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## Exploring Social Actions: A Study of Children's Social Actions and Children's Novels as Learning Tools

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### Abstract

The narrative of children's thoughts in children's novels plays an important role in shaping children's understanding of their social environment. Through social action narratives, children are actively involved in internalizing social norms and values, as well as current phenomena so that they can become a means of learning in the future. Based on this background, the focus of this research is the form of children's social action narratives in children's novels. This research uses an interpretative qualitative approach with a parallel reading approach. This method describes and interprets the narrative of children's social thinking in children's novels. Therefore, the data sources for this research are a novel entitled "Sekolah Alam, Seruuu!" by Safina Zahra Ayesha (12 years old), a community under Komunitas Kecil-Kecil Punya Karya (KKPK) published by PT Mizan Pustaka, Bandung, Indonesia and data on children's social phenomena in Indonesia. The results showed that the narrative of children's social action through the narrative of children's activities includes several aspects, namely (a) Behavior as the basis of children's social action narratives, (b) the environment as a supporter of children's social action narratives, (c) individuals as the main aspect of children's social action narratives. (e) the relationship with the learning aspect for children.

**Keywords:** Narrative, Social Action, Child Phenomenon, Children's Novel, Learning.

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## 1. Introduction

Literature is considered a representation of people's lives, which is often considered a social phenomenon. As a social phenomenon, literature is able to reflect life and social reality (Nurgiyantoro & Efendi, 2017). This describes literature as a social institution that uses language as a medium of communication. Language itself is the result of social interaction, and in literature, the discussion that is often raised is about the relationship of individuals with other individuals or with society as a whole. Wellek and Warren (in Pujianti, 2018) also reveal that literature is a social institution that uses language as its medium. Therefore, literature has the ability to reflect and express life in a society.

Literature and sociology have the same focus of study, namely humans and society. (Nurgiyantoro & Efendi, 2017) explains that sociology is a scientific and objective study of humans in a social context, including the study of institutions and social processes. From this similarity, an interdisciplinary field between literature and sociology emerged, known as literary sociology. Literary sociology is seen as a science that connects literature and society that are inseparable from each other. Ratna (in Pujianti, 2018) describes the sociology of literature into four aspects, namely: 1) Understanding literary works by considering their social context. 2) Understanding literary works as a whole along with the aspects contained in them. 3) Understanding literary works as well as their relationship with the society that is the background. 4) The dynamic relationship between literature and society. Thus, the main object of study of literary sociology is literature itself, in the form of literary works.

According to Weber (in Pujianti, 2018), social action is an action carried out by individuals that has subjective meaning or interpretation for themselves, and is directed at other individuals. Therefore, actions aimed at inanimate objects or physical objects without the involvement of other individuals cannot be considered as social actions. For example, throwing a stone into a river without the purpose of social interaction cannot be considered a social



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action. However, if throwing the stone aims to disturb other people who are fishing, then the action can be categorized as social action. Weber then formulated the concept of social action by using the concept of rationality as the basis of his analysis.

Social action theory based on the concept of rationality is the main foundation in this research. Weber (Ritzer, in Pujianti, 2018) argues that rationality is one of the factors underlying human action. This theory focuses on the motives and goals that underlie actions, both individuals and groups. Weber states that every individual or group has a different motive or purpose behind every action they take. This theory is useful for understanding various types of behavior, both by individuals and groups. By understanding the various behaviors of individuals or groups, we can appreciate and understand the reasons behind every action they take.

Education is a key foundation in the formation of thriving individuals and societies. In this context, the continued dynamism of learning methods is important to ensure meaningful and immersive learning experiences for learners, especially children. One approach that has attracted attention is the use of children's social action as a learning tool. This research aims to explore the concept in depth by utilizing insights gained from literature as well as social phenomena that occur in society.

Children are naturally involved in a variety of daily social actions, both in the school environment and in the community where they interact. These social actions are not only part of their interpersonal interactions, but also the medium through which they understand and interpret the social norms, values and structures around them. Children's social actions are a mirror of the social dynamics that occur in their environment.

On the other hand, literature offers an in-depth picture of human life, describing various events and social interactions that occur in various contexts. Literature has the power to record, reflect and analyze the social actions of humans, including children. Through



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literature, we can understand the dynamics of social relationships, conflicts, and values contained in human interactions.

