

Associative and Dissociative Social Interaction of Students of SMAN 1 Anjir Muara

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Abstract

The social interactions that occur at SMAN 1 Anjir Muara are divided into two, namely associative and dissociative interactions. Interactions that are associative generally occur because of the positive impact of teachers and students, for example when activities are carried out by the school, students participate in helping and participating in these activities. Dissociative interactions and interview guide. The research results are related to social interaction which is one of the processes in communicating and socializing between individuals and groups. The social interactions that occur at SMAN 1 Anjir Muara are divided into two, namely associative and dissociative interactions. Interactions that are associative generally occur because of the positive impact of teachers and students, for example when activities are carried out by the school, students participate in helping and participating in these activities. Dissociative interactions and interview guide. The research results are related to social interaction which is one of the processes in communicating and socializing between individuals and groups. The social interactions that occur at SMAN 1 Anjir Muara are divided into two, namely associative and dissociative interactions. Interactions that are associative generally occur because of the positive impact of teachers and students, for example when activities are carried out by the school, students participate in helping and participating in these activities. Dissociative interactions The social interactions that occur at SMAN 1 Anjir Muara are divided into two, namely associative and dissociative interactions. Interactions that are associative generally occur because of the positive impact of teachers and students, for example when activities are carried out by the school, students participate in helping and participating in these activities. Dissociative interactions is a process of resistance carried out by individuals and groups in the social process between them in society. Forms of dissociative processes are competition, competition, and conflict. Dissociative processes can be found in every society, although their form and direction are determined by the culture and social system of the society concerned.

Keywords: Education, Interacion, Social.

Abstrak

Interaksi sosial yang terjadi di SMAN 1 Anjir Muara terbagi menjadi dua, yaitu interaksi asosiatif dan disosiatif. Interaksi yang bersifat asosiatif umumnya terjadi karena adanya dampak positif guru dan siswa, misalnya ketika kegiatan dilakukan oleh sekolah, siswa ikut membantu dan berpartisipasi dalam kegiatan tersebut. Interaksi disosiatif dan panduan wawancara. Hasil penelitian berkaitan dengan interaksi sosial yang merupakan salah satu proses dalam berkomunikasi dan bersosialisasi antar individu dan kelompok. Interaksi sosial yang terjadi di SMAN 1 Anjir Muara terbagi menjadi dua, yaitu interaksi asosiatif dan disosiatif. Interaksi yang bersifat asosiatif umumnya terjadi karena adanya dampak positif guru dan siswa, misalnya ketika kegiatan dilakukan oleh sekolah, siswa ikut membantu dan berpartisipasi dalam kegiatan tersebut. Interaksi disosiatif dan panduan wawancara. Hasil penelitian berkaitan dengan interaksi sosial yang merupakan salah satu proses dalam berkomunikasi dan bersosialisasi antar individu dan kelompok. Interaksi sosial yang terjadi di SMAN 1 Anjir Muara terbagi menjadi dua, yaitu interaksi asosiatif dan disosiatif. Interaksi yang bersifat asosiatif umumnya terjadi karena adanya dampak positif guru dan siswa, misalnya ketika kegiatan dilakukan oleh sekolah, siswa ikut membantu dan berpartisipasi dalam kegiatan tersebut. Interaksi sosial yang terjadi di SMAN 1 Anjir Muara terbagi menjadi dua, yaitu interaksi asosiatif dan disosiatif. Interaksi yang bersifat asosiatif umumnya terjadi karena adanya dampak positif guru dan siswa, misalnya ketika kegiatan dilakukan oleh sekolah, siswa ikut membantu dan berpartisipasi dalam kegiatan tersebut. Interaksi sosial yang terjadi di SMAN 1 Anjir Muara terbagi menjadi dua, yaitu interaksi asosiatif dan disosiatif. Interaksi yang bersifat asosiatif umumnya terjadi karena adanya dampak positif guru dan siswa, misalnya ketika kegiatan dilakukan oleh sekolah, siswa ikut membantu dan berpartisipasi dalam kegiatan tersebut. Interaksi disosiatif adalah proses perlawanan yang dilakukan oleh individu dan kelompok dalam proses sosial di antara mereka dalam masyarakat. Bentuk proses disosiatif adalah persaingan, persaingan, dan konflik. Proses disosiatif dapat ditemukan di setiap masyarakat, meskipun bentuk dan arahnya ditentukan oleh budaya dan sistem sosial masyarakat yang bersangkutan.

