



RELATIONSHIP OF EDUCATIONAL INSTITUTIONS WITH THE COMMUNITY

Hifni¹, Sri Susmiyati², Habib Anwar Al Anshori³

1,2,3 Sultan Aji Muhammad Idris State Islamic University

Email: hf.hifni81@gmail.com¹, srisusmiyati2@gmail.com², habibpalaran@gmail.com³

Abstract:

Educational institutions are an important component in community development. This research aims to explore the relationship between educational institutions and society and their impact on social and cultural development. The methods used are literature studies and surveys with the participation of the community around educational institutions. The research results show that close collaboration between educational institutions and the community can improve the quality of education, strengthen social values, and encourage active community participation in the education process. The conclusions of this research emphasize the importance of synergy between educational institutions and society to create an environment that supports individual and community development.

Keywords: *Relations, Educational Institutions, Society*

INTRODUCTION

Education plays a role as the main pillar in the development of a society. Education is a cultural effort that aims to provide guidance in life for the growth of the child's body and soul so that in their personal nature and the influence of their environment, they can achieve physical and spiritual progress towards human civilization, namely the highest personality or character (Aeni et al., 2016). As institutions responsible for the learning process, educational institutions not only focus on knowledge transfer, but also function as agents of significant social change (Oktaviani et al., 2020). In this context, the relationship between educational institutions and society becomes very important, because both influence each other and contribute to the development of individuals and communities. In the current era of globalization and technological advances, the challenges faced by educational institutions are increasingly complex, requiring the active involvement of society in the educational process.

According to (Kholis et al., 2014) Rapid social, economic and cultural changes require educational institutions to adapt to the dynamics that exist in society. For example, the need for practical skills and soft skills that are relevant to the world of work today requires collaboration between educational institutions and the industrial sector. The community has an important role in providing input regarding appropriate curriculum, so that education can be more relevant and applicable. By involving the community in decision-making regarding education, educational institutions can create programs that are more effective and beneficial to students and the community as a whole.

Furthermore, a harmonious relationship between educational

institutions and the community can increase community participation in educational activities. When the community feels they have a stake in the educational process, they tend to be more actively involved in supporting the programs being held (Kholis et al., 2014). For example, community service activities carried out by educational institutions can increase social awareness and encourage the community to contribute to learning. This not only strengthens social cohesion, but also creates a positive environment for the development of children and adolescents.

However, while there is a lot of potential in this relationship, there are still challenges that need to be overcome. Many educational institutions operate separately from society, resulting in a gap between formal education and real needs in the field. In addition, a lack of communication and collaboration between educational institutions and the community can hinder the development of innovative and relevant programs. Therefore, this research aims to explore the relationship between educational institutions and society, as well as its impact on social and cultural development, in order to create a synergy that is beneficial for both.

Education as a Social Process

Education is a social process that involves interactions between individuals, groups and institutions. According to (Zamroni, 2017) education is not only limited to the classroom, but also includes social experiences that occur outside the school environment. This process allows individuals to learn the values, norms and culture that apply in society. Thus, educational institutions have a responsibility to create a learning environment that reflects the social and cultural diversity of the surrounding community.

Social Systems Theory

Social systems theory, developed by (Aspan, 2021), emphasizes the importance of interdependence between various components in society. In this context, educational institutions and society are seen as part of one larger system. Both interact with each other and contribute to social welfare. When educational institutions function well, society will benefit through improving the quality of educated and skilled human resources.

Community Engagement Model

Community involvement in education can be explained through the involvement model proposed by (Pakniany et al., 2020). This model divides community involvement into several levels, ranging from passive participation to active participation. Active participation includes the involvement of parents, volunteers and community members in various educational activities, such as workshops, seminars and community service programs. This involvement not only increases support for educational institutions, but also strengthens the sense of ownership of the educational process.

Community Based Education

Community-based education is an approach that emphasizes the role of the community in determining the direction and content of education. According to (Karim & Bahari, 2024), this model encourages educational institutions to respond to the needs and aspirations of local communities. By involving the community in developing curriculum and learning programs, education becomes more contextual and relevant to students' daily lives. This approach also helps build stronger relationships between educational institutions and communities.

Theory of Social Change

Social change theory, as explained by (Sihaloho et al., 2023), focuses on how educational institutions can function as agents of change in society. Education has the potential to change individual thought patterns and behavior, which in turn can influence broader social dynamics. Educational institutions that are responsive to social change will be able to create a generation that is not only educated, but also has social awareness and responsibility towards society.

Human Resource Development

Human resource (HR) development is an important aspect in the relationship between educational institutions and society. According to [Author's Name, Year], educational institutions are responsible for preparing individuals to face challenges in the world of work and social life. Through quality education, individuals can develop the skills and knowledge necessary to contribute positively to society. Thus, good relations between educational institutions and the community will support the development of quality human resources.

