THE PUPILS' PERCEPTIONS VS TEACHERS' PERCEPTIONS OF THE SOCIAL EDUCATION (NON-FORMAL AND INFORMAL EDUCATION) INTEGRATION WITHIN FORMAL EDUCATION IN HIGH SCHOOLS IN THE ARAB SECTOR IN ISRAEL

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Abstract: This study is aimed to recognise the impact of social education integration within formal high school education of Israeli Arab society in consideration of the perception of students and teachers. There are various factors have been identified regarding social education having an impact on the formal education of high that is part of a conceptual framework. Overall, there is a constructive relationship has been noted between the educational and psychological aspects alongside the presentation of different psychological benefits to the pupils. Research results conclude that understanding of pupils' parents are the most influential factor that develop perception of students. According to the questionnaire result of 500 students in Arab high school, students believe that social learning is crucial for their personality development and they should get social education in the class as part of the formal education. Teachers' perception is also positive about integrating social education in the formal education.

Keywords: Social education, informal education, formal education, integration of social education, teachers' perception, pupils' perception, Arab high schools, Arab sector in Israel

INTRODUCTION

The conversation amongst the educators of the modern era across the globe emphasises the strategies integrated from personal growth into the core academic curriculum due to the student's socio-cultural diversity. Leaders of education are integrating and reviewing learning initiatives into their instructional programs that emphasise social and learning social and emotional skills, creating characters and building connections with the students. Social education attains the balance of practical teaching and theoretical content ideas (Aronin & Yelenevskaya, 2022). It has been observed by Diamond & Kislev (2022) that the award-winning resources comprise the strategies for using materials and methods in the classroom, reviews on educational media, data on modern instructional technology, research study, and designing lesson plans that can be employed in numerous disciplines.

The other function of social education is where integration performs a key role in learning and development. Communicating with others has been demonstrated to be quite influential in supporting the learner to systematise their opinion, vision, ideas, understanding and identification of gaps in their reasoning. Formal education is implemented in highly expensive and visible high schools whose major purpose is education. Whereas, non-formal education is used in a variety of places which are not specific to education and facilities that are employed as low cost and minimalism (Weisberger, Grinshtain & Blau, 2021). The abovementioned short depiction reflects the problem for the current study as all related elements are taken as a major focus to observe the required element and accomplish the aim of the study. Therefore, this study is aimed to recognise the impact of social education integration within formal high school education of Israeli Arab society in consideration of the perception of students and teachers. The research objectives of the study are given as under:

- To recognise the position of pupils and teachers towards the informal and non-formal education activities in high schools.
- To highlight the perceptions of the social education integration within formal education in high schools in the Arab sector in Israel.
- To assess the differences in positions towards informal and non-formal education between educators and professional teachers in the classroom.
- To distinguish the significance of social education integration within formal education in high schools in the Arab sector in Israel.

- To provide the consequences of the integration of social education within formal education on student achievement, self-esteem and motivation for learning in school.
- To provide recommendations regarding the integration of social education within formal education in high schools in the Arab sector in Israel.

Regarding the fulfilment of the aforementioned objectives the major question of this study is given as under:

What is the impact of social education integration within formal education (high schools) of the Israeli Arab Society in consideration of the perception of teachers and students?

The significance of this study is for past researchers in the extraction of the problem of study and support of literature regarding the modern findings which is proposed as a theoretical significance. Whereas, the practical significance is the utilisation of outcomes by students, teachers and schools of the region. This study is generalised in a unique way portraying the differentiation of the current concept in comparison to prior studies.

