

## THE ROLE OF SOCIETY IN EDUCATIONAL SCIENCE

Devi Sakinah Nasution<sup>1\*</sup>, Firman<sup>2</sup>, Riska Ahmad<sup>3</sup>

<sup>1,2</sup>FIP Guidance and Counseling, Padang State University, Padang, Indonesia

<sup>1\*</sup> [devisakinah2008@gmail.com](mailto:devisakinah2008@gmail.com), [firman@konselor.org](mailto:firman@konselor.org), [ra5402945@gmail.com](mailto:ra5402945@gmail.com)

DOI: <https://doi.org/10.21107/literasinusantara.v2n1.281>

Received: October 02, 2021

Revised: October 17, 2021

Accepted: November 10, 2021

### Abstrak

*Education in society are two things that are interrelated. Education is always changing in developments that occur in society or community needs. Educational institutions are given the freedom to manage their institutions according to the needs of the surrounding community and involve community participation in carrying out their educational process. To realize this, of course, various fields in the organizational structure of school institutions are functioned optimally, not only those of an academic nature that are considered but also those that are supportive in this case the field of public relations which is a mediator of communication between educational institutions and the community. This is what educational institutions and the community have not realized where they still consider two separate parts so that there is no concern for each other's existence, even though they are two groups that cannot be separated in the implementation of the educational process to produce a moral generation of moral society.*

**Keyword** – Education , Society, Science

## 1. Introduction

In this modern era, education competition is increasing and various strategies are carried out to attract the attention of the public or enthusiasts in this case external stakeholders so that they have high enthusiasm for the world of education, especially educational institutions. To attract the attention of the community, the institution always tries to establish good cooperative relationships with various parties including the community by involving them in formulating the management of educational institutions as well as monitoring the educational process.

The existence of this link between educational institutions and the community is still not realized by both parties, especially the ordinary people who think that they are with educational institutions in a different environment, even though their involvement has a very positive influence on educational institutions. On the part of educational institutions also have not provided space for the community to get involved in the educational process, even if there is only limited involvement in the material, while physically and psychologically have not been fully involved. A great opportunity for educational institutions with the decentralization of education which provides freedom for educational institutions to manage their institutions according to the needs of the surrounding community and becomes the forerunner to the emergence of school-based management (SBM) theories and applications that demand the maximum role of the community in it.

With the decentralization policy, one of the consequences in implementing community-based education is waiting for the involvement of the community as a whole, namely parents of students, the community around the school, entrepreneurs of community social organizations and the government in providing education. Therefore, schools as education implementing units must be able to collaborate with the community both in terms of thinking, energy, financing and solving problems faced by educational institutions (Maisyaroh, 2011: 116).

From an educative and psychological perspective, educational institutions and the community have the same needs, where the community needs a place to study and educational institutions need the community to study at their institution, because of the tendency of changes that continue to occur in education to suppress the personal and social development of the community. This continuous change requires educational institutions to integrate themselves with the community.

Elsbree in Mulyono (2008:202) states that there are three factors that cause educational institutions to have good relations with the community, namely (1) the change in the nature, objectives and methods of teaching in educational institutions, (2) community factors that demand changes in education and the need for public assistance for educational institutions, (3) the development factor of democratic ideas for the community towards education.

## **2. Method**

In this modern era, education competition is increasing and various strategies are carried out to attract the attention of the public or enthusiasts in this case external stakeholders so that they have high enthusiasm for the world of education, especially educational institutions. To attract the attention of the community, the institution always tries to establish good cooperative relationships with various parties including the community by involving them in formulating the management of educational institutions as well as monitoring the educational process.

The existence of this link between educational institutions and the community is still not realized by both parties, especially the ordinary people who think that they are with educational institutions in a different environment, even though their involvement has a very positive influence on educational institutions. On the part of educational institutions also have not provided space for the community to get involved in the educational process, even if there is only limited involvement in the material, while physically and psychologically have not been fully involved. A great opportunity for educational institutions

with the decentralization of education which provides freedom for educational institutions to manage their institutions according to the needs of the surrounding community and becomes the forerunner to the emergence of school-based management (SBM) theories and applications that demand the maximum role of the community in it.

With the decentralization policy, one of the consequences in implementing community-based education is waiting for the involvement of the community as a whole, namely parents of students, the community around the school, entrepreneurs of community social organizations and the government in providing education. Therefore, schools as education implementing units must be able to collaborate with the community both in terms of thinking, energy, financing and solving problems faced by educational institutions (Maisyaroh, 2011: 116).

From an educative and psychological perspective, educational institutions and the community have the same needs, where the community needs a place to study and educational institutions need the community to study at their institution, because of the tendency of changes that continue to occur in education to suppress the personal and social development of the community. This continuous change requires educational institutions to integrate themselves with the community.

Elsbree in Mulyono (2008:202) states that there are three factors that cause educational institutions to have good relations with the community, namely (1) the change in the nature, objectives and methods of teaching in educational institutions, (2) community factors that demand changes in education and the need for public assistance for educational institutions, (3) the development factor of democratic ideas for the community towards education.

### **3. Result and Discussion**

#### **a. The Nature of Society**

Society is an embodiment of life with humans. In society, there are processes of social life, processes between relationships, and between actions.

Society as an institution of living together, as a *Gemeinschafts*, cannot even be separated from its citizens with all the inter-relationships and interactions that take place in it. To understand the nature of society, what is the personal position (individual), what are the roles, rights, and obligations of citizens to society with education, it will be discussed in the following description.