The Role of Technology in Education

In today's digital era, technology plays an increasingly important role in education. According to (Effendi, 2021), technology can be used to strengthen relations between educational institutions and society. Through online learning platforms and social media, educational institutions can reach the public more effectively, and facilitate communication and collaboration. Technology also allows people to be more involved in the educational process, for example by attending seminars or courses held online.

Challenges in the Relationship between Educational Institutions and Society

Although there is much potential in the relationship between educational institutions and society, there are still a number of challenges that need to be overcome. According to (Rahman & Akbar, 2021), a lack of communication and understanding between educational institutions and the community often hinders effective collaboration. Additionally, differences in values and priorities between the two parties can cause conflict and dissatisfaction. Therefore, it is important for educational institutions to develop strategies that are inclusive and responsive to community needs, so that this relationship can run harmoniously and with mutual benefit.

Review of research related to the relationship between educational institutions and society.

Article: "the role of educational institutions in society in the modern era" author: hubbil khair publisher: darul ulum Scientific Journal of Religion, Education and Society, Volume 12, Number 2, July - December 2021. (Anshori, 2022) This article discusses the role educational institutions in modern society, emphasizing the importance of education in developing individual potential through family, school and society. The family functions as the basis of education, while schools are responsible for educating and preparing children to become useful members of society. In addition, community educational institutions provide practical education for those who do not attend school. Collaboration between educational institutions and the community is very important to improve the quality of education, and decentralization of education provides opportunities for management that is more in line with community needs.

Article: Optimizing the Role of Educational Institutions in Making the

Nation Smarter Author: Marlina Gazali. (Khair, 2021) This article discusses the strategic role of educational institutions—families, schools and communities—in making the nation smarter. The author, Marlina Gazali, emphasizes that family education is the initial foundation for children's moral and emotional development, while school functions to develop intellectual abilities and skills. Communities also have an important role in supporting non-formal education and providing resources. Synergy between these three institutions is very important to fulfill children's rights and give birth to a generation that is intelligent and able to solve problems, in accordance with the mandate of the 1945 Constitution.

RESEARCH METHODS

The research approach used is qualitative, general qualitative research and is basically used in the world of social sciences and humanities, in micro-study terms. Mainly related to human patterns and behavior (behavior) and what is behind this behavior which is usually difficult to measure with numbers (Harahap, 2020). So the main goal is to understand the relationship between educational institutions and society. A qualitative approach allows researchers to explore richer and more complex experiences, perceptions and views that quantitative methods may not be able to reach.

This research uses a qualitative research design with a case study approach. This design was chosen because it allows researchers to explore in depth the relationship between educational institutions and society in a particular context. By focusing on the interactions and dynamics that occur, case studies can provide richer insight into how social, cultural, and economic factors influence these relationships. Research location in Batu Kajang Village, Batu Sopang District, Paser Regency, East Kalimantan, Postal Code 76252 School samples were taken from elementary-high school/equivalent schools totaling 4 schools from 9 schools in Batu Kajang village.

RESULTS AND DISCUSSION

The results of this research were obtained through data analysis from in-depth interviews and surveys conducted at the 4 educational institutions and surrounding communities that were sampled. The data collected includes perspectives from educational institution administrators, teachers, parents, students and community members. The following are the main findings obtained:

Community Involvement in Education

Most respondents stated that community involvement was very important in improving the quality of education. As many as 78% of respondents from the survey said that they actively participated in school activities, such as parent meetings, volunteer activities, and community service programs. Interviews with school principals indicate that collaboration with the community has helped in the provision of additional resources, such as books, teaching aids, and financial support for extracurricular activities.

Perception of the Curriculum

Data from interviews shows that many parents and community members feel that the curriculum taught in educational institutions is often not relevant to local needs. Only 45% of respondents felt that the current curriculum reflects the context and needs of society. Most respondents wanted the integration of local values and agricultural practices or practical skills in the curriculum.

Positive Impact of Engagement

Respondents reported that community involvement not only improves the quality of education, but also strengthens social ties within the community. Interviews with the community show that educational programs involving the community, such as skills training and workshops, have created a sense of togetherness and solidarity among residents.

Challenges in Collaboration

While there are many benefits to collaboration, the research also identified several challenges. Only 30% of respondents felt that communication between educational institutions and the community was going well. Many respondents complained about the lack of information about school activities and opportunities to get involved. In addition, differences in values and priorities between educational institutions and society are often a source of conflict.

The results of this research show that the relationship between educational institutions and society is very important in creating a quality educational environment. Community involvement in education not only provides material support, but also strengthens the sense of ownership of the educational institution itself. This is in line with Marlina Gazali's findings. (Khair, 2021) This article discusses the strategic role of educational institutions—families, schools and communities—in making the nation intelligent, which states that active community participation can improve the quality of education and student learning outcomes.