LITERATURE REVIEW

Overview of social education

Social education is based on learning and teaching about how people construct and live out their political, social and economic understandings comprising present, past and their implications. The major purpose of social education is to support all young people and make reasoned and informed decisions for the public good as inhabitants of a culturally diverse autonomous society in a self-governing world. In society, education has several functions comprising social integration, social and cultural innovation, socialisation and social placement. The notion of formal education denotes the integral procedure that originates with primary education or initial education. Moreover, it goes through secondary education and directs to the requirements of higher education. Normally, a specific workload is normalised that pupils must take to be in a position to take the equivalent examination (Bursa & Ersoy, 2016).
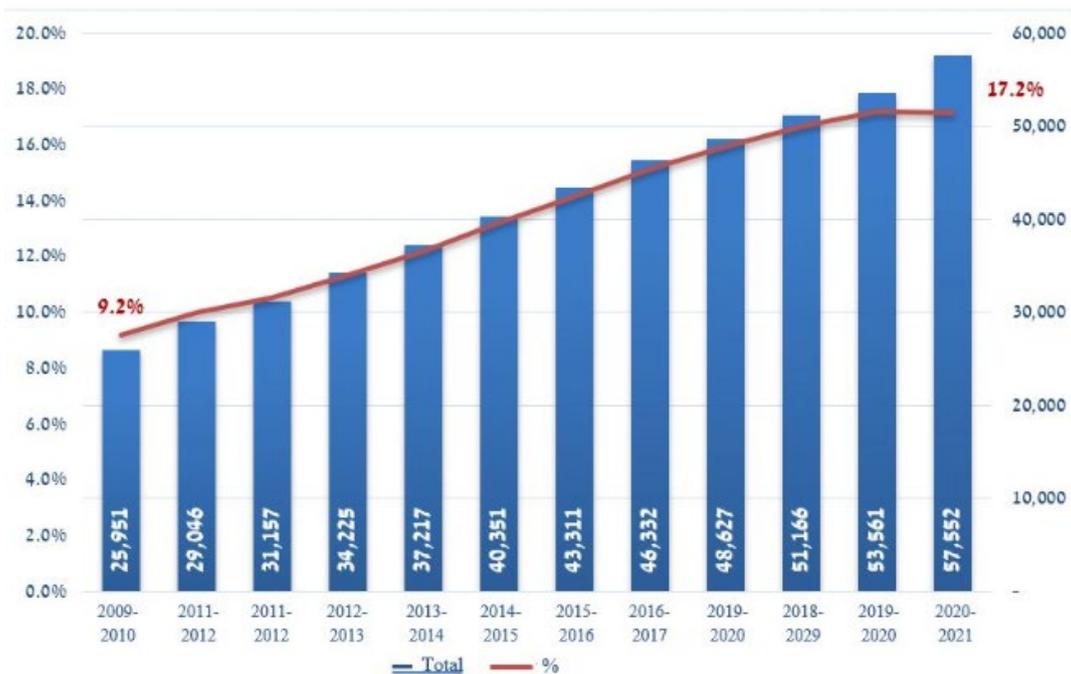
Figure 1: Arab Student in Israel increased day by day
Source: Che (2020)

Based on the above graph it has been examined that approximately 58 thousand Arab students who institute 17% of all students in Israel compared to their overall percentage of the population which is 21%. It means that the focus of Arabs in Israel has increased due to interest creation in the Arab pupils alongside their motivation and eagerness to get more knowledge.

Perception of teachers and pupils related to the social education

The mental images or thoughts teachers have regarding their students are designed by their life experiences and background knowledge. The related experiences might comprise their tradition or history of family, work, community, culture or education. All of these and more participation to a personal lens of the individual and its reflection on others. In contrast, when people have specific information about one another through which they create a natural perception of them have the disadvantage of stereotypes (Kaban, 2021). This type of predisposition can direct them to misconceptions about learning and development in school. Because it has been opinionated by Fraile et al. (2018) that the practicum student always worked in an assorted instruction of a teacher which resulted in the positive achievement of students regarding the integration of social achievement. Hence, these are the distinct perspectives through which the perception of pupils and teachers has been changed regarding social media education.

In light of a study conducted by Hashim (2018), it has been addressed that human beings have invented and developed modern technologies with better intentions since the day they realised the need and were excited. Nonetheless, for reasons like conflicts of interest and the wish to have important things without effort where people did not have hesitation to invest in education for learning. Certain things that came up with better expectation is the relationship and strategies of teacher integrated into the classroom for the betterment of students either formally or informally.

Influence of social education integration within formal high school education of the Israeli Arab sector

The classroom teachers and the school as a whole perform a crucial role in enhancing the social-emotional skills of pupils. Moreover, inadequate dealing can simplify the social-emotional discrepancies of children at a risk. This integration is most important because it is the procedure of crafting unity, participation and inclusion at all stages of education in society within the diversity of personal characteristics so that every individual is free to be the person they want to be as a student (Sukma, Ramadhan & Indriyani, 2020).

Underneath the broad-ranging umbrella of social learning and interaction, alternatives can range from reciprocal teaching, peer learning, learning by doing, learning by observation and self-other monitoring. These certain areas overlap the prospects by getting opportunities which is an optimal roadmap to support the learning of students. There is a positive impact on social education because different forms of cumulative learning can originate the ideal conditions while examining the effect of social education within the formal education of high school (Cate et al., 2018). It has been noted by Sulasmi & Akrim (2019) that the intrinsic motivation of university students is important to the identity of academic achievement of students and retention at the university. In contradiction to this context, it is problematic that the empirical study revealed that the intrinsic motivation of students decreased during their high school studies. For this reason, as a socio-pedagogical phenomenon, pedagogical communication stands out for its relevance and significance in the formation of the personality and the realization of its values Hristova (2012).

