



The Role of the Community in Community-Based Education

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Abstrak : The spirit of decentralization of education needs to be welcomed by educational institutions where 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 the educational process. To realize this, of course, various fields in the organizational structure of school institutions are maximally functioning, not only those that are academic in nature, 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 society have not realized where they still consider the two parts to be separate 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 moral generations of a moral society. The method used is literature review research. In the literature review, the author studies and understands theories related to the material and conducts studies and discussions with colleagues in finding solutions to the problems that the author encounters. In the discussion of this article, the author describes the problems regarding the new trend of future education based on the concept of the future curriculum, preparation for future education, and the essence of future education. Keywords: Community, Educational, Institution			

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INTRODUCTION

In this modern era, competition in education is increasing and various strategies are carried out to attract the attention of the public or interested parties, in this case external stakeholders (Park et al., 2021), so that they have high enthusiasm for the world of education, especially educational institutions (Rahmah et al., 2022). To attract the attention of the community, institutions always try to establish good cooperative relations with various parties, including the community, by involving them in formulating the management of educational institutions as well as those who monitor the educational process. The existence of a connection between educational institutions and the community

is something that is still not realized by both parties, especially ordinary people who think that they and educational institutions are a different environment, even though their involvement has a very positive influence on society.

Educational institutions also have not provided space for the community to be involved in the educational process even if there is only limited material involvement while physically and psychologically it has not been optimally involved (Rohmalimna et al., 2022). There is a great opportunity for educational institutions with the existence of educational decentralization which gives freedom to educational institutions to manage their institutions according to the needs of the surrounding community and is the forerunner to the emergence of school-based management (SBM) theory and application which demands the maximum role of the community in it. With the existence of this decentralization policy, one of the consequences of implementing community-based education is waiting for the involvement of the community as a whole, namely parents of students, the community around the school, employers of social organizations and the government in providing education (Dianovi et al., 2022). Therefore schools as educational implementing units must be able to establish cooperation with the community both in terms of thinking, energy, financing and solving problems faced by educational institutions (Maisyaroh, 2011: 116). From an educational and psychological perspective, educational institutions and society have the same needs where people need a place to study and educational institutions need people to study in their institutions, because there is a tendency for change to continue to occur in education to suppress the personal and social development of society (Najeed et al., 2022). This continuous change requires educational institutions to integrate themselves with society (Nopiana et al., 2022). Elsbree in Mulyono (2008: 202) states that there are three factors that cause educational institutions to have good relations with the community, namely (1) factors changing the nature, objectives and methods of teaching in educational institutions, (2) community factors that demand changes in education and the need for community assistance for educational institutions, (3) the development of democratic ideas for the community towards education.

Relations between Educational Institutions and the Community

Relations between educational institutions and the community Educational institutions are not justified in closing themselves off from the community, especially the surrounding community, nor is it natural to carry out their own ideas by not listening to or implementing community aspirations because in essence educational institutions belong to the community (Hartini et al., 2022). 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 made by educational institutions in their environment.

Educational institutions are 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 (Safitri et al., 2022). Likewise, conversely realizing that educational institutions really help them to prepare

quality human resources of course according to their own wishes by not only letting educational institutions play an active role but also the community because after all in forming adult humans through the educational process it cannot be realized without the support and cooperation of the public (Ilham et al., 2022). In essence, there are three educational environments that are closely related and cannot stand alone, namely the educational environment in the family (Anoum et al., 2022), the educational environment in educational institutions and the educational environment in the community. So, between educational institutions and the community there is 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 (Demina et al., 2022). Thoughts in educational development do not always have to come from educational institutions and it is possible 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. Ngali Purwanto states that cooperation between educational institutions and the community is classified into three types, namely:

Educational relations, namely cooperative relations between educational institutions and the community in terms of educating students, between teachers in educational institutions and parents in the family (Hikmah et al., 2022). 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 (Dewi S et al., 2022). To realize this collaboration, namely by mobilizing students to help with social activities needed by the community by working together to repair roads, clean the environment, protect the environment and also jointly organize religious and national celebrations.

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

Abdul Hadis and Nurhayati (2010: 3) in their book *Educational Quality Management* say that without good cooperation with various parties, educational institutions will not be able to walk 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 (Keshav et al., 2022). One of the declines in the quality of education is due to the lack of maximizing communication and information in the world of education, including establishing good cooperative relations with the community.

In addition, character education which is currently being carried out by education experts has not yet achieved maximum results according to common expectations, due to the decline in national morals which is often seen in various mass media (Kartel et al., 2022), this is also due to the lack of community involvement in supervising the educational process (Gabriela et al., 2022). The community should not fully surrender the responsibility of educating the next generation to educational institutions but they also have an important role in this matter, of course with good communication beforehand between the two parties.

METHOD RESEARCH

As for completing the research, the method used is to conduct a literature review. Sholeh argued that library research is research conducted by obtaining the data from the results found in books, references, journals, magazines, a document, as well as historical records.