By combining an understanding of children's social action and literary analysis, this study aims to reveal in depth how children's social action can be integrated into a meaningful learning context. This approach provides a solid theoretical foundation for understanding children's learning process through their social interactions, as well as identifying effective learning strategies in the context of literature and social phenomena.

Through this approach, it is hoped that this research can provide substantial new insights related to children's learning, not only as recipients of information but also as actors in the learning process. Moreover, this research is also expected to make a significant contribution to the development of learning methods that center on children's social experiences, and utilize literary contexts and social phenomena as valuable learning resources that are relevant to everyday life (Chalkiadaki, 2018).

Thus, through an in-depth analysis of children's social actions and literature, this research aims to open up a broader space for discussion on children's learning centered on their social experiences, as well as promote learning approaches oriented towards an in-depth understanding of the social and cultural contexts in which children grow and develop.

Children's social thinking is different from that of parents. This is because cognitive experience is different from capacity and experience. A child's thinking process in creating a literary work cannot be the same as a parent's thinking process, because the level of imagination and ways of relating to reality situations are always different (Masjid et al., 2023).

The child's mind has three aspects, namely perception, situation and action. The existence of perception is due to the process of the five senses in interpreting a particular event, the results of the perception are then connected through the circumstances or situations around it. Both processes produce concrete action (El-Nashar & Nayef, 2023; Masjid et al.,



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2023).

This can be seen from the emergence of various narratives of children's thoughts contained in children's literary works. Narratives of children's thoughts show that children can convey their thoughts which children sense through the child's cognitive level. Through three aspects (perception, situation, and action), researchers make it the focus of research.

Cognition (thought) is the main flow that connects human events both externally (outside) and internally (inside) themselves. Cognition is part of the cognitive elements in the brain or mind. Cognitive elements themselves consist of parts that are understood or known about the person himself, his behavior, and the conditions in the surrounding environment. Apart from that, cognition is a process that comes from the sense organs, in the form of storing, reducing, expressing, detailing and using every input sent to the five sense sources (Nasir & Hand, 2006; Nikolajeva, 2016).

This research will explore children's social behavior with a focus on their interactions, reactions to social situations, and understanding and interpretation of their social world. The main goal of the research is to understand children's social actions in depth, looking for patterns, motives, or changes in their social behavior. In addition, the research will explore the potential use of children's novels as learning tools, teaching children certain values, skills or concepts. The approach taken is through a process of research or careful examination of the phenomenon, focusing on children's social actions and the role of children's novels as learning tools.

## **2. Method**

This research is a type of qualitative research. Qualitative research aims to explain social phenomena through collecting data in as much detail as possible. Descriptive presentation to provide a clear picture of children's perceptions, situations and social actions in children's novels. This research uses a phenomenological approach. This approach is



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concerned with understanding how the characters' daily lives look like through the narratives contained in the novel. Phenomenology aims to interpret social perceptions, social situations and social actions, as well as revealing the meaning of experiential phenomena based on awareness that occur in several individuals (Lenchuk et al., 2023). Based on these types and approaches, this research is to describe the meaning in the conditions and situations of children's social development in society, as well as to describe, reconstruct and interpret children's social thoughts in children's literary works.

The data sources for this research are novels written by children. Namely the novel Sekolah Alam, Seruuu! (Safina Zahra Ayesha, 12 years old), a work published by PT Mizan and accommodated through Kecil-Kecil Punya Karya (KKPK). In addition to these data, this research uses various statistical data on the phenomenon of children's social actions.

This research uses descriptive analysis techniques. The descriptive analysis technique is useful for describing facts which are then followed by analysis. The data collected is in the form of quotations in the novel Sekolah Alam, Seruuu!, which represent social thoughts in novels by Generation Z children. characters or narrative exposure.

The collected data was then analyzed using qualitative descriptive techniques through data reduction, data categorization, data tabulation and data inference activities. Data reduction is used to select data that has been collected based on the research focus. Categorization is used to group data based on predetermined categories. Tabulation is used to summarize all data in tabular form. Inference is used to interpret and conclude research results according to the research problem.



