skills or teaching skills are needed. This strategy can be implemented effectively if its management includes planning, organizing, implementing, and evaluating.

Republic of Indonesia Government Regulation number 19 of 2005 concerning national education standards article 19 explains that the learning process in an education is carried out interactively, inspiratively, fun, challenging, motivating students to participate actively, as well as providing sufficient chance for initiative, creativity and independence in accordance with the students' talents, interests, physical and psychological development. Teaching skills are professional competencies that are quite complex, as an integration of various teacher competencies fully and comprehensively. As stated in Law no. 20 of 2003, learning is a process of students' interaction with educators and learning resources in a learning environment. The learning process can run optimally if a strategy which is as general program (grand plans) includes goals, objectives, policies and resource allocation. In order to implement the strategy effectively, there must be learning management which includes planning, organizing, implementing, and evaluating.

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