

The Impact of the Synergy of Family, School and Community Education

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ABSTRACT

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Schools are one of the institutions that bear the heavy burden of carrying out education. Schools as the guardians of the breath of life. Students who have difficulty learning, as well as student delinquency is not a new thing, especially among the school environment. Because it concerns the extent of the attention of family, community and school education or often called the three-centered education to children. Parents, schools and communities have a very important position for their development. Thus, the success or failure of moral values or learning abilities of students is also determined by the synergy of family, school and community education itself. This article will discuss "The Impact of the Synergy of Family, School and Community Education". The data processed and explored comes from books, journals, and several writings related to this research. The research findings show that the synergy between family, school and community education is very important, and no one should not be involved, because it will have an impact on the failure to form good behavior and the failure of the learning process.

1. Introduction

National Education in Indonesia is rooted in the constitution, Pancasila 1945 Constitution or from the definition of education. Kh. Hajar Dewantara, education is expected to increase the intelligence and dignity of the Nation, realizing human beings and Indonesian society who are faithful and devoted to Allah SWT. Creative, skillful, disciplined, professional, responsible, and productive as well as physically and mentally healthy.

School is one of the institutions that bear the heavy burden of carrying out education. School as the guardian of the breath of life. Students who have difficulty learning, as well as student delinquency is not a new thing, especially among the school environment. Because it concerns the extent of the attention of family, community and school education or often called the Tripusat Pendidikan to children. Parents, schools and communities have a very important position for their development. Thus, the success or failure of moral values or learning abilities of students is also determined by the synergy of family, school and community education itself.

Behavioral education, as well as the learning process, is formed through the habitual action and example of educators, parents, leaders, and society, which is the broad environment for child development. Family and community education often

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do not help in the process of educating children, therefore this article will discuss "The Impact of the Synergy of Family, School and Community Education"

2. Literature Review

2.1 Impact

Impact is a strong influence that can be positive or negative (Peter Salim & Yenny Salim: 1998). Meanwhile, according to experts, the definition of impact is the result, impact or influence that occurs (be it negative or positive) from an action taken by one/group of people who carry out certain activities.

According to Mangunsubroto (1995: 110), "impacts can be divided into two, namely positive externalities and negative externalities, what is meant by positive externalities is the beneficial impact of an action taken by a party on others without compensation from the benefited party. Meanwhile, a negative externality is when the impact on other people who do not receive compensation is detrimental

2.2 Family Education

Family is the smallest unit in society consisting of husband or husband and wife and their children or father and their children or mother and their children, or family in a straight line up or down to the third degree. (Child Protection Law Number 23 of 2002).

Broadly speaking, the definition of family is kinship formed on the basis of marriage and blood relations. Kinship that comes from one descendant of a person's ancestral search, through the father's and mother's lines.

2.3 School Education

According to Muhammad Athiyah al Abrasyi quoted in his book Djumransjah, schools function to help families instill educational values in children related to noble attitudes and personalities as well as intelligent minds so that later they will become useful members of society in accordance with the demands of society and the prevailing behavior in line with the goals of lifelong education (HM. Djumransjah: 2006).

The concept of school education according to Islamic education is an effective formal educational institution to deliver children to the goals set in Islamic education.

Schools are meant to guide, direct and educate so that the institution requires the presence of certain age groups in classrooms led by teachers to study a graded curriculum. In education, it is appropriate to demand policies that are in accordance with human personality.

Therefore, the task of teachers and school leaders is not only to provide knowledge and skills, but also to educate children in religion and virtue. "There is a chain reaction between the child's personality and his school, namely his personality determines his adjustment at school and his adjustment at school has a major effect on his self-concept (Tirtarahardja: 2000).

2.4 Community Education

Slameto states that society is the environment where children live (Slameto: 2000), Society according to Dhafir is a living unit of living beings bound by a certain system of customs (Dhafir: 2009). According to Islamic education, the concept of community education is an effort to improve the quality and culture to avoid ignorance. These efforts can be realized through various kinds of community activities such as religious activities, so that it is hoped that there will be a sense of belonging to the community and will bring renewal where the community has a responsibility especially to improve the personal quality of knowledge, skills, sensitivity and wisdom. In other words, increasing cognitive, affective and psychomotor insights. (Kuntowijoyo: 1991)

Community education occurs when separated from family care and is outside formal education or school. Community education occurs indirectly, in the sense that children seek their own knowledge and experience, strengthen their own faith and belief in moral and religious values in society. Society shares in the responsibility for education. The community has a big influence in giving direction to children's education, especially the community leaders or rulers in it. Muslim community leaders certainly want each of their students to become obedient members of their religion, both in the family environment, playmates, class groups and schools. (Zakiah Drajat: 2004)

3. Methodology

In writing this article, the author uses the library research method, namely by collecting data or materials related to the theme of the discussion and its problems, which are taken from library sources. Referring to the above study, the compiler uses several relevant methods to support the collection and analysis of the data needed in writing. So the data processed and extracted comes from, books, journals, and several writings related to this research.

4. Results and Discussion

4.1 Impact on behavior

Family, community and school education or often referred to as *Tripusat Pendidikan* has a very important role for the development of children, especially in terms of education to obtain good behavior.

