

Social Behavior Towards Free Education Fees (Phenomenology Study of Social Behavior of Students in the Islamic School of Ma'arif Selorejo Blitar)

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Abstract: The purpose of the study is not only to describe and analyze students' social behavior for the cost of free education, but also to know the underlying factors of social behavior students in the Islamic School of Ma'arif Selorejo Blitar that is dissected by several theories social. The main theory is the social behavior theory (Behaviorism), and the supporting theories are social exchange theory and phenomenology theory. The type of research uses qualitative research. The findings of study cannot be achieved by using statistical procedures or quantification. The research approach is a phenomenological approach that seeks experience data in the lives of students by accompanying them. So, know what the students feel. The research is taken in Islamic School of Ma'arif Selorejo Blitar. It is located at Jalan Raya Selorejo-Blitar. As the main instrument is the researchers themselves and the subject of this research is 7 informants, interpret and interpret social behavior through analyzing, synthesizing, and making conclusions on the phenomena that appear. While the auxiliary instruments can help researchers for drawing some conclusions or making verification that is more valid and complete with respect in the phenomenon under study. Data collection on this study uses observation, interviews, and documentation. While the analysis data on the cost of free education at the Aliyah Ma'arif Selorejo Madrasah appropriate with Moleong such as; (1) unit processing, (2) categorization, and (3) data interpretation. The results of the study have met special standards in accordance with the characteristics of qualitative research, namely; credibility, transferability, dependability, and confirmation. The study results of 81 students are obtained from observations, interviews with 7 informants, recording, and recording. The secondary data has through written documentation that is relevant to the focus of research, such as receiving or not receiving, responding or not responding, valuing or not appreciating, responsible or irresponsible. The form of action are how to interact, obedience or violation, sympathy or antipathy, independence or dependence, associative or dissociative, and decision in the form of; continuing or stopping school, achieving or not achieving. Social behavior is motivated by internal factors, they are; intelligence, motivation, interests, and beliefs. Meanwhile, there are also external factors, namely: Knowledge, resources, important figures as references, and culture. The conclusion of the study in the social behavior of students participating on the free education program at Islamic School of Ma'arif Selorejo Blitar is unique and reflexive. It is unique because each student gives a different response from one another according to the motivation of students' needs and the psychology of satisfaction and reflex. The students' response is balanced with the stimulus that is accepted. The students' social behavior is caused by the dominance of internal factors and the other side is external factors.

Keywords: Social behavior, student, and Free education fees

Date of Submission: 20-03-2019

Date of acceptance: 06-04-2019

I. INTRODUCTION

Data East Java Provincial Education Office registered participants of National Examination (UN) 2016 junior high school students (593.218 students), High School (431.391 students). This shows still ada161.827 students who do not attend school from junior high to high school (27.3%). Students who continue with 70% to 30% of public schools and private inversely proportional to the number of private educational institutions, while 70% percent of public schools 30%, Differences interest in students to study at the country level is very prominent, due to the country level generally have facilities and staff are quite complete compared to private schools (Raho, 2014: 288) Students who smart-poor families prefer the country's famous school, students smart from poor families choose to seek scholarships to public schools, students are less intelligent than the family is able to choose the prestigious private school, and less intelligent students from poor families

were accommodated in private schools are not well-known or do not attend school. More detailed that students do not attend school to high school due to socio-economic strata of parents who are less able to finance, social and cultural environment, and information that education can be affordable by all levels of society.

On the other side of the understanding of what constitutes graduating junior high school, but it has yet to understand that the demand for human resources needs in terms of labor. Basically a public and private institution in a minimum of high school diploma is owned. This obstacle is for junior secondary level manpower, thus losing the opportunity to get a decent job. The addressing of these problems is the free madrasah and the educational expenses of school facilities.