The majority of teachers who are necessitated to teach all relevant areas recognise the significance of social education integration and do not want to consume less time. But they have the scarce capability to illustrate the emphasis of their curriculum due to measures of state accountability. It has been observed that teachers spend less than 20% of their time integrating social education comprising formal education in order to understand the role across the globe and might become active democratic citizens. Students are required to have a better

understanding of society and historical evidence in a direction to support its improvement. Thus, it is significant that the teachers recognise the significance of social education and related skills for impactful participation in future. Nonetheless, to desire and teach the relevant subject is not adequate in the world of accountability. This is indifference to the marginalised students that have a distinct role in the class while learning and interest created by teachers.
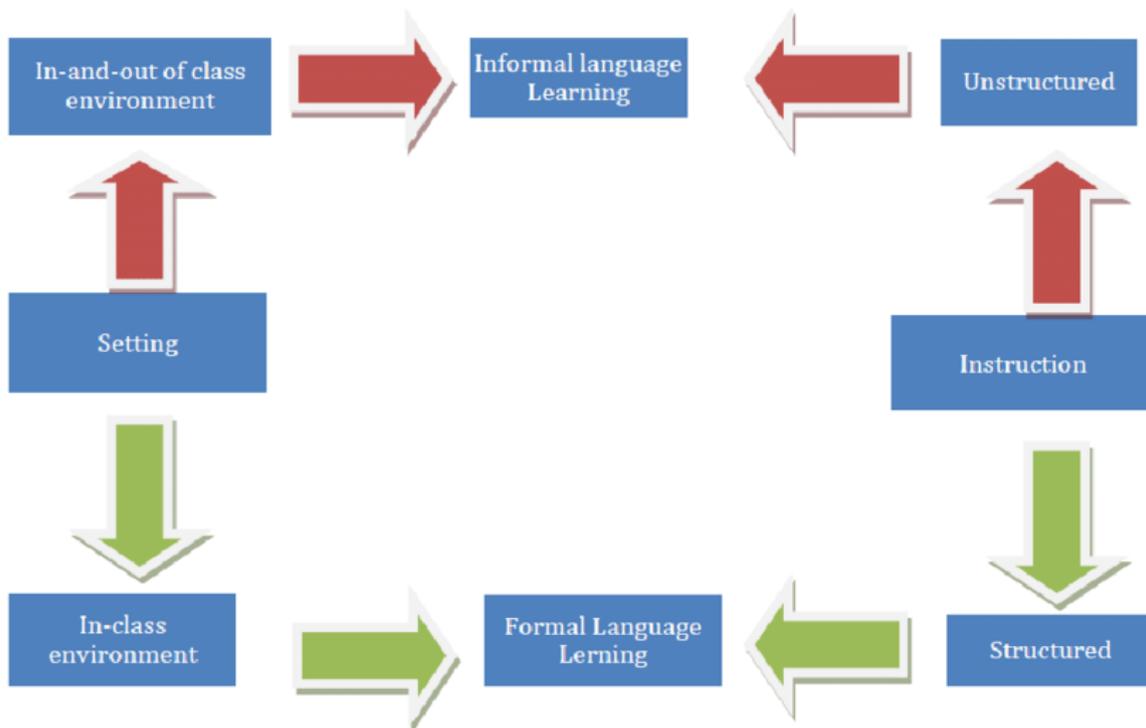

Figure 2: Formal and Non-formal Learning in Education

Source: Bahrani, Sim & Nekoueizadeh (2014)

It has been studied by Harjanto & Sumarni (2021) that formal language learning is classroom-based, teacher-directed and highly structured in terms of content highlighted in the curriculum for the teaching. Similarly, informal language learning contains an in-and-out classroom approach while the emphasis is not on the types of learning. In contrast, informal language learning is not structured. Therefore, formal and informal language learning comes in the middle of a graph that can be processed by integrated approaches based on setting and instructions respectively.