### 3. Findings

#### a. Narrative of Children's Social Actions in Children's Novels

Children's social actions are a representation of their thoughts, feelings and understanding of the world around them. Children do not yet have mature communication skills like adults, so they tend to express themselves through actions and social interactions. For example, when playing, children often express their imagination and understanding of certain situations. They play roles based on characters they know or create stories based on their experiences. It is a way for them to express their feelings, desires and thoughts without using words.

Additionally, the way children interact with their friends, how they share toys, collaborate in play, or resolve conflict, can also reflect their understanding of social relationships and values such as cooperation, tolerance, and empathy. Children's social actions can also describe how they respond to the environment and experiences. They may imitate what they see from adults or peers, or they may adapt the information they gain into concrete actions. Overall, children's social actions are a window that provides insight into their internal world, understanding of social relationships, and the way they respond to the world around them.

The data below shows a description of children's social actions as seen in children's fiction narratives. The data is as follows;

“Teh, kita akan pindah ke Jakarta. Tete dan Dik Salma akan sekolah di sana. Nanti, kita mudik. Kalian akan mengikuti *sit-in* di Sekolah Alam Depok,” kata bunda suatu hari. (Ayesha, 2017: 13)



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"Teh, we are moving to Jakarta. Teteh and Dik Salma will go to school there. Later, we will go home. You will join a sit-in at Sekolah Alam Depok," said mom one day. (Ayesha, 2017: 13)

Based on data 1, in the context of children's social actions, this "sit-in" action may be a way for these children to express their views or opinions on certain issues that are relevant to education or the school environment. This may reflect how children also have social awareness and the ability to participate in forms of collective action to influence change in their environment.

In these data, children's social action narratives show that activities involve children in major changes in their lives, including moving to another city, changing schools, and participation in social activities such as sit-ins. This shows the important role of parents in shaping their children's values and social actions as well as how children respond to and participate in these changes.

Apart from this data, there is other data that describes the narrative of children's social actions. The data is as follows:

Aku mengangguk-angguk mengerti. Dalam hati, aku merasa penasaran. Seperti apa, ya, wujud asli sekolah alam itu?

Besoknya, kami sekeluarga mudik. Kami menginap di tempat salah seorang kerabat yang tinggal di daerah Cipayung, Depok. Keesokan paginya, sekitar pukul 7, aku dan Dik Salma diantar ayah dan bunda ke Sekolah Alam Depok untuk *sit-in*. (Ayesha, 2017: 14)

I nodded in understanding. In my heart, I was curious. What was the real nature school like?

The next day, our family went home. We stayed at the place of a relative who lived in the Cipayung area, Depok. The next morning, around 7 o'clock, Dik





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Salma and I were escorted by my father and mother to Sekolah Alam Depok for a sit-in. (Ayesha, 201: 14)

Based on this data, it is reflected how a child feels enthusiasm and curiosity about the social action they will take, namely taking part in a sit-in at the Depok Nature School. The child considered it an interesting and important experience because he was curious about the "true form" of the natural school. This indicates that the child has a curiosity about alternative educational environments that may be different from the conventional school experience he has had before.

A child nods in understanding when their parents tell them about plans to visit Depok Nature School. However, in their hearts, they felt curious about what school was like. This shows that this child is curious and may not yet fully understand or have experience of what they will experience at the school. The characters were taken by their father and mother to the Depok Nature School for sit-ins. This is a social action that shows that these children will participate in an activity at the school. Sit-ins are a form of protest that involves people sitting quietly to convey their message or demands. In this context, the purpose of the sit-in may be to get to know Sekolah Alam Depok better or to support a particular issue related to education.

In this data, narratives of children's social actions are shown, that children are involved in social activities related to education, as well as how they respond to these new experiences. This also reflects the role of parents in opening up opportunities for their children to understand the world around them and involving them in experiences that can shape their views and understanding of their environment.

Apart from this data, there is other data that shows the narrative of children's social actions. The data is as follows:

Setelah yakin kalau aku yang dipanggil, aku pun berjalan ke panggung.  
Aku mendapat medali yang terbuat dari tali dan poster mini yang



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dilaminating. Tentu saja, aku juga mendapat hadiah. Alhamdulillah, senangnya! (Ayesha, 2017: 32)

Once I was sure that I was the one called, I walked up to the stage. I got a medal made of string and a laminated mini poster. Of course, I also got a prize. Alhamdulillah, how exciting! (Ayesha, 2017: 32)

These data describe a person's experience in an activity or event, which may be a form of appreciation or recognition of the child's achievements or social participation. In the context of children's social action narratives, experiences such as these can have a positive impact on their development. They can learn about hard work, rewards, pride in accomplishments, and appreciation from others. This can also motivate them to participate more actively in various social activities in the future.