First, the family environment is the first educational environment that will be used as an example by children. In the family there is an educational function to instill values and knowledge and skills. If a child since childhood is accustomed to being good, educated and trained continuously, then he will grow and develop into a child who has *akhlakul karimah* (good morals or behavior). Conversely, if children are accustomed to doing bad things, later they will get used to doing bad things too (Abdul Mujib: 2006). Also the opinion in Ahmad D Marimba's book which reveals that, one of the factors that can affect children's morals is the family environment, especially the two parents. Parents are most responsible for the development of children, both physically and mentally.

Second, the school environment is the second education after the family where school education functions to assist the family in providing education in order to form good behavior. The school, which is a complement to family education, has a very important role and function of school education after the family. According to Muhammad Athiyah al Abrasyi quoted in his book HM. Djumransyah, school education serves to help families instill educational values to children related to noble attitudes and personalities. In addition, school education also functions as a place to instill educational values to children related to attitudes and morals and intelligent minds so that later they will become useful members of society in accordance with the demands and behavior of society in line with the goals of lifelong education. (HM. Djumransjah: 2007)

Third, community education. Each individual as a member of society must be responsible for creating a comfortable and supportive atmosphere. Therefore, in the education of children, Muslims are required to choose an environment that supports children's education and avoid bad communities. Because when children or students are in a bad community environment, the development of the child's personality will be problematic. (Moh Hailami Salim and Syamsul Kurniawan: 2012)

From the above understanding, the synergy of family, school and community education is very important. And one of them should not be uninvolved. Because the negative impact given when one of them is missing will frustrate the educational process itself. When schools and communities teach good behavior, but families model something that is not good, such as saying something inappropriate for children to hear, it will have an impact on the failure of education. When education in the family and community is good, but the school does not teach polite and courteous behaviors, students are left alone to behave badly, it will also have an impact on the failure of education. Family and school education is good, but a child who fails to get a good community environment will also make the impact of education failure.

4.2 Impact on learning outcomes

One of the obstacles to failed education is the lack of cooperation between teachers, parents and the community, which makes it difficult to overcome students' learning difficulties.

Family, community and school education or often referred to as the *Tripusat Pendidikan* also has a very important role in student learning outcomes.

Family is a crucial place among individuals and groups. The family environment is the first place for a child. The family is also the first place where life values are taught. Until children enter school, they spend all their time in the family. Until adolescence (adolescent) they are estimated to spend 1/2 of their time in the family. (Abdul Ahmadi: 2004)

School Education School education is basically part of education in the family which is also a continuation of education in the family. In other words, life at school is a bridge for children that connects life in the family with life in society later. because not all educational tasks can be carried out by parents in the family (especially in terms of science and various kinds of skills), then send children to school (Zubad Nurul Yakin: 2009.)

According to Tirtarahardja (2008: 178) the relationship between society and education can be viewed from three aspects, namely:

- a. Society as an organizer of education, both institutionalized (school and out-of-school pathways) and non-institutionalized (out-of-school pathways).
- b. Community institutions or social groups in the community, either directly or indirectly, also have an educational role and function.
- c. In the community there are various learning resources, both designed (by design) and utilized (utility). It should also be remembered that humans in their daily work and life will always try to benefit from their life experiences to improve themselves.

The Impact of the Synergy of Family, School and Community Education

From some of the definitions above, the collaboration between family, school and community in education is very important. Because the negative impact given when one of the responsibilities is not carried out will create a failure of the student learning process. Because the impact that will be experienced is the failure of the learning process results, when schools and communities teach them knowledge, but families do not help facilitate them, such as letting children use technology without control. it will have an impact on the failure of learning outcomes. When education in the family and community is good, but schools do not have good quality educators and facilities do not support, it will also have an impact on the failure of the learning process. Family and school education is good, but a child who fails to get a good community environment will also have an impact on the failure of education.

5. Conclusion

Family, community and school education or often referred to as *Tripusat Pendidikan* has a very important role for the development of children, especially in terms of education to obtain good behavior. also has a very important role in student learning outcomes, because one of the obstacles to failed education is the lack of cooperation between teachers, parents and the community, making it difficult to overcome student learning difficulties.

The impact on behavior, negative impact, when schools and communities teach good behavior, but families model something that is not good, such as saying something that is inappropriate for children to hear, it will have an impact on the failure of education. When education in the family and community is good, but the school does not teach polite and courteous behaviors, students are left alone to behave badly, it will also have an impact on the failure of education. Education in a family and school is acceptable, but a child who fails to get a good community environment will also make the impact of the failure of education.

The impact on learning outcomes, the negative impact given when one of them is missing will frustrate the student's own learning process. Because the impact that will be experienced is the failure of the results of the learning process, when schools and communities teach them knowledge, but families do not help facilitate them, such as letting children use technology without control. it will have an impact on the failure of learning outcomes. When education in the family and community is good, but the school does not have good quality educators and pre-facilities do not support, it will also have an impact on the failure of the learning process. Family and school education is good, but a child who fails to get a good community environment will also have an impact on the failure of education.

Therefore, it is very important to build synergy between family, school and community education. So that they do not experience these impacts.

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