Prof. Robert W. Richey in his book *Planning for Teaching*, an *Introduction to Education* (Noor Syam: 1986) explains that society is a group of people who live together in an area with (relatively) the same way of thinking and acting that makes the community aware themselves as a unit (group).

Based on this understanding of society, it can be concluded that the essence of society is:

The basis for the formation of a society in general is because of the classification of the region, elements of culture, economic factors, and value systems such as caste. For example: urban communities, rural communities, rural communities, upper society, lower society.

In society there are social classes which are divided into upper class, middle class, and lower class. Social class is born from heterogeneity in society so that social distance is formed between them.

Society and culture have a very close relationship. This is due to the reality of heterogeneity in big cities which have a relatively large population, which is a manifestation of the cultural level of each member of the community.

Society applies a value system in life in relation to social classes. It is considered a social structure. The process and procedures for community mechanisms or how the procedures for the rights and obligations of citizens are carried out through existing institutions with all their functions and actually originate from the view of the whole community about the value system.

#### b. The Nature of Education

Education is a process, the process can take place anywhere and anytime, not only in a formal environment such as at school or campus because

education is not only school or college. The development of a person from childhood, adolescence to adulthood, at school, in the community and at home is a comprehensive educational process. Every individual in society is a potential that must be developed to support and launch development activities in society.

c. Relations between Educational Institutions and Society

Educational institutions are not justified in closing themselves off from the community, especially the surrounding community, nor is it fair to carry out their own ideas by not listening to or carrying out the aspirations of the community because in essence educational institutions belong to the community. The community wants educational institutions to stand in their environment to improve the development of their human resources, the community also wants educational institutions to be able to have a positive influence on community development both directly and indirectly with the hope that the community will also support the efforts carried out by educational institutions in their environment.

An educational institution is an open system for the community, as an open system it is clear that it cannot isolate itself and it is important to be aware of the existence of the community both its ideas, needs and values that exist in society. On the other hand, realizing that educational institutions really help them to prepare quality human resources of course in accordance with their own wishes by not allowing educational institutions only to play an active role but the community as well because after all in shaping adult humans through the educational process it will not be possible without the support and cooperation of Public. In essence, there are three educational environments that are closely related and cannot stand alone, namely the educational environment in the family, the educational environment in educational institutions and the educational environment in the community. So, between educational institutions and the community there is a two-way communication to give and receive each other.

Two-way communication, namely from educational institutions to the community and from the community to educational institutions, is to provide information to each other and participate in fostering the educational process. Thought in educational development does not always have to come from educational institutions and does not rule out the possibility that ideas from the community can be applied in the educational process because not all programs or ideas from educational institutions are in accordance with the needs of the community. This two-way communication relationship is very effective in the development of the educational process if it is actually implemented by both parties. Ngalim Purwanto stated that the cooperation between educational institutions and the community is classified into three types, namely:

Educational relations, namely cooperative relationships between educational institutions and the community in terms of educating students, between teachers in educational institutions and parents in the family. This collaboration can be realized by holding periodic planned meetings between teachers and parents of students as members of the school committee.

Cultural relations, namely cooperation between educational institutions and the community to foster and develop the culture of the local community because after all education is part of the culture of the surrounding community. To realize this collaboration, namely by mobilizing students to assist in social activities needed by the community by working together to repair roads, clean the environment, preserve the environment and also jointly organize religious or national celebrations.

Institutional relations, namely cooperative relationships between educational institutions and other official institutions or agencies, both private and government, for example the relationship between educational institutions and health centers, local governments, agencies, markets and so on (Sri Minarti, 2011:278-280).

Abdul Hadis and Nurhayati (2010:3) in their book *Quality Management of Education* said that without good cooperation with various parties, educational institutions will not be able to run alone in carrying out the

teaching and learning process in order to produce quality students. Not to mention the demands for quality improvement made by educational institutions. One of the declines in the quality of education is because it does not maximize communication and information in the world of education, including establishing good cooperative relationships with the community.

In addition, character education which is widely promoted by education experts has not yet achieved maximum results according to shared expectations, due to the declining morals of the nation which is often seen in various mass media, this is also due to the absence of community involvement in supervising the education process. The community should not fully hand over the responsibility of educating generations to educational institutions but they also have an important role in this, of course with good communication first between the two parties.

#### **4. Conclusion**

Public relations and education are highly correlated, advanced societies because advanced education and education will only be found in advanced societies. The community must actively establish the principles of education that are contained in the philosophy of public education (nation and state). Education is related to personal and social human problems, and by some experts it is defined as a process of adjustment by individuals to carry out their functions in society. The guidelines for implementing education are contained in the education law. So the society/state as the subject of macro education naturally determines the motivation, goals, institutions or the whole national education system based on the ideals of initiative.

#### **References**

- Abdul Hadis dan Nurhayati. 2010. *Manajemen Mutu Pendidikan*. Alfabeta: Bandung.
- Maisyaroh. 2011. *Maksimalisasi Peran Masyarakat dalam Penyelenggaraan Pendidikan. Tesis Manajemen Pendidikan Islam UIN Maliki Malang*.



Mulyono. 2008. *Manajemen Administrasi dan Organisasi Pendidikan*. ArRuzz Media: Jogjakarta.

Sri Minarti. 2011. *Manajemen Sekolah Mengelola Lembaga Pendidikan secara Mandiri*. ArRuzz Media: Jogjakarta.

Syam, M.Noor. 1986. *Filsafat Kependidikan Dan Dasar Filasafat Kependidikan Pancasila*. Usaha Nasional: Surabaya.

Tim Dosen Administrasi Pendidikan UPI. 2009. *Manajemen Pendidikan*. Alfabeta: Bandung



© 2021 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).