In this data, the narrative of children's social actions depicts important moments in the child's life where they received awards or prizes as a result of their social actions or achievements. This can affect the child's development of self-esteem and motivation to continue participating in social activities or other competitions.

Apart from this data, there is other data that shows the narrative of children's social actions. The data is as follows:

Dengan bersemangat, aku selalu berlatih bersama bunda. Terkadang, aku mengulang-ulang sendirian di dalam kamar. Aku ingin tampil bagus, lebih bagus daripada teman-teman, lebih bagus dari diriku sendiri setahun yang lalu. (Ayesha, 2017: 34)



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Eagerly, I always practiced with my mother. Sometimes, I repeated myself in my room. I wanted to look good, better than my friends, better than myself a year ago. (Ayesha, 2017: 34)

These data show the enthusiasm and motivation of a child in participating in a particular activity or skill. In the context of children's social action, enthusiasm and motivation like this are very important. They can build discipline, self-confidence, a sense of responsibility, and the ability to manage time and effort. All of these are important aspects of a child's development that contribute to their success and well-being in various areas of life.

In this data, the narrative of the child's social actions is described as how this child takes the initiative to actively prepare for an activity or competition. The drive to perform better and the motivation to surpass oneself are important factors in children's development and their personal achievements. Apart from that, parental support can also play a crucial role in shaping children's social actions in achieving their goals.

Apart from the data mentioned above, there is other data that shows the narrative of children's social actions. The data is as follows:

..... Bahkan ketika aku berusia 3 tahun dan belum bisa membaca, setiap malam, aku membawa setumpuk buku untuk dibacakan bunda. Tidak kurang dari dua puluh buku setiap malam yang aku bawa ke hadapan bunda dan ayah pada waktu menjelang tidur. (Ayesha, 2017: 50)

..... Even when I was 3 years old and couldn't read yet, every night, I would bring a stack of books for my mother to read to me. There were no less than twenty books every night that I brought to mom and dad at bedtime. (Ayesha, 2017: 50)



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This data illustrates how the child shows interest and social interaction with his parents from a very early age. In the context of children's social actions, experiences such as these can have a significant impact on their development. This creates the foundation for a love of learning, language skills, and strong relationships with parents. This also shows the importance of family support in helping children grow and develop.

The child figures in the data show a strong interest in reading, even from a very young age, namely when they were 3 years old. It reflects a desire and joy in exploring the world of books and words, which can be a positive social action for literacy development. The child routinely interacts with his mother (mother) through the act of bringing a number of books every night to read. This creates a bond between children and parents through beneficial activities. The large number of books (at least twenty books) that the child carries indicates a drive for learning and exploration of new knowledge. This can be considered a social action that facilitates the child's cognitive development.

In this data, the narrative of children's social actions is shown, that the act of reading books by parents (mother and father) is a form of positive social interaction that supports literacy development and emotional connections between parents and children. Overall, the data reflect how a child at a very young age can engage in social actions focused on learning, literacy development, and positive interactions with parents. This is a good example of how a child's social actions can influence their development.

#### **4. Discussion**

Children's social actions through narratives of children's work can include various aspects that describe children's interactions and participation in society. Children's social actions in their work narratives help them understand and develop important social and emotional skills in their social interactions. It can also be a useful tool for adults to support children in developing these skills and understanding how they interact with the world around



them. Through narratives of children's work, we can gain insight into the way children see themselves in a social context and how they contribute to their society.

**Table 1 Children's Social Actions**

<b>Children's Social Action</b>	<b>Aspects of Children's Social Action</b>
Aspect	Behavior as a Narrative Basis for Children's Social Action
Complexity	Environment as a Narrative Support for Children's Social Action
	Individuals as Main Aspects of Children's Social Action Narratives

**a. Behavior as a Narrative Basis for Children's Social Action**

The narrative of children's social thoughts is supported by behavior as the basis for the narrative of children's social actions. This is because children's behavior can be considered as the basis of the narrative of their social actions. Children's social thought narratives include the way they understand and interpret social situations, while behavior is the concrete expression of that understanding and interpretation.