Conceptual framework

The given below is a conceptual framework of the study depicting the dependent and development variables and relationships with an equal sense of development. This is the most important part of the quantitative study because the entire analysis is linked with the conceptual framework. Here, the aim is to develop a hypothesis for the study and test the relationship

between independent and deponent variables. The independent variables are the professional learning academics, student achievement, and self-esteem of a student, motivation of teachers and students and psychological aspects and come under the numeral of perception of teachers and pupils regarding the integration of social education. Whereas, the formal education (high schools) of Israeli Arabs was depicted as a dependent variable of the study.
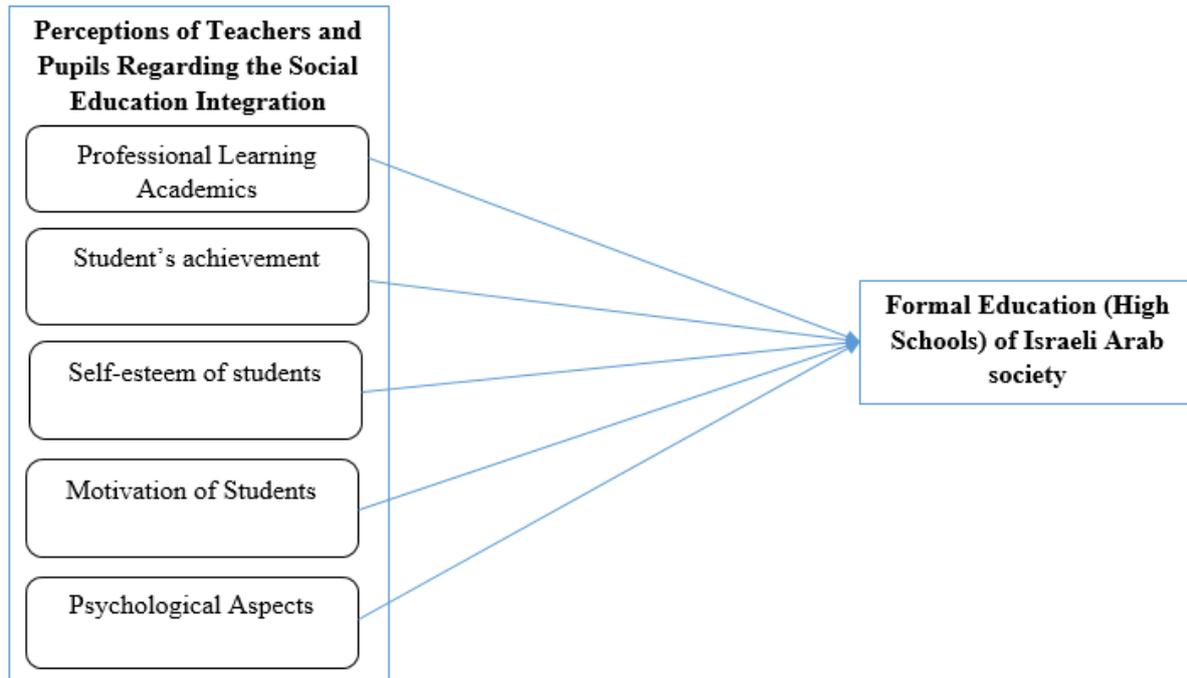
Figure 3: Conceptual Framework

Hypothesis of study

The hypothesis of the study is given as that will be tested throughout the study.

H_1: Amongst Pupils, there is a positive position has been found towards informal and non-formal education activities.

H_2: Among teachers, there is a positive position has been found towards informal and non-formal education activities in the promotion of professional learning–academic.

H_3: There are differences in a position that have been found towards informal and non-formal education between professional teachers and educators in the classroom.

H_4: There is a positive consequence of the integration of social education within formal education on the achievement of students, self-esteem and their motivation for learning in school.

H_5: There is a positive and significant psychological aspect to formal education (High School) in Israeli Arab society.

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Theoretical Framework

The separate theories have been given by Becket informally and formally and these terms are used in different ways as well by a few people. The formal theory is defined as a concept that is academically offering more academically whereas the informal theory has an additional understanding and accessibility alongside this the embedded concepts mainly fit into the informal category. The other theories related to learning approaches and educational involvement are behaviourism, humanism, cognitive, connectives and constructivism. Likewise, the experiential, social and transformative learning theories are also depicted as theories of education. These theories are considered major proportional theories involving views of learning, motivation, implications and knowledge of both pupils and teachers considering both formal and informal ways of teaching.

Section Summary

It has been concluded throughout the chapter that there is a greater role of social education and its integration in high schools as it is linked with both formal and informal education systems. There are various factors have been identified regarding social education having an impact on the formal education of high that is part of a conceptual framework. Overall, there is a constructive relationship has been noted between the educational and psychological aspects alongside the presentation of different psychological benefits to the pupils. On the other side reflecting the theoretical overview there is an immense role in the attitude and behaviours of teachers in the schools specifically when it comes to the integration of social education in the high schools of the Arab sector in Israel reflecting the formal and informal education.

