

Dynamics of Teacher–Child Interactions in Early Childhood Education: A Sociological Paradigm Review

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Abstract

The interaction between teachers and students is a crucial element of the learning process in Early Childhood Education (ECE). This study aims to analyze the dynamics of teacher-student interactions at PAUD Terpadu Amanah through a sociological lens, specifically focusing on the social relationships formed during learning activities. Employing a qualitative approach with a descriptive case study design, data were collected through direct observations, in-depth interviews, and documentation. The research was conducted in a class B2 setting involving 29 students and their teacher. The findings indicate that social interaction between teachers and students is highly effective, characterized by warm communication, two-way and multi-directional communication patterns, and active student engagement in learning activities. Teachers act as facilitators, guides, and positive role models who create a secure and comfortable environment. Furthermore, several factors support this positive social interaction, including adequate and complete classroom facilities, enjoyable and play-based teaching methods, and the teachers' friendly, patient, and attentive demeanor. From a sociological perspective, particularly symbolic interactionism, these interactions serve as the primary means for children to construct meaning, learn social norms, and develop their self-identity. Ultimately, the study concludes that positive social interaction fosters a comfortable learning atmosphere that significantly supports children's socio-emotional development, character formation, and overall socialization process. Continuous efforts from educators and institutions are essential to maintain these quality interactions for optimal early childhood development.

Keywords: Social Interaction, Teacher, Child, ECE, Sociological Paradigm.

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INTRODUCTION

Early Childhood Education (ECE) is an educational level that plays a strategic role in laying the foundation for children's development in the social, emotional, linguistic, and cognitive domains. Hasyim (2023) asserts that ECE serves as an important foundation for shaping children's personalities and greatly determines the direction of their future development. Therefore, the quality of learning experiences in the early stages of life has a major influence on children's ability to respond to various life demands in the future.

At this stage, children acquire learning experiences through interaction with their surrounding environment, particularly through their relationships with teachers at school. The classroom functions not only as a place for carrying out learning activities but also as a social space where interaction, meaning-making, and the development of social understanding take place. In the context of ECE, social interaction becomes highly important because children are at the early stage of forming their character, emotions, language, and social skills. Through daily experiences at school, children begin to become acquainted with environments beyond their families and learn to adapt to social rules and communication patterns.

The relationship between teachers and students in ECE cannot be viewed merely as a formal relationship between educators and pupils. Teachers act as companions, guides, and figures who create a sense of security for children in the learning process. On the other hand, students are active subjects who respond, imitate behavior, and build interaction patterns with both teachers and peers. Therefore, the dynamics of interaction within the classroom become an important part that influences the learning process and the social development of young children.

Theoretically, classroom interaction can be understood through the paradigm of symbolic interactionism put forward by George Herbert Mead and Herbert Blumer. This paradigm views meaning as being formed through the process of social interaction and the use of symbols, such as language, expression, and everyday actions. In the context of early childhood education, this process enables children to understand the rules, values, and patterns of behavior that apply within their social environment. Teachers act as social agents who help children interpret their experiences and build understanding of their surroundings.

In line with this, Desrita (2025) desritadeshow that social interaction within educational environments plays an important role in shaping students' behavior and development. That study emphasizes that communication, teachers' approaches, and the use of social symbols at school are important components in shaping children's social identity. In addition, Amalia et al (2025) found that students who receive emotional support, positive habituation, and good interaction with teachers tend to have greater self-confidence and better social skills. These findings indicate that the quality of the teacher-student relationship affects not only learning success but also young children's emotional development. In line with this, Hajerah et al (2026), through an integrative thematic learning model with the HAJRAH syntax, affirm that teacher-student

interaction plays an important role in instilling the value of a culture of peace in early childhood in Makassar.

PAUD Terpadu Amanah was chosen as the research site because it has distinctive social characteristics within its learning process. This distinctiveness is reflected in the diversity of students' backgrounds, the communication patterns that develop in the classroom, and the interactional relationships built between teachers and children in their daily activities. This condition creates diverse social dynamics and provides room for a learning process oriented not only toward academic aspects but also toward the formation of meaning, behavior, and children's social habits. Thus, PAUD Terpadu Amanah is relevant to be studied in order to understand how social interaction occurs in the classroom from the perspective of educational sociology, particularly symbolic interactionism.

Based on the above description, this article aims to examine the dynamics of interaction in the classroom at PAUD Terpadu Amanah from the perspective of educational sociology, particularly the paradigm of symbolic interactionism. This study is expected to provide an understanding of the process by which social relationships between teachers and students are formed, how meaning is constructed in everyday interaction, and its influence on the social development of young children.