Behavior is the basis of children's social actions. Behavior includes all actions, reactions, or responses shown by a child in various situations. This behavior can include various aspects, such as physical actions, emotions, communication and social interactions. Children's behavior can be influenced by various factors, including their social environment, personal experiences, values taught by family and society, as well as internal factors such as individual needs and drives.

Children's social actions are the result of children's behavior that occurs in the context of their social relationships and interactions. Children's social actions include all forms of children's interactions with other people, such as peers, family members, teachers and other adults. These social actions can include various activities, such as playing, talking, sharing, learning, and interacting with the surrounding environment. Children's behavior influences their social actions. For example, polite and cooperative behavior can



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result in positive social actions, while rude or aggressive behavior can result in negative social actions. In addition, children's social actions can also influence their future behavior, because they learn from their experiences and social interactions.

It is important to understand that children's social behavior and actions can develop over time, influenced by their experiences and environment. Therefore, it is important for adults, including parents and educators, to provide positive guidance and facilitate the development of healthy and adaptive social behavior and actions for children. Researchers in the realm of brain development have identified a close relationship between cognitive development and brain development and function. One of the figures known as the formulator of the theory of cognitive development is Jean Piaget. Within the framework of his cognitive concepts, Jean Piaget has made important contributions to our understanding of how humans, especially children, process information and understand the world around them.

Furthermore, the theory of cognitive development initiated by Jean Piaget has become the foundation for the constructivist approach in education. This concept not only influences thinking in the field of psychology, but also has a major impact on the development of educational science throughout the world. Constructivism theory emphasizes that individuals construct their own knowledge through experience, reflection, and interaction with the world around them, which in turn forms the basis of a student-centered educational approach, where education is not only about conveying information, but also about an active and centered learning process. on the learner himself. Therefore, Piaget's contribution in the development of cognitive development theory has provided an important foundation for the evolution of education, especially in terms of the constructivist approach which views students as individuals who are active in constructing their own understanding.



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Jean Piaget, a leading psychologist, has explored in depth the developmental stages of individuals and how changes in age have a significant impact on a person's learning capacity. The primary focus is on understanding structural growth that allows individuals to adapt to their ever-changing environment. Apart from that, his research also focuses on exploring individual intellectual development or cognitive processes. The belief is that an individual's intellectual structure develops as a result of ongoing interactions between the individual and the world around him.

Piaget saw individuals, especially children, as active actors in this process, not simply as passive recipients of information. They are actively involved in processing information, building their own understanding, and forming their cognitive framework through the experiences and interactions they experience. Therefore, Piaget's approach emphasizes the important role of experience in shaping individual development, underlining that interaction with the environment is key in shaping their intellectual structure. According to Piaget, a person's behavior is a reflection of their cognition, which refers to the individual's actions to recognize or reflect on the conditions that influence that behavior. Thus, it can be interpreted that individual development, especially children, involves a learning process that involves thinking on a very complex scale. This process can be considered as a mental event that leads to the formation of their attitudes and behavior in later life (Marinda, 2020).

Recognizing that the worldview of children at the concrete operational stage (ages 7-12 years) is different from that of adults, especially parents or more mature individuals, educators need to have a deep understanding of these dynamics. They need to have the ability to stimulate children to form appropriate concepts, especially in mathematics learning, where cognitive learning theory plays a big role in teaching. Given the strong influence of cognitive learning theory on mathematics learning practices in Indonesia,



educators need to understand that helping children form appropriate concepts in mathematics is not only about providing information but also about understanding and facilitating their understanding, introducing mathematical concepts in a way that is appropriate to the child's stage of cognitive development. With this understanding, educators can create more effective and meaningful learning experiences for children in Indonesia (Marinda, 2020; Pulimeno et al., 2020).

## b. Environment as a Narrative Support for Children's Social Action

Before discussing the Environment as a Narrative Support for Children's Social Action, it is necessary to mention the population of Indonesia.