RESEARCH METHODOLOGY

Research methodology is most important for any study because it reflects the methods and processes used in the study. The first one is regarding the integration of research approach and research philosophy which is bifurcated into two and three types respectively. Inductive and deductive are the two types of research approaches where this study has relied on the inductive research approach. Positivism, Interpretivism and pragmatism are three types of philosophy where pragmatism has been employed in the current study. The rationale for using this technique is that it is an assimilation of both approaches Interpretivism and positivism supporting the qualitative and quantitative based study. Therefore, this study is based on the utilisation of mixed research techniques from three different sorts of research designs. The

benefit of utilising this technique is to utilise the detailed application of research design in order to extract the anticipated results.

Every study needs segregated data to produce segregated research results based on aims and objectives. In light of the study undertaken by Christensen et al. (2019), it has been addressed that the data collection process is classified into two types: primary data collection and secondary data collection technique. Mainly the data for analysis purposes has been collected with the help of primary data collection using two different tools: survey questionnaires and interviews. On the other side, the secondary data is used for the supporting literature review, critical discussion and specification of findings. The reason for using primary data collection is because it has similarities in the requirements of the study, significant time to collect the most appropriate and first-hand data in direction to take ownership of results and study by claiming the collected data. Hence, it has greater trust, truthfulness, honesty and integrity when it comes to collecting, sorting, utilising resources and even analysing data.

Regarding the study participants, the researcher has selected 500 high school pupils in the Arab sector in Israel between the 10th and 12th class. The researcher wanted to collect the most recent, experiential and work-based data through own efforts and abilities. On the other side, the 125 educational employees comprising administrators, educators and professional teachers also participated in this study for further support, and 10 participants are also shortlisted for the interviews. The questionnaire emphasises demographics and attitudes towards the type of social education, examining attitudes towards informal and non-formal education and self-esteem.

The quantitative data is analysed by using the SPSS tool with help of Pearson correlation and regression to evaluate the relationship between the variables and identify the impact of the independent variable on the dependent variable. Throughout these tests, the P-value is considered for measurement and interpretation of the results. On the other side, the data collected through interviews will be examined through the thematic analysis which is followed by a detailed discussion.

RESULTS AND DISCUSSION (QUANTITATIVE)

Various tests are conducted to investigate the perception of pupils and teachers about formal and informal education. SPSS is used to derive the questionnaire results from 500 high school students and 125 employees in the education sector.

1.1. T-test:

The t-test below determines whether the mean age of males and females is equal. The results in Table 4.2 ($t=0.784$, $p>0.05$) showed no statistically significant difference between the mean age of males and the mean age of females. Therefore, it can be concluded that the mean age of males and the mean age of females are equal.

Table 1: Group Statistics

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
age	male	321	18.40	1.865	.104
	female	303	18.28	1.897	.109

Table 2: Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
age	Equal variances assumed	.059	.808	.785	622	.433	.118	.151	-.178	.414
	Equal variances not assumed			.784	618.520	.433	.118	.151	-.178	.414

Pupils Perception (m)

A t-test is implemented on the factors affecting the integration of social education programs (non-formal and informal) on the formal curriculum divided by the gender of participants. A significant difference was found in the gender of the participants for the factors affecting the integration of social education programs (non-formal and informal) into the formal curriculum. Males are more affected by these factors than females.

Table 3: Independent Sample Test (Levene's Test and t-Test)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
parents_understanding	Equal variances assumed	.000	.987	-.706	623	.480	-.081	.115	-.308	.145
	Equal variances not assumed			-.706	620.877	.480	-.081	.115	-.308	.145
economic_situation	Equal variances assumed	.000	.987	-.706	623	.480	-.081	.115	-.308	.145
	Equal variances not assumed			-.706	620.877	.480	-.081	.115	-.308	.145
customs	Equal variances assumed	1.363	.243	-1.249	623	.212	-.143	.114	-.368	.082
	Equal variances not assumed			-1.252	622.511	.211	-.143	.114	-.367	.081
religion	Equal variances assumed	1.363	.243	-1.249	623	.212	-.143	.114	-.368	.082
	Equal variances not assumed			-1.252	622.511	.211	-.143	.114	-.367	.081
my_gender	Equal variances assumed	.115	.734	-.847	623	.397	-.097	.115	-.324	.129
	Equal variances not assumed			-.848	622.609	.397	-.097	.115	-.323	.128
background	Equal variances assumed	.115	.734	-.847	623	.397	-.097	.115	-.324	.129
	Equal variances not assumed			-.848	622.609	.397	-.097	.115	-.323	.128
program_guide	Equal variances assumed	.358	.550	-1.031	623	.303	-.119	.116	-.346	.108
	Equal variances not assumed			-1.032	621.901	.303	-.119	.116	-.346	.108
location	Equal variances assumed	.358	.550	-1.031	623	.303	-.119	.116	-.346	.108
	Equal variances not assumed			-1.032	621.901	.303	-.119	.116	-.346	.108
time	Equal variances assumed	1.363	.243	-1.249	623	.212	-.143	.114	-.368	.082
	Equal variances not assumed			-1.252	622.511	.211	-.143	.114	-.367	.081
transportation	Equal variances assumed	1.363	.243	-1.249	623	.212	-.143	.114	-.368	.082
	Equal variances not assumed			-1.252	622.511	.211	-.143	.114	-.367	.081
participation_fee	Equal variances assumed	.115	.734	-.847	623	.397	-.097	.115	-.324	.129
	Equal variances not assumed			-.848	622.609	.397	-.097	.115	-.323	.128

