

## The Effect of Lack of Synergy Between Family, School and Community Education on Child Development

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ARTICLE INFO	ABSTRACT
Volume: 3	This research is intended to examine the effect of the lack of synergy between family, school and community education on child development. The learning process is formed through habitual action and the example of educators, parents, leaders, and the community, which is the broad environment for child development. Currently, what often happens is that the focus of education is only charged to schools. family and community education often do not help in the process of educating children. the data processed and explored comes from, books, journals, and several writings related to this research. The research findings show that family, school and community education must synergize with each other, and must be fully involved, because one that is not involved will have an impact on the failure to form good behavior and the failure of the learning process
<b>KEYWORD</b>	
Influence, synergy, education, family, school, community	

### 1. Introduction

National Education in Indonesia is rooted in the 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.

Many people understand that their orientation in pursuing education from elementary to tertiary levels is only on a piece of recognition in the form of diplomas and degrees and they forget to develop the potential that exists in themselves, they do not have soft skills and life skills for life, life and livelihood. They do not have the characteristics and attitudes of independence, togetherness, scholarship, let alone good character and devotion (Rachmalia Fitriani Saleh: 2020). Currently, there is a real and worrying crisis in society involving our most precious possession, namely children. The crisis, among others, in the form of increasing promiscuity, rampant rates of violence against children and adolescents, crimes against friends, teenage theft, cheating habits, drug abuse, pornography, rape, deprivation and destruction of other people's property have become social problems that until now have not been resolved completely. Therefore, the attention of parents, schools and society has a very important position for their development. Thus, the success or failure of moral values or learning abilities of students is determined by the influence of family, school and community education itself.

The learning process, formed through habitual action and exemplary educators, parents, leaders, and society which is a broad environment for child development. Family and community education often do not help in the process of educating children, therefore this article will discuss "The Effect of Lack of Synergy Between Family, School and Community Education on Child Development".

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## **2. Literature Review**

### **2.1 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, family is a kinship formed on the basis of marriage and blood relations. Kinship that comes from one descendant of a person's ancestral line, through the paternal and maternal lines.

### **2.2 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 and behavior of the prevailing society 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).

### **2.3 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 in order 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 is a sense of belonging to the community and will bring renewal where the community has the 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, theses and several writings related to this research.

## 4. Results and Discussion

### Effects of Lack of Synergy Between Family, School and Community Education

#### 4.1 Impact on Academic Development

1. Loss of Consistency: When the family, school and community do not share the same vision and approach to education, the child may experience confusion and lose direction. For example, values taught at home may conflict with those taught at school, causing the child to be confused and unfocused (Yusuf, 2012).
2. Lack of Support: Children need consistent support from all parties. When support only comes from one party, the child may feel less motivated and have difficulty achieving optimal academic performance (Gunawan, 2013).

#### 4.2 Impact on Social Development

1. Social Interaction Issues: Children learn social skills not only at home or at school, but also in their interactions with the community. Lack of synergy can limit a child's opportunity to develop important social skills (Suharto, 2005).
2. Antisocial Behavior: Misalignment of values and norms taught by family, school, and society can lead to antisocial behavior in children, such as non-compliance or aggressive behavior (Wiyani, 2012)

#### 4.3 Impact on Emotional Development

1. Stress and Confusion: Children who experience misalignment in education often feel stressed and confused. For example, when expectations from parents and teachers are not aligned, the child may feel pressured to meet conflicting expectations (Nugroho, 2011).
2. Impaired Emotional Wellbeing: A lack of emotional support from one or more of the educational components can disrupt a child's emotional well-being, causing problems such as anxiety or depression (Suyanto, 2010)

#### 4.4 Synergy between Family, School and Community Education

1. 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 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.
2. 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)
3. 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 explanations above, the influence 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 education 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 educational results. 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 the failure of education.

## 5. Conclusion

The lack of synergy between family, school and community education has a significant impact on child development. Addressing this issue requires collaborative efforts from all parties involved in a child's education. Through effective communication, shared understanding and consistent support, we can create an environment conducive to optimal child development. From the above, it can be concluded that the roles of family, school and community in education are inseparable. They are the three centers of education that must synergistically and simultaneously plan, monitor and evaluate education in schools. If the three elements have the same understanding of their role in education, surely the three elements will run in synergy and simultaneously. With the synergy of the three elements, it can be expected that education will be more meaningful, because with the togetherness of the three elements, at least the educational process will not neglect the role of the family from which student character is formed, noble values and local wisdom will be as a form of cultural heritage will be maintained if the community also participates in education, of course the development of science and technology also remains under control without leaving noble values that still need to be maintained and preserved if the role of schools and communities is also maximized. With synergism between family, school, and community, the meaningfulness of education will be achieved to produce people with character, piety, independence, and intellectuals who master and are able to develop science and technology in meeting global demands and challenges because the negative impact given when one of them is missing will frustrate the educational process.

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