**Chart 1:** Indonesia's Mid-Year Population (2015-2023)

Indonesia continues to record population growth every year. According to the latest Central Statistics Agency (BPS) data, the population in Indonesia has now reached 278.69 million people in mid-2023. This figure increased by 1.05% from the previous year. In mid-2022, the population in Indonesia was 275.77 million.

In terms of trends, Indonesia's population has continued to increase since mid-2015-





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2023. This is as shown in the graph above. Compared to seven years ago, Indonesia's population in mid-2023 increased by around 9.04%. In mid-2015, the country's population only reached 255.58 million people.

The data sources used by BPS are the results of the population census and population projections. For years when no population census was conducted, population data was obtained from population projections. In 2015-2019, the data used is Indonesia's population projection 2015-2045. Then in 2020, the data used is the data from the 2020 Population Census (SP2020). Then, in 2021-2022, the data used is the interim population projection 2020-2023. The 2020-2023 interim population projection uses basic population data resulting from age smoothing from population administration data and SP2020.

The above is related to one of the environmental factors affecting children's behavior in the context of narrative, because the population in Indonesia contains children. The narrative of children's social thoughts is supported by the environment as a support for the narrative of children's social actions. This is because the environment plays an important role in supporting the narrative of children's social actions. The environment, be it family, school, peers, or the community in which the child lives, provides the context and experiences that shape the way the child understands and responds to social situations.

The environment plays a very important role in supporting children's social actions. Environment includes the physical, social, and cultural context in which a child grows and develops. Children are exposed to a variety of social interactions with family, peers, teachers, and the surrounding community. These interactions shape the way children learn to communicate, cooperate, and interact with others. Therefore, a healthy and supportive social environment is very important for developing children's social abilities. Children often imitate behavior they see in their surrounding environment. Family, peers, and other adults can be role models that influence how children act and interact with others. The



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environment also teaches children about social values and norms. These values include ethics, morals and behavioral norms that regulate children's social actions. Children learn how to behave in accordance with the values and norms that exist in their environment.

The physical environment also plays a role in children's social actions. Children's access to resources such as education, recreation, and community facilities can influence how they participate in social action. The environment provides experiences that support children's cognitive and emotional development. Children learn from interactions with objects and people around them, which shapes their understanding of the world. The environment has a very important role in shaping children's social actions. A positive, supportive environment and rich in social experiences can provide a strong foundation for children's social development.

Hurlock (1978) in his research has underlined that social development is an integral ability inherent in individuals, which allows them to behave and behave in accordance with the social norms and guidelines that apply in the society in which they live. This means that social development is a significant achievement of maturity in the context of an individual's social relationships with the world around him.

As time goes by, individuals, especially children, have the opportunity to acquire and enrich their social skills through various experiences in interacting with the people around them. It should be noted that the urge to interact and engage in social environments has been present in humans from a very early age. Even at six months of age, as they become familiar with their physical environment, they begin to feel the urge to interact with other individuals around them.

There is a view in line with this expressed by Suparno, et al (2010) in their research. They explain that social behavior is behavioral actions that are visible and observable in an individual's daily life. This social behavior appears in various situations, both in



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interactions between individuals and in individuals' relationships with themselves. Therefore, understanding social development and social behavior is essential in understanding how individuals, especially children, grow and develop in an ever-changing society.

### **c. Individuals as Main Aspects of Children's Social Action Narratives**

Children's social thought narratives are supported by individuals as the main aspect of children's social action narratives. This is because individuals, both adults and peers, play a major role in shaping the narrative of children's social actions. Interactions with these individuals provide children with deep and varied experiences, which lay the foundation for the development of their understanding of social norms, emotions, and social interactions. Individuals are the main aspect in understanding children's social actions. Children's social actions are fundamentally influenced by the characteristics, development and identity of the individual. Each child has a unique personal development stage. This developmental stage affects their understanding, communication abilities, and social skills. Therefore, children's social actions are influenced by the individual's developmental stage.

Cognitive abilities, such as comprehension, reasoning, and problem solving, greatly influence how a child understands the world and the people around him. This influences their social actions, such as the way they think, speak and interact. Individuals have unique personalities and values that they bring from their family and cultural experiences. These personalities and values influence a child's social choices and behavior. A child's physical and mental health can influence their social actions. Children who feel healthy and comfortable are more likely to be active in social interactions. How a child interacts with their environment, including family, peers, and community, greatly influences their social actions. These interactions shape children's social skills and how they adapt to various social situations.