Table 4.3 shows that there is no significant difference between participants demographics characteristics. Levene's test was conducted for equality of variance while t-test was conducted for equality of means. There is least impact of gender on the demographic results.

1.2. Pearson Correlation

The below Pearson Correlation Table 4.4 tells us the strength and direction of relationship between the psychological aspects and self-esteem aspects. It was found that the strongest relationship exists between the parent's understanding and the participant's involvement in non-formal activities. It indicates that the higher level of parents' understanding, the more likely a participant is to involve in non-formal activities. The lowest/ no relationship exists between self-commitment and non-formal activities.

Table 4: Pearson Correlation Table

Correlations

		nonformal_ activities	home_ teacher	young_ leader	self-commitment	parents_ understanding	customs	religion
nonformal_ activities	Pearson Correlation	1	-.008	-.008	.000	.316**	-.107**	-.107**
	Sig. (2-tailed)		.833	.833	.997	.000	.007	.007
	N	625	625	625	625	625	625	625
home_ teacher	Pearson Correlation	-.008	1	1.000**	-.187**	-.070	-.014	-.014
	Sig. (2-tailed)	.833		.000	.000	.079	.728	.728
	N	625	625	625	625	625	625	625
young_ leader	Pearson Correlation	-.008	1.000**	1	-.187**	-.070	-.014	-.014
	Sig. (2-tailed)	.833	.000		.000	.079	.728	.728
	N	625	625	625	625	625	625	625
self_ commitment	Pearson Correlation	.000	-.187**	-.187**	1	.035	-.002	-.002
	Sig. (2-tailed)	.997	.000	.000		.376	.952	.952
	N	625	625	625	625	625	625	625
parents_und erstanding	Pearson Correlation	.316**	-.070	-.070	.035	1	-.211**	-.211**
	Sig. (2-tailed)	.000	.079	.079	.376		.000	.000
	N	625	625	625	625	625	625	625

customs	Pearson Correlation	-.107**	-.014	-.014	-.002	-.211**	1	1.000**
	Sig. (2-tailed)	.007	.728	.728	.952	.000		.000
	N	625	625	625	625	625	625	625
religion	Pearson Correlation	-.107**	-.014	-.014	-.002	-.211**	1.000**	1
	Sig. (2-tailed)	.007	.728	.728	.952	.000	.000	
	N	625	625	625	625	625	625	625

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation table shows the relationship between the psychological and belonging aspects. The more the psychological benefits, the more they feel belong to community. There is positive correlation between pupils and teachers' perception about social education provided that psychological and belonging are interlinked. However, customer and religions are showing negative correlation with respect to parents understanding of social learning.

Table 5: Correlation Table

Correlations

		knowing_myself	understanding_myself	awareness	life_demands	goals	society	responsibility
knowing_myself	Pearson Correlation	1	-.187**	1.000**	-.187**	1.000**	-.187**	-.187**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	625	625	625	625	625	625	625
understanding_myself	Pearson Correlation	-.187**	1	-.187**	1.000**	-.187**	1.000**	1.000**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	625	625	625	625	625	625	625
awareness	Pearson Correlation	1.000**	-.187**	1	-.187**	1.000**	-.187**	-.187**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	625	625	625	625	625	625	625
life_demands	Pearson Correlation	-.187**	1.000**	-.187**	1	-.187**	1.000**	1.000**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	625	625	625	625	625	625	625
goals	Pearson Correlation	1.000**	-.187**	1.000**	-.187**	1	-.187**	-.187**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	625	625	625	625	625	625	625
society	Pearson Correlation	-.187**	1.000**	-.187**	1.000**	-.187**	1	1.000**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	625	625	625	625	625	625	625
responsibility	Pearson Correlation	-.187**	1.000**	-.187**	1.000**	-.187**	1.000**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	625	625	625	625	625	625	625

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.5 shows that there is negative correlation in most of factors associated with surrounding environment of pupils and teachers. Awareness about social education and individual goals

have -1.87 correlation as per Pearson's Correlation which shows negative relationship between other aspects of environmental factors.