Kata Kunci: Pendidikan, Interaksi, Sosial.

PRELIMINARY

Interaction of making physical contact with another person. Physical contact can occur from when talking, behaving, and acting with others. Interaction is described as something that happens by an individual when making contact with others. Interaction involves at least two individuals, because it requires the intermediary of others in doing so. When interacting, an individual can do it in the form of verbal as well as action. Verbal interaction can be in the form of communication when talking to others. The communication will generate opinions from two different directions or from individuals from one another. The result of the communication will produce a conversation conducted by two individuals.

An example of this verbal interaction is when an individual sympathizes with another person who is having difficulty and invites him or her to communicate. Communication carried out is included in verbal interaction. Interaction within the school environment creates two-way communication, making students more active and enthusiastic about listening to topics. Interaction is a social relationship between individuals so that affected individuals influence each other (Chaplin, 2011). SMAN 1 Anjir Muara has a diverse student body. This background, this study aims to describe student interactions that occur in the school environment.

METHOD

The research method used in this study is a descriptive method by analyzing and explaining the interaction of students at SMAN 1 Anjir Muara. The use of this descriptive method is so that researchers can describe and understand social situations holistically, deeply and can find how students interact. The descriptive research method according to Nana Sudjana and Ibrahim in (Margareta, 2013) is a research method that seeks to reveal the facts of an activity as it is. This descriptive research main purpose is to provide an overview using words, accompanied by a presentation of images and tables needed in order to provide information and outline stages to answer questions such as who, when, where, and how and why.

RESULTS AND DISCUSSION

Interaction is described as something that happens by an individual when making contact with others. Interaction involves at least two individuals, because it requires the intermediary of others in doing so. When interacting, an individual can do it in the form of verbal as well as action. Verbal interaction can be in the form of communication when talking to others. The communication will generate opinions from two different directions or from individuals from one another. The result of the communication will produce a conversation conducted by two individuals. An example of this verbal interaction is when an individual sympathizes with another person who is having difficulty and invites him or her to communicate. Communication carried out is included in verbal interaction.

Learning is considered good when the intensity of physical and mental activity is higher. Learning is not just talking about formal learning done in the classroom. Learning carried out in the classroom by teachers and students will hone the thinking skills of students on the way. Learning will always be related to thinking because every time we know something we will think about it in storing understanding of it. This understanding, is a learning process because when an individual understands something, the lesson has been indirectly done. In addition, learning and experience are also related to experience (Abbas et al. 2020, 2022; Mutiani 2019). Experience provides an inspiration from something that has been done by an individual. Actions and behaviors that have been done by an individual will create a memory in the mind called experience.

Learning often goes hand in hand with experience because in life, sometimes we certainly learn something from what has been done before. This usually happens because in general an individual will do good things that have been done before and make things that are not good as a learning in life. Therefore, basically an individual will always learn in life. Learning is also an effort to hone cognitive abilities, skills and other things in an individual.

Every individual must have talents and abilities in him. But sometimes talents and abilities are only hidden and not continued with learning. The potential that exists in each individual, will develop if he learns. The learning process will develop every potential carried out by a person. The effort made is a form of manifestation in improving oneself so that an individual will become a better person and have good skills.

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SMAN 1 Anjir Muara has adequate facilities, even though it is located in a fairly remote area. Students in this school generally come from the local area in the environment around the school. This happens because road access is far enough from urban areas so that there are only a small number of students who come from outside the local area. Students in this school, in addition to getting academic lessons, they are also equipped with other activities such as extracurricular activities and religious activities such as congregational prayers and learning to read the Quran every day after class hours have been completed.

The school is realized by having activities before and after class hours. Habituation activities before the lesson begin with reading greetings, reading prayers, and reading the holy verses of the Quran. Activities after class hours are carried out with congregational dhuhur prayer activities and recitation with the teacher after class hours end. Meanwhile, in the case of interactions carried out in the form of actions can be in the form of empathy carried out towards others. For example, when there is someone who has difficulties in material form, there is another individual who helps to overcome the problem. Financial assistance carried out by the individual in empathizing with others who experience difficulties includes the interaction carried out with actions.