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Children's personal drives, desires and needs play an important role in their social actions. Children may perform certain social actions because they feel interested or feel the need to do so. When understanding the primary role of the individual in children's social actions, we can recognize that each child is a unique entity with its own characteristics. This encourages a more personalized approach to education and learning, where each individual's needs and stage of development are respected and supported.

**d. The phenomenon of children's social action in society**

Crimes involving child offenders are increasing day by day, triggering the National Law Development Agency (BPHN) to take action. BPHN will conduct legal coaching in schools by involving thousands of advocates and paralegals. According to a BPHN press release quoted by detikcom on Monday (20/3), cases of Children Against the Law (ABH) handled by BPHN of the Ministry of Law and Human Rights through Legal Aid Organizations (OBH) under the coordination of BPHN are very worrying.

**Table 2. Children's social action phenomena by case category**

No	Cases	Total
1	Theft	838 cases
2	Drugs	341 cases
3	Persecution	232 cases
4	Sharp weapons	153 cases
5	Sexual abuse/harassment	173 cases
6	Murder	48 cases
7	Rape	26 cases



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Based on data collected by OBHN during the 2020-2022 period, there were a total of 2,304 cases of crimes involving child offenders. This figure is divided into: Theft: 838 cases, Drugs: 341 cases, Persecution: 232 cases, Sharp weapons: 153 cases, Sexual abuse/harassment: 173 cases, Murder: 48 cases, Rape: 26 cases

With the number of crimes committed by child offenders on the rise, the National Law Development Agency (BPHN) is taking decisive action to address this issue. Through legal coaching programs in schools and collaboration with thousands of advocates and paralegals, BPHN is trying to overcome the challenges of dealing with Child in Conflict with the Law (ABH) cases. The data collected shows various types of crimes committed by child offenders during the period 2020-2022, which require serious attention and action. Others (including pornography, child protection, fraud, violent threats, extortion, traffic violations, vandalism, smuggling, embezzlement, etc.): 491 cases.

Data collected by the National Law Development Agency (BPHN) during the 2020-2022 period shows an increase in the number of crime cases involving juvenile offenders. The types of crimes include various things, ranging from theft, drugs, persecution, to rape and murder. BPHN responded to this by taking firm steps, such as through legal coaching programs in schools and cooperation with advocates and paralegals. The data collected shows that crimes committed by juvenile offenders require serious attention and comprehensive handling.

#### **e. Relationship to Aspects of Learning Forms for Children**

Based on data collected by the National Law Development Agency (BPHN), there are aspects of learning for children, namely through legal guidance programs in schools, children can learn about legal values, the consequences of criminal acts, and how to prevent involvement in crime. This kind of learning helps children understand the importance of following the rules and respecting the law in society. Learning about crimes involving child



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offenders can be an opportunity to open discussions about social issues, empathy and individual responsibility in society. Children can learn about the importance of supporting others, recognizing signs of trouble, and how to provide help to those in need.

By learning about handling cases of Children Against the Law (ABH), children can develop effective and non-violent conflict resolution skills. They learn about the importance of good communication, negotiation, and how to resolve disputes without breaking the law.

Collaboration with thousands of advocates and paralegals can also give children an insight into the legal profession. They can learn about the role of advocates in defending individual rights, the legal process, and the importance of access to justice for everyone in society. Responses to the problem of crimes involving juvenile offenders can also be integrated into learning for children, helping them understand legal values, social responsibility, as well as conflict solution skills needed in everyday life.

## **5. Conclusion**

The narratives of social actions performed by children are not just external behaviors, but are manifestations of the main essence of children's behavior in society. Through interactions with peers and adults, children hone their social skills, internalize prevailing social norms, and learn strategies for dealing with conflict. In addition, this process also allows them to form a social identity that is a reflection of their unique experiences and provides an opportunity to actively participate in the community they belong to. At a deeper level, the social actions they choose will form a solid foundation for children's social, moral and emotional development, so that they can grow into active, contributing and positive members of society. Through these forms of children's social actions and their phenomena, it can be a learning experience for children and parents.



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