1.3. Chi-Square

The Chi-square output below indicates whether the association between the respective variables is statistically significant or not. Each table contains a comparison of two variables.

Table 6: Crosstab (Programs)

Crosstab

			programs				
			during the school time	Separated from school time	part during the school time and part separated	4	Total
social_ edu	primary	Count	26	28	25	3	82
		% within social_edu	31.7%	34.1%	30.5%	3.7%	100.0%
	middle	Count	27	33	20	2	82
		% within social_edu	32.9%	40.2%	24.4%	2.4%	100.0%
	high	Count	44	51	38	3	136
		% within social_edu	32.4%	37.5%	27.9%	2.2%	100.0%
	night	Count	50	59	49	5	163
		% within social_edu	30.7%	36.2%	30.1%	3.1%	100.0%
	others	Count	50	60	48	4	162
		% within social_edu	30.9%	37.0%	29.6%	2.5%	100.0%
Total		Count	197	231	180	17	625
		% within social_edu	31.5%	37.0%	28.8%	2.7%	100.0%

Table 4.6 shows that less focus is given on the social education during primary, middle or high education as most people get social learning in adult age.

Table 7: Chi-Square Tests (Programs and Social Education)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.923[a]	12	1.000
Likelihood Ratio	1.930	12	1.000
Linear-by-Linear Association	.069	1	.793
N of Valid Cases	625		

a. 5 cells (25.0%) have expected count less than 5. The minimum expected count is 2.23.

Table 4.7 indicates that the Pearson chi-square value is 1.923 with a p-value of 1.000 indicating an insignificant association between the program and social education. Teachers are the one who largely participate in formal and non-formal social education while understanding of parents has influential role in developing social learning interest among students.

Table 8: Crosstab (Nonformal Activities)

Crosstab

			pupils' council	Young Leadership	Self-commitment	Social matriculation certificate	volunteering in Education	Scout	Home teacher lesson	The "New Horizon" program	youth advancement	Country Knowledge	Counseling Center	Total
social_edu	primary	Count	8	7	7	7	8	14	7	8	2	7	7	82
		% within social_edu	9.8%	8.5%	8.5%	8.5%	9.8%	17.1%	8.5%	9.8%	2.4%	8.5%	8.5%	100.0%
	middle	Count	7	8	7	7	7	13	9	7	3	7	7	82
		% within social_edu	8.5%	9.8%	8.5%	8.5%	8.5%	15.9%	11.0%	8.5%	3.7%	8.5%	8.5%	100.0%
	high	Count	13	13	13	11	12	20	11	12	4	14	13	136
		% within social_edu	9.6%	9.6%	9.6%	8.1%	8.8%	14.7%	8.1%	8.8%	2.9%	10.3%	9.6%	100.0%
	night	Count	15	15	15	17	13	25	14	15	5	14	15	163
		% within social_edu	9.2%	9.2%	9.2%	10.4%	8.0%	15.3%	8.6%	9.2%	3.1%	8.6%	9.2%	100.0%
	others	Count	14	14	15	15	17	23	16	15	5	14	14	162
		% within social_edu	8.6%	8.6%	9.3%	9.3%	10.5%	14.2%	9.9%	9.3%	3.1%	8.6%	8.6%	100.0%
Total		Count	57	57	57	57	57	95	57	57	19	56	56	625
		% within social_edu	9.1%	9.1%	9.1%	9.1%	9.1%	15.2%	9.1%	9.1%	3.0%	9.0%	9.0%	100.0%

Table 9: Chi-Square Tests

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.297[a]	40	1.000
Likelihood Ratio	3.257	40	1.000
Linear-by-Linear Association	.000	1	.997
N of Valid Cases	625		

a. 5 cells (9.1%) have expected count less than 5. The minimum expected count is 2.49.

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Table 10: Crosstab (Home Teacher)

Crosstab

			home_teacher					Total
			once	twice	three times	four times	more than four times	
social_edu	primary	Count	0	0	27	12	43	82
		% within social_edu	0.0%	0.0%	32.9%	14.6%	52.4%	100.0%
	middle	Count	16	0	27	12	27	82
		% within social_edu	19.5%	0.0%	32.9%	14.6%	32.9%	100.0%
	high	Count	15	27	28	27	39	136
		% within social_edu	11.0%	19.9%	20.6%	19.9%	28.7%	100.0%
	night	Count	40	15	43	27	38	163
		% within social_edu	24.5%	9.2%	26.4%	16.6%	23.3%	100.0%
	others	Count	11	40	12	84	15	162
		% within social_edu	6.8%	24.7%	7.4%	51.9%	9.3%	100.0%
Total		Count	82	82	137	162	162	625
		% within social_edu	13.1%	13.1%	21.9%	25.9%	25.9%	100.0%

Table 11: Chi-Square Tests

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	205.289[a]	16	.000
Likelihood Ratio	228.666	16	.000
Linear-by-Linear Association	21.741	1	.000
N of Valid Cases	625		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.76.