Cost of free education according to Wikipedia is said to provide assistance to students in the form of scholarships or grants that cover all or almost all of the expenses of students to the school or education provided to students free of charge to students for the purposes of education providers by the institution (Saparudin, 2012: 33), Cost of free education is not up to the notion of free education costs as defined in the Education Law "Government and Local Government shall finance and guarantee the implementation of compulsory minimum basic education free of charge". UNESCO, one goal Educational For All (EFA) provides an understanding that the meaning without charges say parents do not need to pay school fees and various other fees that make poor students do not attend school.

Students who are less capable of practicing meeting personal needs during school are not easy. Purchasing school equipment which includes school uniforms, photocopies of assignments, buying notebooks, pocket money, transportation expenses, meals, not all can be borne by parents or guardians of students. So based on the study, the free school fees program for Madrasah AliyahMa'arifSelorejoBlitar provides a lot of ease in the cost of education and future applications of human resources. Students from underprivileged families in Madrasah AliyahMa'arifSelorejoBlitar were not charged with building money through a school performance program with donors (residents and parent organizations of the Education Institution for the Ma'arifNahdlatulUlama and the government). With the circulation system, the program can reduce the spirit of learning and the expectations of students to face the world of work.

Procurement of facilities and infrastructure, education operational costs, plus free education fees for students, the Madrasah AliyahMa'arifSelorejo costs a lot of money. Starting from the daily shopping needs for the purchase of office stationery, class needs, student materials and practice tools, extracurricular needs, and the cost of meals for students from disadvantaged families from outside the area and living in school dormitories. Monthly expenditure needs are routine expenditure on teacher/employee salaries and honorarium for assistant clerics, cleaning, electricity, PDAM, scout fees, and student council. In addition, the cost of building construction, building rehabilitation, school renovation, painting, purchase of sports equipment, musical art tools, laboratory equipment, MKKS, MGMP, and official travel costs are also needed. To meet these cost requirements, the leadership of the institution works hard to maximize the resources it has, organize the institution, and requires active communication with foundations, governments, community leaders, and education activists. For land requirements, institutions get grants from foundations, buildings and other facilities and receive a lot of assistance from the central and regional governments. Students can occupy the school dormitory, in the homes of community members who have collaborated with educational institutions to become permanent donors. Food costs for students are also obtained from donors, while the operational costs of schools are obtained by maximizing BOS assistance, and the need for underprivileged students to use the assistance of Special Assistance for Poor Students (BKSM).

Free tuition fees and school facilities provided to students give rise to students' social behavior in their association. Praptining (2005: 216) that differences in human behavior in addressing their social environment have positive behaviors and negative behaviors influenced by basic factors, supporting factors, and driving factors. Basic factors in the form of customs, life views, beliefs, and habits. Data obtained in the field, the majority of students in Madrasah AliyahMa'arifSelorejo are of Javanese descent, Muslim religious life habits come from rural communities and Islamic boarding schools. Supporting factors include education, employment, social strata, and culture. Students who get free education facilities at Madrasah AliyahMa'arifSelorejo previous education comes from Madrasah Tsanawiyah (MTs) and Junior High Schools (SMP), the work of senior citizens as farmers, traders, there are also some from civil servants. The socioeconomic strata of parents of students more than 90% of the middle to lower classes. Then the driving factor that causes school students in Madrasah AliyahMa'arifSelorejo to be information from the media is reading brochures and banners, the socialization carried out by teachers to their original schools, from religious leaders who provide information through public recitations and recitations in Islamic boarding schools, also passes senior student leaders from the same area of origin.

Social behavioral studies of free education facilities and school facilities in Madrasah AliyahMa'arifSelorejo have several social theories relevant to dissecting them. From several social theories it becomes a reference to the study of students' social behavior towards the cost of free education at Madrasah AliyahMa'arifSelorejoBlitar. The institution has prepared various facilities for students to be able to go to high

school level. In contrast to students whose tuition fees are fully borne by their guardian, many choices in determining attitudes towards the regulations of the main institution about housing are not required to live near the school, with foster parents, or in school dormitories. Students who take the free education program have a complete attachment to the institution's rules while attending education, this affects the social behavior of each student.