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Picture 1. High School 1 Anjir Muara



Source: Researcher Documentation October 18, 2022

SMAN 1 Anjir Muara is located in Anjir Muara Village, Anjir District, Barito Kuala Regency. The location of SMAN 1 Anjir Muara is quite supportive of the teaching and learning process because it is located in an area that has a conducive environment. Barito Kuala Regency, is one of the districts in South Kalimantan province. Barito Kuala has an area that is mostly peat and swampy soil and there are rivers in the area. This district holds a lot of natural beauty and has a vast expanse of rice fields as long as the eye can see. For the most part, local people take advantage of the potential of the area and cultivate peatlands and swamps into rice fields as a source of livelihood for local people.

1. Associative Interactions

Pahrudin (2020) states associative interaction is an interaction relationship that results in unity and a type of social interaction that leads to cooperation among individuals or groups. In the aspect of cooperation in associative interaction contains elements of help and mutual assistance in everyday life. The aspect of cooperation in associative interaction contains elements of help and mutual assistance in everyday life. Cooperation carried out can be in the form of helping each other to produce something desired by all parties involved. For example, in a school environment, cooperation needs to be carried out by all parties in fulfilling the vision and mission as well as learning objectives.

Adaptations in associative interactions are made by an individual when in a new environment. When an individual is in a new environment, he must make adjustments to the existing circumstances in that environment. This is so that he can be accepted by other individuals who are in the new environment. Assimilation in associative interaction can be in the form of merging cultures to produce a new culture, for example when an individual meets other individuals who are in tribes and cultures and makes social contact will inevitably form a culture of fusion of the two cultures. Meanwhile, acculturation in associative interactions is described as almost the same as assimilation but still in the combination of cultures without eliminating the original culture of each individual.

2. Dissociative interactions

Nuraedah (2022) stated that dissociative interactions emphasize more on competition or resistance. Competition in dissociative interactions occurs in everyday life both in the form of competition and other things. Dissociative interactions are interactions that produce conflict or forms of conflict such as competition, contravention, and opposition. Competition in dissociative interactions occurs in everyday life both in the form of competition and other things. Competition is a good thing if done well and without negativity. But at this time, competition is often the thing that causes problems in society. These problems will be things that cause conflicts that will have a negative impact on life. The school environment is one of the environments that often occurs competition in everyday life.

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Competition in the school environment can occur between learners. For example, in terms of learning, they will compete to get the best results from the effort made. But sometimes the effort made is wrong to apply because it can harm others and

cause problems in life. This problem will certainly affect relationships with peers and with the teacher council at school.

Contravention in dissociative interactions occurs because there are parties who disagree or oppose a decision that has been determined. For example, in a deliberation conducted by a community group, there are parties who support or agree, but there are also parties who disagree or oppose the decision that has been determined. This disagreement will cause a problem if it is not quickly resolved by good deliberation carried out by all parties concerned, so that it will produce consensus.

Taufiq Rohman (2006) states that contravention in dissociative interactions occurs because there are parties who disagree or oppose a decision that has been determined. For example, in a deliberation conducted by a community group, there are parties who support or agree, but there are also parties who disagree or oppose the decision that has been determined. This disagreement will cause a problem if it is not quickly resolved by good deliberation carried out by all parties concerned, so that it will produce consensus.

Taufiq Rohman (2006) explained that dissociative interactions are divided into three, namely competition, contravention, and opposition. Competition is a social process by which individuals or groups of people attempt to outdo others without resorting to threats or violence. Contravention is a conflict or a difference in attitude, it can be a debate on an issue that has two different sides that can trigger conflict. Conflict is a social process between two or more people, in which one party tries to get rid of the other.

Interactions that will be useful to build character and discipline of students every day, both when in the school environment and outside the school environment. It is this interaction between teachers and students that will later have a very important influence on students' lives. Interaction is also a basis of social processes that occur because of dynamic social relationships that include relationships between individuals, individuals with groups, and groups with groups. This interaction occurs repeatedly over a relatively long period of time and the actors are relatively the same, then this interaction will have clear goals, clear and useful needs, conformity with applicable rules.

CONCLUSION.

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