METHOD

This study employs a qualitative approach using a descriptive case study method. The qualitative approach was chosen because this study aims to gain an in-depth understanding of the social phenomenon occurring in the interaction between teachers and students within the ECE environment. The descriptive method is used to describe the dynamics of social relationships, communication patterns, and forms of interaction that occur during the learning process. Meanwhile, the case study design was chosen because it allows the researcher to examine the phenomenon of social interaction in depth within the real-life context of PAUD Terpadu Amanah.

The research was conducted at PAUD Terpadu Amanah during the odd semester of the 2025/2026 academic year. The research informant was a class B2 teacher, selected using a purposive sampling technique because of her direct involvement in the learning process and her important role in building social interaction with students. Meanwhile, the 29 students of class B2 served as the subjects of observation to directly examine the dynamics of social interaction occurring during learning activities.

Data collection techniques included observation, interviews, and documentation. Observations were conducted twice, each lasting approximately four hours. Through these observations, the researcher examined learning activities, communication patterns between teachers and students, students' responses to the teacher's instructions, and forms of social interaction occurring in the classroom.

Semi-structured interviews were conducted with the class B2 teacher using an interview guide prepared by the researcher. The interviews aimed to obtain more in-depth information regarding the patterns of teacher-student interaction, the strategies used to build communication in the classroom, the

factors supporting social interaction, and the teacher's various experiences in facilitating the learning process.

In addition, documentation was used as supporting data in the form of photographs of learning activities depicting the interaction process between teachers and students during the study. This documentation helped strengthen the results of the observations and interviews so that the data obtained were more complete and consistent with actual field conditions.

RESULTS

A brief profile of the research location shows that the study was conducted at PAUD Terpadu Amanah. This early childhood education institution is located within the Unhas Antang Housing Complex and serves as a learning space for young children with an active and child-friendly atmosphere. Based on the observations, the learning process was guided by a patient, communicative teacher who was able to create a comfortable classroom atmosphere, resulting in children who appeared enthusiastic about participating in learning activities.

The students who served as the research subjects numbered 29 children in class B2, with an average age of 6–7 years. The characteristics of the students in this class showed fairly good social skills, as reflected in active interaction among peers, the ability to cooperate and share, and courage in answering the teacher's questions. The children also appeared to have growing self-confidence developed through discussion activities, group play, and question-and-answer sessions in class. In addition, the students showed good responses to the teacher's instructions, were able to follow classroom rules reasonably well, and had close relationships with both their teacher and their peers.

DISCUSSION

Dynamics of Student Interaction in ECE

The dynamics of social interaction at school, viewed from a social systems perspective, involve various interrelated elements that interact with one another namely social and cultural processes, personality development processes, and their relationship with the educational process (Yasin et al., 2024). Social interaction within the school environment is an important aspect of early childhood education. In learning activities, teachers and students not only interact with one another, but students also engage in various learning and play activities among themselves. Such interactions can form social relationships that influence children's language, emotional, attitudinal, and behavioral development within the school environment.

Based on the observations conducted at TK Amanah, the dynamics of social interaction occurring in the classroom took place actively and positively. Teachers played an important role in creating good communication, making the children's learning atmosphere more comfortable and strengthening the social relationships built with students. In addition, students also demonstrated the ability to interact and cooperate with peers during the learning process.

From a social systems perspective, the school is viewed as a social environment consisting of relationships and roles among teachers and students, as well as the rules that govern the learning process.

According to research by Naila et al (2024) social interaction is a depiction of an individual's or a group's actions that elicit a reaction from others, whether individually or collectively. Every individual within the classroom mutually influences one another, thereby creating dynamic social relationships. Therefore, good interaction between teachers and students becomes one of the factors that can support the social and emotional development of young children.

Social Interaction between Teachers and Students in Learning

Based on the observations conducted at PAUD Terpadu Amanah, social interaction between teachers and students proceeded well and actively throughout the learning process. Teachers initiated communication warmly and gently, through greetings, simple questions, and attention to the children's condition. Teachers frequently asked how the children were feeling that day, what they had eaten for breakfast, and whether they felt happy or not. This interaction reflected close social contact between teachers and students. This is consistent with the research of Aprianti & Nurunnisa (2020), which states that warm, understanding, and engaging communication can increase children's involvement in early childhood learning. Good communication also makes children feel cared for, so that they feel more comfortable participating in classroom learning activities. This view is reinforced by Mead (1934) theory of symbolic interactionism, which states that children learn to understand their social environment through interaction, communication, and social symbols provided by others. During the learning process, the communication patterns observed were predominantly two-way and multi-directional. Teachers did not merely explain the material one-sidedly but also gave children direct opportunities to ask questions, respond, and express their opinions. Children were seen actively responding to the teacher's questions and interacting with their peers during group activities. Munisah (2022) states that two-way and multi-directional communication can encourage children's active involvement and create a more enjoyable learning atmosphere. Through such communication, children become braver in speaking and more capable of interacting with both teachers and peers.