Table 12: Crosstab (Youth Advantage)

Crosstab

			youth_adv					Total
			once	twice	three times	four times	more than four times	
social_edu	primary	Count	0	0	27	12	43	82
		% within social_edu	0.0%	0.0%	32.9%	14.6%	52.4%	100.0%
	middle	Count	16	0	27	12	27	82
		% within social_edu	19.5%	0.0%	32.9%	14.6%	32.9%	100.0%
	high	Count	15	27	28	27	39	136
		% within social_edu	11.0%	19.9%	20.6%	19.9%	28.7%	100.0%
	night	Count	40	15	43	27	38	163
		% within social_edu	24.5%	9.2%	26.4%	16.6%	23.3%	100.0%
	others	Count	11	40	12	84	15	162
		% within social_edu	6.8%	24.7%	7.4%	51.9%	9.3%	100.0%
Total		Count	82	82	137	162	162	625
		% within social_edu	13.1%	13.1%	21.9%	25.9%	25.9%	100.0%

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a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.76.

RESULTS AND DISCUSSION (QUALITATIVE)

Interview of 10 educators is based on questions related to social education, perception of teachers, integrating social education with formal education and students' value for social education. Interview participants are named P1 to P10 to differentiate between them through codes. Based upon the interview, following themes are developed:

- Perception of teachers on social education
- Perception of high school pupils on social education
- Effective integration of social education with formal education

Theme 1: Perception of Teachers on Social Education

Interview results show that teachers have positive perception about social education. P3 responded that Arab education sector has promoted informal education activities to support social learning in high schools. P7 emphasis on involving youth in social activities so that they can play effective role in the society. However, P5 did not agree with other as she mentioned that pupils in high schools should only focus on formal education so that they acquire systematic knowledge. Interview results are validated through literature review where Harjanto & Sumarni (2021) states that formal education is classroom-based while informal education contains an in-and-out classroom approach.

Theme 2: Students Perception on Social Education

Though students are not directly involved in the interviews, teachers were asked about how students perceive social education in high schools. Interview results show that parent's involvement and understanding play's crucial role in students' perception about informal social learning. At the same time, teachers can also play positive role in changing the perception of students in social education. P1 believed that Arab students follow their family values and develop perception accordingly. According to P4, Arab society is based on collective approach and social learnings are valued as a way of life. At the same time, P8 negate the notion of social learning in formal education as he points out that high school students want to focus on mainstream education rather than involving in extra-curricular social activities.

Theme 3: Effective integration of social education with formal education

Teachers believe that they cannot integrate informal social education on individual level because it is the policy matter of schools. P2 stated that she tried to incorporate one lecture of social education on daily basis where students would learn various social elements. However, school did not allow that because it was not in their policy. Similarly, P10 elaborated that school administrative involvement in social activities can influence the integration of social education because administration has more power and resources. Anyhow, teachers have influential role in formal and informal education and can integrate social education effectively in their capacity. Linking this theme with literature review; Sukma et al. (2020) validated that integration is most important because it is the procedure of crafting unity, participation and inclusion at all stages of education in society within the diversity of personal characteristics.

CONCLUSION

This scientific article was based on examining and comparing teachers' perception and pupils' perception about integration of social education in formation education. For this purpose, in-depth literature was reviewed to set the foundation of the article. A primary data collection was made through survey questionnaire from students and teachers. At the same time, interviews were conducted from teachers. Research results conclude that understanding of pupils' parents are the most influential factor that develop perception of students. According to the questionnaire result of 500 students in Arab high school, students believe that social learning is crucial for their personality development and they should get social education in the class as part of the formal education. Teachers' perception is also positive about integrating social education in the formal education.

Arab education sector has promoted informal education activities to support social learning in high schools. Involving youth in social activities will lead them to play effective role in the society. However, core education of students should not be affected by integrating social education in the mainstream education setting. STEM education is more important for students in high schools because it develops their foundation in future higher education. A subject of social education or occasional social learning activities will prepare students to lead a life where human values are acknowledged. Future researchers are directed to focus on student's personality development through social education. One limitation in the current article is about collaboration of teachers and pupil's questionnaire data to take as single documents. Future researchers are advised to test pupils and teachers' data separately for effective results.

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