II. LITERATURE REVIEW

Social Behavior

Social behavior is defined as behavior that is influenced by the presence of another person, group behavior, or behavior that is under the control of society (Chaplin, 1995: 19). Hurlock (Hanif, 2014: 19) said that as the behavior of groups of people according to social demands or ability to be social. A similar opinion was delivered Skinner (2013: 459) that social behavior is the behavior of two or more interrelated or together in relation to the environment. Slavin (2000: 143) that behavioral change is the result of experience and learning as a result of the interaction between stimulus and response. Parsons (Gerungan, 2009: 28) states that human social behavior is motivated by social systems, cultural systems, and individual personality systems. Baron and Byrne (2002: 9-13) also say that there are factors that influence social behavior, that is, behavioral factors and characteristics of others, knowledge, environment, and cultural setting.

Social Exchange

According Worrall (2002: 315), both Homans, Blau, Ekeh, Emerson, Health, and Befe view that the exchange is a long chain of actions is suspended between chains (agent) or a long chain which is the interconnection of inaction inter-agency action. In this case, to explain the unilateral granting of resources (giving) and cooperation, can be divided into three categories, namely altruism, liability, and personal gain. Key assumptions exchange theory can be summarized as follows; behavior motivated by a desire to improve results and avoid losses (increasing the positive impact and reduce the negative impact), exchange relationships developed in the structure of the dependence mutual good because of their similarity reason of the parties involved in the exchange to obtain resources or because of the lack of desire to build a network of exchange relationships, the actors involved in the exchange today, reciprocally increase the exchange with special partner on other occasions, and the impact of economic worth going to follow the law of marginal utility of dwindling or psychological principles regarding satisfaction. Exchange theory considers that motivation as a personal and individual thing. However, the motivation will be referring to his own culture. Motivation was referring to when obtaining the desired items, pleasure, satisfaction, and other things that are emotional (Irawan, 2015: 175).

Social Phenomenology

Phenomenological thoughts according to (1) Edmund Husserl, as a perceptive base of phenomenology, spends most of his academic career with the aim of making "characteristic correlations between ideal objects ranging from purely logical to life experiences that subjectively shape actions" as research topics. Purely philosophical goals have a broad impact because they are able to bridge the logical approach to epistemological problems and the opposite, namely the analysis of consciousness as a stream of life experiences where intuitive introspection is chosen as a method; (2) Husserl's show that real and logical experiences are not contradictions with each other, but also show that these experiences are intimately intertwined and we can obtain direct evidence of that when we use phenomenology as a profound reflective philosophical method. The purpose of Husserl's phenomenology is to capture the universal structures of individual subjective orientation through its external environment. According to Husserl with phenomenology, we can learn forms of experience from the point of view of people who experience it directly, as if we experience it directly. Phenomenology is a fundamental science in philosophizing. According to him, in the social theory field, the thought of phenomenology is fundamental to the interpretive approach in the theory of action, for the sociology of knowledge, culture, and language, and in general the formation of the theory of society; (3) Alfred Schutz (1899-1959) was born in Australia, then moved to the United States in 1939. Schutz was a student of Husserl and was very strong in influencing him. In his work, *The Phenomenology of the Social World* (1967) and his collection of papers, Schutz is particularly interested in the ways in which individuals use his interpretive scheme to rationalize his personal phenomenology in everyday life. It becomes a stock of knowledge that allows him to understand the meaning of what other people say or do. Some characteristics of the stock of knowledge that receive special emphasis from Schutz are as follows; the reality experienced by people is a stock of knowledge for that person, the existence of this stock of knowledge provides the characteristics of take for granted (accepting something without questioning it) to the social world, the stock of knowledge is learned and obtained by individuals through the socialization process and the culture in which he lives, individuals act on a number of assumptions that allow them to create a feeling of "mutual" or reciprocity, the existence of a stock of