The quality of the teacher's communication was also fairly good. The teacher used simple, clear language that was easy for young children to understand. In addition, the teacher displayed a patient, friendly, and attentive attitude toward the students. When a child appeared unfocused or experienced difficulty, the teacher provided gentle guidance without raising her voice. This approach created a comfortable learning atmosphere, making children feel safe and more confident in interacting. This is consistent with the view of Dwi (2026) who states that a teacher's friendly and open attitude toward children plays an important role in optimizing young children's social interaction within the school environment. A teacher's positive attitude also helps children adapt more easily to their learning environment.

From this, it can be concluded that social interaction between teachers and students at PAUD Terpadu Amanah has proceeded optimally. This is evident

from the warm communication, interactive communication patterns, and effective communication demonstrated by the teacher while delivering lessons. The interaction that occurs functions not only as a means of delivering material but also as an effort to build emotional closeness between teachers and children. A safe, comfortable, and enjoyable learning atmosphere can make children more active, confident, and gradually able to build their social skills. Therefore, positive social interaction between teachers and students must continue to be maintained, as it plays an important role in supporting the success of the learning process and the socio-emotional development of young children.

The Teacher's Role in Building Children's Social Relationships

Our observations at PAUD Terpadu Amanah show that teachers play an extremely significant role in building students' relationships within the school environment. Teachers perform many roles, not only delivering material in the classroom but also acting as facilitators, guides, and positive role models for their students. Teachers also help children understand classroom and school rules, respect and listen to others' opinions, and cooperate during group activities. According to Durkheim (1992), schools are social institutions that function to instill values, norms, discipline, and social order in children through the educational process. This is consistent with research stating that teachers act as the primary facilitators in creating a learning environment that supports positive social interaction through empathetic communication, involvement in play activities, and helping children resolve their social problems (Fikriyah et al., 2025).

Teachers use various learning strategies to build positive social relationships, including ice-breaking activities, singing, group play, using plasticine as a learning medium (a communication tool), and group discussions. Such strategies make the learning process more comfortable and enjoyable for children, preventing boredom during lessons. As stated by Angkur et al (2025) learning strategies involving games, singing, and group activities have been proven to enhance social interaction and the socio-emotional development of young children. This is in line with the interdisciplinary Joyful Eating program developed by Hajerah et al (2026) which shows that food creation and play-based activities in the classroom can increase young children's interest and active involvement in learning activities.

Teachers also provide praise and motivation after children complete their tasks well, behave properly and politely, and display other positive behaviors. Teachers therefore act not only as educators but also as motivators and role models in helping children develop emotional intelligence and positive social behavior (Faudillah et al., 2024).

Meanwhile, the emotional bond between teachers and students appears quite close. Students seem fairly open with their teacher, especially when sharing what happened at home or how they feel children readily show or express their emotions. This emotional closeness makes children feel more valued and cared for by their teacher, which can foster their self-confidence and social skills.

Student Participation and Social Responses

Based on the observations, the students in class B2 showed active participation throughout the learning activities. The children responded very quickly to the teacher's instructions, both verbally and through action. Nearly all the children were seen confidently answering questions, expressing their opinions in simple terms, and enthusiastically participating in classroom activities without shyness.

Social interaction among students also proceeded fairly well in class. The children were seen playing together, sharing their toys with friends, and cooperating during group activities. In some activities, minor misunderstandings occurred among peers, but these could still be resolved quickly and positively with the teacher's guidance. This situation indicates that the students are at a stage of learning to understand social relationships and manage their emotions.

The children's active participation in learning demonstrates that the classroom atmosphere is highly important in supporting socio-emotional development. A comfortable environment makes it easier for children to interact, communicate, and adapt to the social rules present at school. Ramadani & Hikmah (2024) state that, in addition to the influence of the classroom environment, play-based approaches can increase children's participation in enjoyable learning activities through music and movement which enhances children's concentration and enthusiasm for learning in PAUD.

From this, it can be observed that the level of student participation in class B2 is high, and students also demonstrate good socio-emotional development. Children's active engagement is evident both in their direct participation in learning and in their ability to interact and cooperate with their peers. Although minor conflicts still occur among them, these can be regarded as part of children's developmental process in understanding social relationships and managing their emotions. With the support of a conducive classroom environment and enjoyable learning approaches such as play and movement-based music, children's participation continues to increase. It is therefore important for teachers to keep creating an interactive and enjoyable learning atmosphere so that children's social and emotional development, as well as self-confidence, can continue to improve optimally.