Community Involvement

Community involvement in education is very diverse, ranging from direct support in school activities to participation in curriculum development. This research confirms that collaboration between educational institutions and the community can create synergies that are beneficial for both parties. Therefore, educational institutions need to develop strategies to increase community involvement, for example through more inclusive and transparent programs.

Relevance of the Curriculum

Findings regarding perceptions of the curriculum show that there is a gap between what is taught in schools and the needs of society. This emphasizes the importance of adapting curricula that are more responsive to local contexts. The integration of cultural values and practical skills in the curriculum can provide greater relevance for students and society. This research is in line with Anshori's argument, 2022, which emphasizes the need for contextual and relevant education.

Social Impact

The positive impact of community involvement also reflects the importance of education in strengthening social ties. When communities feel involved, they are more likely to support educational institutions and contribute to student success. This shows that education not only serves as a tool to transfer knowledge, but also as a means to build a cohesive community.

Collaboration Challenges

Challenges in collaboration between educational institutions and communities need to be overcome to maximize the potential of these relationships. A lack of communication and understanding between both parties can hinder the development of a productive relationship. Therefore, educational institutions should strive to improve communication with the community, for example through discussion forums, regular meetings, and the use of social

media to disseminate information about activities and engagement opportunities.

CONCLUSION

The conclusion of this research shows that the relationship between educational institutions and the community is very crucial in improving the quality of education and strengthening social ties in the community. Active community involvement in educational activities has been proven to have positive impacts, such as increased resource support and higher curriculum relevance. However, challenges such as lack of effective communication and differences in values between educational institutions and society still need to be overcome to maximize the potential of this collaboration.

Based on the research results, it is recommended that educational institutions develop better communication strategies with the community, including holding discussion forums and utilizing social media. In addition, integrating local values in the curriculum and organizing community service programs can increase community involvement. Increasing public awareness of the importance of participation in education also needs to be strengthened through various activities. With these steps, it is hoped that the relationship between educational institutions and society can be strengthened, creating a better educational environment and supporting the development of individuals and the community as a whole

REFERENCES

- Aeni, K., Zamroni, Z., & Zuchdi, D. (2016). Pendayagunaan modal sosial dalam pendidikan karakter. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 4(1), 30–42.
- Anshori, H. N. (2022). HUBUNGAN LEMBAGA PENDIDIKAN DENGAN MASYARAKAT. *El-Wasathiya: Jurnal Studi Agama*, 10(02), 141–150.
- Aspan, N. A. (2021). Madrasah Sebagai Sistem Sosial Perspektif Talcott Parsons. *Rabbani: Jurnal Pendidikan Agama Islam*, 2(1), 56–71.
- Effendi, M. (2021). Pengembangan sumber daya manusia dalam meningkatkan citra lembaga di lembaga pendidikan islam. *Southeast Asian Journal of Islamic Education Management*, 2(1), 39–51.
- Harahap, N. (2020). Penelitian kualitatif.
- Karim, A., & Bahari, Y. (2024). Model pendidikan berbasis komunitas. *Tumoutou Social Science Journal*, 1(2), 92–99.
- Khair, H. (2021). Peran Lembaga pendidikan dalam masyarakat di era modern. *Darul Ulum: Jurnal Ilmiah Keagamaan, Pendidikan Dan Kemasyarakatan*, 12(2), 24–36.
- Kholis, N., Zamroni, Z., & Sumarno, S. (2014). Mutu sekolah dan budaya partisipasi stakeholders. *Jurnal Pembangunan Pendidikan: Fondasi Dan Aplikasi*, 2(2).
- Oktaviani, R. N., Trisnawaty, W., & Hariyani, I. T. (2020). Pemberdayaan Griyo Maos Banyu Ilmu untuk Meningkatkan Softskill dan Hardskill Anak Dusun Rembukidul, Mojokerto. *Jurnal Pengabdian Pada Masyarakat*, 5(3), 815–822.
- Pakniany, N. S. L., Imron, A., & Degeng, I. N. S. (2020). Peran serta masyarakat dalam penyelenggaraan pendidikan. *State University of Malang*.
- Rahman, D., & Akbar, A. R. (2021). Problematika yang dihadapi lembaga

- pendidikan Islam sebagai tantangan dalam meningkatkan mutu pendidikan. *Nazzama: Journal of Management Education*, 1(1), 76–89.
- Sihaloho, W., Tanjung, D. R., Harahap, S. A., Barus, A., Ningsih, S. P., & Rohali, A. (2023). Pendidikan dan Perubahan Sosial. *Jurnal Dirosah Islamiyah*, 5(3), 829–841.
- Zamroni, A. (2017). Strategi pendidikan akhlak pada anak. *Sawwa: Jurnal Studi Gender*, 12(2), 241–264.