knowledge and acquisition through socialization, the same assumption of the world allows the actor to be involved in the typification process, based on existing types, recipes, or behavioral patterns, and with that type, the actor can effectively struggle in their world because every nuance and characteristic of their situation does not have to be examined. 4) Maurice Merleau-Ponty (1908-1961) was a French philosopher who earned his professor's degree at the University of Lyon and the Sorbonne. He developed the phenomenology of everyday life and was very concerned about the problems of consciousness, perception, and intentionality. From the perspective of the existence of fulfilling physical needs, he wants to describe the life of the world without using the traditional dualism between subject and object. Thus, Merleau-Ponty criticizes the dualism between mind and body. He develops body-subject ideas that are always in situ in social reality. Phenomenology criticizes the dualism between mind and body which is important evidence of the close relationship between body, experience, and identity (Turner, 2006: 42-43).

III. RESEARCH METHOD

Research Approach

The approach used in research is a phenomenological approach that tries to find experience in life. The researcher collects data regarding concepts, opinions, establishment, attitudes, judgments, and giving meaning to the situation while looking for and finding the essential things from life experience.

Research focus

First, social behavior of students to help with the cost of free education in Madrasah AliyahBlitarSelorejoMa'arif, with the following indicators; (1) The attitude of the students; (2) The students' actions; (3) Decision student.

Second, factors underlying the social behavior of students to help with the cost of free education in Madrasah AliyahBlitarSelorejoMa'arif, with indicators as follows: (1) internal factors and (2) external factors.

Data Analysis Technique

This study uses data analysis techniques of Moleong with steps; (1) processing unit, (2) categorization, and (3) the interpretation of the data.

IV. DISCUSSION

Social Behavior Students Against Tuition Fee Guide Students' Attitudes towards Free Education Costs

The attitude of students towards the cost of free education at Madrasah AliyahMa'arifSelorejo is classified into 4 levels: First, receiving (receiving) or rejecting the cost of free education students. Students who receive free tuition fees are mostly junior high school graduates who are not able families have high enthusiasm for learning and are supported by parents' awareness as outlined in student statements before entering AliyahMa'arifSelorejo Madrasah. Graduating from junior high school no longer has the hope of being able to continue school after receiving a school offer with free tuition fees and personal fees borne by foster parents students confident and accepting school happily at Madrasah AliyahMa'arifSelorejo. Some students receive free tuition fees because their families are Madrasah AliyahMa'arif alumni who have joined the same program so that without using other considerations, they are happy with the program they are participating in. There are also students who take part in free education programs because according to their parents who have a closeness with teachers and managers of institutions or similarities in religious beliefs. Other students receive a free tuition program because they invite friends to be able to continue their education at affordable costs. As many as 64 students from 145 who did not attend school attended the free education program before learning began due to several things, namely; not suitable with the program offered mainly housing, did not get support from parents, and from junior high school graduates felt heavy with religious studies at Madrasah Aliyah. Of the 81 students, 3 students refused free education because 2 students felt they were able to pay the cost of education, 1 student, even though the family was unable to feel that seeking knowledge had to be sacrificed so parents tried to pay for their children's school fees. One more student went out of school in the second semester of class XI because there was no support from parents. The attitude of students accepting or rejecting the free education program at Madrasah AliyahMa'arifSelorejo is the consideration and reasons for each student who is considered to be profitable and worth more to him.

Measures Against Students Free Education Costs

1. How to interact socially

There are different ways of interacting which do students get free education fees are living with biological parents, foster parents in homes, schools dipondok foster parents, and live in a dorm. Students who live with biological parents is strong, self-confident, able to interact with all students in a variety of activities

due to meet personal needs only to help parents in the home and is not tied to time and the rules leave home for school activities, students who participate foster parents in residential care in the opinion and interact with students one class and some of the other classes that follow the compulsory extra-curricular activities and several options that follow, for students living in boarding schools more polite and respectful to teachers and fellow students are also more limited, but school leaders interactions other than just early learning activities required extra-curricular activities that can be followed at all times because of the schedule in the boarding school is also solid starting at 14:30 to 6:00 pm. Students domicile in the hostel more time is used to interact with other students throughout the day so that it can interact with both to all students and all activity even in the morning to prepare a variety of activities, extra-curricular activities, as well as activities carried out outside of school. How to interact with students who join the program for free education in Madrasah Aliyah Ma'arif maximum Selorejo can not be good as expected the school or students because in addition to the school schedule start in the morning, noon,