Supporting Factors for Social Interaction in the Classroom

Based on observations at PAUD Terpadu Amanah class B2, several factors were found to support effective social interaction. These include complete classroom facilities such as tables, chairs, educational play equipment, a smart TV, air conditioning, and good lighting, all of which create a more comfortable and conducive learning atmosphere. Koentjaraningrat (2009) explains that a supportive social and cultural environment can help the process of socialization and the formation of individuals' social behavior. This is supported by Muthi'Nuryatmawati & Dimyati (2021) who state that adequate learning facilities and infrastructure can create a comfortable learning environment that supports young children's interaction and learning activities in the classroom. The availability of varied learning media is also an important contributing factor, as

demonstrated by Hajerah et al (2024), who showed that training in the production of loose-parts learning media can enhance literacy skills while also supporting young children's interactive learning. In addition, the development of up-to-date curriculum learning tools through focus group discussions (FGD), as carried out by Hajerah (2025), is also a relevant supporting factor in creating a more interactive learning process in ECE.

Furthermore, the teaching methods used are also an important factor in building interaction with students. Teachers apply approaches involving play, singing, focus-clapping, and group activities, all of which enhance student engagement in learning. Through these methods, students can concentrate better, avoid boredom, and enjoy the learning process more. This is supported by Ningsih & Mahyuddin (2021) who show that learning methods involving play and group activities can increase social interaction, participation, and enthusiasm among young children during learning activities. A patient, friendly, and fair attitude toward all students also supports the creation of positive social relationships in the classroom. The positive interactions carried out by teachers become social symbols that influence the formation of children's behavior and self-confidence in interacting with their social environment Blumer (1996) By paying attention to every child, students feel more accepted and valued.

The success of social interaction in class B2 at PAUD Terpadu Amanah cannot be separated from these interrelated supporting factors: competent learning facilities, engaging teaching methods, and a positive teacher attitude. With a supportive learning environment and an appropriate learning approach, children can become more active, confident, and able to build good social relationships with both teachers and peers. Therefore, these factors need to be continuously maintained and developed so that the learning process can run effectively and comprehensively support the social development of young children.

A Sociological Paradigm Perspective on the Teacher–Student Relationship

From a sociological perspective, the relationship between teachers and students at PAUD Terpadu Amanah reflects a dynamic process of social interaction occurring within the school environment. Teachers act as agents of socialization who help students learn values, norms, and social behavior through daily learning activities. Durkheim (1992) explains that education has a social function in forming order, discipline, and social values within community life.

Viewed from the paradigm of symbolic interactionism, the relationship between teachers and students is shaped through communication, language, expression, and meaningful social action. Teachers use simple approaches such as smiling, giving appreciation, focus-clapping, and gentle language to create positive emotional relationships with their students.

Through such interaction, children learn to understand how to communicate, respect others, and adapt to their social environment. This is consistent with the view of Wijaya & Nuraini (2024) who state that through social interaction, children learn to communicate, share, cooperate, and understand others' feelings. This interaction serves as the primary means of honing children's social skills from an early age. In addition, social interaction also serves as a

space for children to explore and discover their social identity within a broader social environment.

Furthermore, from a functionalist perspective, teachers hold an important function in maintaining social order within the classroom. Teachers help build discipline, cooperation, and mutual respect among students, thereby creating an orderly and enjoyable learning atmosphere. Social interaction also serves as a space for children to explore and discover their social identity within a wider social environment. Thus, the bonded social interaction between teachers and students at PAUD Terpadu Amanah plays an important role in supporting young children's social and emotional development.

CONCLUSION

Based on the results of the research conducted at PAUD Terpadu Amanah, it can be concluded that the dynamics of social interaction between teachers and students proceeded well, actively, and positively. This is reflected in warm communication, the use of two-way communication patterns, and students' active participation in learning activities. The teacher's role is crucial as a facilitator, guide, and role model in building social relationships and instilling values and norms in children. Interaction among students also showed good development, marked by the ability to cooperate, share, and communicate with peers. Although minor conflicts still occurred, these conditions are part of children's developmental process in learning to understand social relationships and regulate their emotions. In addition, supporting factors such as adequate facilities, enjoyable teaching methods, and a patient, friendly, and fair teacher attitude further strengthened the creation of positive social interaction in the classroom.

Viewed from a sociological perspective, particularly symbolic interactionism, the interaction occurring between teachers and students serves as the primary means of shaping meaning, behavior, and children's social skills through communication, symbols, and everyday actions. This interaction not only builds social relationships but also helps children in the process of socialization, the formation of self-identity, and adaptation to their social environment. Thus, positive social interaction within the ECE environment plays a highly important role, not only in supporting the success of the learning process but also in shaping children's overall social, emotional, and character development. Therefore, continuous efforts from teachers and educational institutions are needed to maintain and improve the quality of social interaction so that young children's development can proceed optimally.

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