2. Obedience or Violation

To create a harmonious atmosphere in achieving educational goals Madrasah Aliyah Ma'arif Selorejo make a deal rules and school rules that must be obeyed by all parties, including the students, which contains a set of rules made in writing and binding on the school community that includes the rights, obligations, must, prohibitions and sanctions. School discipline operationally prepared to regulate the behavior and attitudes of students, teachers and employees. The school rules in Madrasah Aliyah Ma'arif Selorejo as binding rules that must be obeyed every citizen of the school where the process of education. In the implementing rules and regulations, the school set up the required start clerk, schedule of activities, students' rights, obligations, prohibitions, and sanctions that must be adhered start learning activities, extra-curricular activities, organizational, Ma'had activities, as well as social activities. In the educational process of students to obey school rules get reinforcement in the form of a gift (reward) while the offense be punished (punishment). Prizes are awarded to students could increase the probability of recurrence of student behavior while punishment is given to decrease the probability of the student perilaku reoccur. Regulations agreed at once to the existing sanctions and the reinforcement either reward or punishment be sure all students obey them, still there are violations committed by students in the form; late for class, not in full uniform in accordance with the provisions of the school, male students haired, skipping school, did not follow the mandatory extra-curricular activities, not keeping the environment clean and orderly not follow megaji in Ma'had for those who live in the dorm. More than that abuses by the two students who are frequently absent from school and did not follow the mandatory extra-curricular activities without a license on the grounds that increase the skills outside of school and the students are asked to assist the work of parents in the home.

3. Sympathy or antipathy

Interpersonal interaction of Madrasah Aliyah Ma'arif Selorejo students towards friends, Teachers, Employees, and the community, in the long run, fosters psychiatric processes that are interested or reject others because of attitudes, appearances, and actions without deep reason. When students sympathize with someone then the action is carried out with pleasure, comfort, enthusiasm, feels light and easily produces something maximum. When the student's actions are preceded by antipasti on something otherwise the action is carried out with discomfort, laziness, feeling heavy, and difficult to produce something that is not optimal. So in Aliyah Ma'arif Selorejo Madrasah, free education program fees and school facilities in MA MA'arif Selorejo in 2017 class X, XI, and XII registering new prospective students 145 and surviving 81 students from junior high school graduates as much as 1,800 assuming 27% of poor students 486. Sympathy and antipathy of students are closely related to the continued process of feeling satisfied or dissatisfied with the services provided by the school in the form of administrative, academic, and student assistance given to students as programs offered by schools with reality being accepted by students, parents, and society. Providing free education fees is followed by the learning process starting at 06.45-14. 20 WIB, followed by extra-curricular activities at 14.30-16. 30 WIB, prepare a school dormitory with activities in Ma'had school at 19. 00-21. 00 WIB, and working with the community and Islamic boarding schools as foster parents have increased students' sympathy towards the school program, in contrast to lack of discipline in learning by teachers teaching from other education units, weak enforcement of rules on truant students, individual subjective judgments about the existence of free tuition fees at Madinah of Aliyah Ma'arif Selorejo, and the difference in interpreting free education between schools, students, and parents of students has led to antipathy towards free tuition programs, in other words free education fees that are not followed by adequate services and facilities which can give satisfaction to students raises a sense of antipathy shown by 64 students who did not continue to register at the Aliyah Ma'arif Selorejo Madrasah, 1 student often did not enter without permission, and 1 student quit school. Thus showing that the act of sympathy and antipathy of students is an active response to stimuli that are thoroughly continuous and intuitive

introspection followed by factors that process in students in observation to increase the positive impact and reduce the negative impact on student satisfaction.

4. Self-reliance or dependency

After school at Madrasah Aliyah Ma'arif Selorejo by following a program of free education costs of students into a solid schedule of activities begin early learning activities, extracurricular activities, lectures in Ma'had, or activities with their parents. Venturing dense schedule of activities that have not been done when in junior high school made students proceed to adjust to a new place. The pattern of distribution of time by students for learning and utilization to meet the personal needs were divided into four groups according to their place of residence, namely; student in a dorm, students who live with biological parents, students living with foster parents, students living in boarding school. Pattern for students divide their time primarily used for; following study, extra activities kurukuler, help parents / foster care to meet personal needs, the development of talents / interests, add the science of religion in schools or pondk Ma'had boarding, and socialize with the community through IPNU / IPPNU. For students who can share time with both and reading opportunities, following the school ministry led by officers who have been determined to utilize the program cost free education to make it more independent, able to follow the learning and homework properly, following the extra-curricular activities talents / interest, helping parents / foster parents fulfilled personal needs, in Ma'had / boarding school religious knowledge increased, and the activities IPNU / IPPNU facilitate acceptable presence in the community. In contrast to students who are unable to utilize the time well and not be able to read the opportunities, program cost free education that followed is considered a convenience usual, not a student who wishes to learn but the school and the parents are forcing her to school so that activities undertaken have a dependency against other students, schools, and parents, things happened at the 2 students with a program cost of free education often do not go to class becomes dependent learning materials to other students because they are not in conformity with the selection of the school and the students are not getting the support from their parents. Self-reliance or dependence as a result of habituation routinely conducted observation of students through the process with concern, considering, imitate, move,

5. Asosisatif or Desosiatif

Interpersonal interaction at Madrasah Aliyah Ma'arif Selorejo increasingly shows the point of equality and difference in ideas, ideas, views, opinions that can cause problems with bench friends, one class, one school, with teachers/school leaders, and parents. Actions taken by students in dealing with problems, there are those who do it asososatif and some are dissociative. Associative actions carried out by students for free education at Madrasah Aliyah Ma'arif Selorejo, among participating in the learning process of mutual mutual discussion in learning, solving problems of learning assignments, motivated to be able to perform better, and help each other in social problems as well as personal needs, in in the class of structure devices act according to their respective duties and help each other to maintain security, cleanliness, order, beauty, family, and class comfort, in schools actively carrying out OSIS activities and IPNU / IPPNU Commissariat students obey the orders of the teacher and the leaders implement regulations school and contract learning agreements, participating in all teaching subjects, working on independent and group assignments, following daily tests, midterms, and at the end of school. When students and parents are very limited, some students use their time as best as they can to help parents work at home. There are students who respond to the problem in a dissociative manner, students often permit not to go to class because they wake up late, their homes are far away, there are no vehicles, so the missed subject material is photocopied by their friends which results in not being able to complete the teacher's tasks properly also less sensitive to the needs of his friends. In addition, there is one student who is low in learning motivation, often not attending school, too late to become a habit until he is called by the school several times even when his parents remain unchanged, at home getting lazy helps parents even during holidays staying in the dorm avoiding work at home. In group interactions, both associative or dissociative actions in students build a structure of mutual dependency relationships impacting psychological value regarding satisfaction by implementing altruism and obligation to gain profit..

Decision Student

1. Continue or quit school

The desire to continue school is actually an encouragement for students since graduating at the junior secondary level, because economic conditions do not allow students not to register, the cost of free education is a stimulus that students receive to continue or stop school which must be followed by fulfilling the motivation of students' needs in the form of physical considerations. emotional, rational, practical, and interpersonal. Thus the free education program is not the only consideration for students to continue or stop

school, as evidenced by 145 student registrants there were 64 students stopped before the learning activity process began and 1 student stopped in semester XI 2. The students' decision to continue or stop was not can be explained entirely purely logically or subjectively outside the reality of everyday life but also students use intuitive introspection which is an analysis of consciousness as a stream of life experiences.

2. Achievement of learning or no learning achievement

Although the students of Madrasah Aliyah Maarif have not been able to show maximum achievement because in Madrasah Aliyah Ma'arif they do not have a trainer according to the field in which they are competing, the minimum number of personal students chosen, also the support from teachers and schools are still low. On the contrary, students found that academic achievement was below the class average and no academic achievement was achieved even found that students lived in dormitories but often went home and did not attend school to help parents work at home, finally in the second semester of class XI quit school there was no achievements both academic and non-academic. Learning achievement is considered as the peak of the actualization of the reflection of students' responses in maximizing the rewards for free tuition programs that are followed by administrative, academic, and student assistance the students receive. For parties outside the school, the answer is that student achievement in following the cost of free education with experience, routines, habituations, and imitations produces rewards that can generalize personal and school identity.

Factors behind Social Behavior Students

1. Internal factors

The internal factors of students as a habit pattern of students gathered in the student used to respond and adapt to stimuli received consists of; intelligence, motivation, interests, and beliefs. Intelligence as the general ability of the students of Madrasah Aliyah Ma'arif Selorejo in terms of reasoning, planning, problem solving, reasoning abstrak, comprehend ideas, use language, and learn. Student intelligence is closely related to cognitive ability possessed by each individual. Thus the cognitive value of Madrasah Aliyah student report cards Ma'arif Selorejo in the benchmark level of intelligence of the student as a substitute for intelligence tests that have not been owned by the students.

2. External factors

External factors of the background for the social behavior of students join the program cost free education in Madrasah Aliyah Ma'arif Selorejo meliputi; knowledge, resources, an important figure as a reference, and culture. Ma Madrasah Aliyah students' knowledge, wise Selorejo on information obtained through observation, experience, and reasoning are useful answer to the various questions raised in her to give a sense of satisfaction and to act with the catch without doubt the program free of charge.

V. CONCLUSION

1. The social behavior of students who take the program cost free education in Madrasah Aliyah Selorejo Ma'arif is unique and reflexes. Is unique in that every student respond so differently from one another according to the student's motivation and psychological needs satisfaction. For those who give a positive response, the cost of free education is considered to have given him the opportunity to finish school at minimal cost that can reduce the burden tanggunggan parents, while for the negative response that describes the cost of free education in Madrasah Aliyah Ma'arif contains a collection of students can not afford, do not give considerable skill, lack of discipline, and good facilities with appropriate care is not subjective orientation and student life experience. The response shown by the attitudes, actions, and the student's decision to continue or stop and perform or not to actualize themselves, after carrying out a routine habit of paying attention, remembering, imitating, and production motoric to show identification. The social behavior of students is a reflex that the responses given by the student balanced with setimulus received. If the educational services in the form of administrative services, academic and student assistance in the implementation of free education costs and satisfactorily students then students responded with positive social behavior contrary if the service is not good students responded with negative social behavior. The social behavior of students is a reflex that the responses given by the student balanced with setimulus received. If the educational services in the form of administrative services, academic and student assistance in the implementation of free education costs and satisfactorily students then students responded with positive social behavior contrary if the service is not good students responded with negative social behavior. The social behavior of students is a reflex that the responses given by the student balanced with setimulus received. If the educational services in the form of administrative services, academic and student assistance in the implementation of free education costs and satisfactorily students then students responded with positive social behavior contrary if the service is not good students responded with negative social behavior.

2. The social behavior of students in Madrasah Aliyah Ma'arif Selorejo backed in full by the dominance of the internal factors (intelligence, motivation, interests, beliefs), and partly by external factors (knowledge, resources, an important figure as a reference, and culture) student, the quality factor behind the better student social behavior.

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IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Puji Wianto. " Social Behavior Towards Free Education Fees (Phenomenology Study of Social Behavior of Students in the Islamic School of Ma'arif Selorejo Blitar)". IOSR Journal of Humanities and Social Science (IOSR-JHSS). vol. 24 no. 04, 2019, pp. 52-59.