DISCUSSION

In language, the curriculum in Greek comes from the word *curir* (Qureshi et al., 2022) which means runner and *curere* which means place to race (Huang et al., 2020). Furthermore, the meaning of the curriculum can be seen in a simple and comprehensive manner. In simple terms, the curriculum is defined as a number of subjects that students must learn to obtain a diploma (Neuwirth et al., 2021). Meanwhile, as a whole, the curriculum is not only limited to a number of subjects that emphasize more on content, but includes all learning experiences carried out by the school to influence students' personal development in a more positive direction in accordance with the expected educational goals (Zhang et al., 2019). A set of subject matter and educational programs provided by educational institutions containing learning plans will be given to students for one period of education level.

The definition of curriculum according to the opinions of experts that have been disclosed, including namely:

UU No. 20 Tahun 2003. The curriculum is a set of plans & an arrangement relating to objectives (Neuwirth et al., 2021), content, teaching materials & methods used as guidelines in organizing learning activities to achieve a national education goal.

Dr. H. Nana Sudjana Tahun (2005). The curriculum is the intention & hope that is poured into the form of educational plans and programs carried out by educators in schools. Curriculum as intention & plan, while its implementation is teaching and learning process. Those involved in the process are educators and students.

Crow and Crow. The curriculum is a design in teaching that is systematically arranged to complete the program in obtaining a diploma.

Drs. Cece Wijaya, dkk. Interpret the curriculum in a broad sense, which includes the whole program and life in the school.

Prof. Dr. Henry Guntur Tarigan. The curriculum is a pedagogical formulation which is the most important and most important in the context of the teaching and learning process.

From some of the opinions of these experts, the authors can conclude that the curriculum is a set of learning plans that are structured to process learning activities in an educational institution to achieve the expected educational goals. In this case (Newman & Lattouf, 2020), it certainly requires educational actors who run it, namely the existence of students as educated and teachers as educators.

Along with the times and technology, education goes with it. In order for education to be relevant according to the times, the arrangement of educational plans or what is called the curriculum will undergo changes (Börner et al., 2019). This is in addition to demands also starting to shift into needs that must be followed.

There are several educational needs that serve as a basic reference in future curriculum development, including: (1) Printing and producing human resources with characteristics. Mastering Science and Technology, having high creativity, and having high solidarity. (2) Equipping competence with basic abilities. (3) Lifelong learning ability. (4) Utilization of technology and moral education.

The journey of curriculum change leads to a curriculum that is the hope and desire of society in the future (Jimenez, 2020). Where the future curriculum wants a tangible form that can be obtained from the education someone gets from their education bench. future curriculum, namely curriculum that includes a student-centered approach and allows them to understand their individual strengths and strive for lifelong learning (Kulkarni et al., 2020). The learning experience is governed by a learning model to help students align new knowledge with the findings of students in the field by analyzing or observing, asking questions, describing and communicating their findings while studying (Buselic, 2019; Tyagi et al., 2021). Learning experiences provide students with opportunities to use knowledge meaningfully and they can make decisions so as to form critical, creative, and futuristic thinking and can solve problems as student studies in the future.¹

The ultimate goal of education is for students to gain knowledge, skills, competencies and values that enable them to live productively both for themselves and for their environment (Keshav et al., 2022). This can be achieved if the educational curriculum is future-oriented. By considering several opinions of social scientists (fitululog) who can identify potential events in the future. All of that is influenced by the future vision of the curriculum maker. If the vision and shadow of one's future will have implications for the educational activities they carry out. The vision of future education will be influenced by their past knowledge and their current reading.

Alvin Toffler said that individuals cannot fully imagine the future as possible from what they see and find now. The future is the result of several factors that cannot be controlled, the result of events or decisions from several existing options. However, the reality is that some people still identify with the desired future, limited to the tools they have. Even so there are some methods that allow us to predict development better than others.

To welcome the unlimited information age, human quality according to Soepardjo Adikusumo is characterized by informational capability, analytical capability, and scanning capability, so education must be able to bring out these three abilities. For this reason, education must be able to provide convenience in obtaining information, analyzing information, and utilizing it to solve life's problems. Basically the approach in the future curriculum refers to the following principles: (1) Approach in achieving the vision and mission of implementing the educational curriculum in the future. (2) learning methods and strategies that focus on students and teachers only as facilitators of education. (3) The curriculum can be accessed through the flat room created by the teacher in the form of modules or other media so that students can easily access it. (4) Various teaching materials can be easily fulfilled and obtained by teachers and students from various sources according to the curriculum structure to be achieved.

In the development of this curriculum, the first to get the most obvious benefits or benefits are students. Because each student has different characteristics, when the future curriculum is student-centered it will make students more flexible to develop their abilities in learning according to their interests and talents.

But future education will certainly have its own challenges for the institution, teachers and the vision and mission contained in the curriculum. To answer future education. Education must be able to process and anticipate possibilities that previously did not exist with future challenges, so the shift in the curriculum must be able to answer the jobs students will face in the future. So the institution must be able to prepare majors programs that can later be applied in the world of work.

So from this, schools need organization and coordination with certain parties in curriculum development. In its changes, the management of curriculum development cannot be managed by a handful of people. Because to make good plans and activities, a great and tough team is needed. Toffler said that in designing or formulating tomorrow's education system it is necessary to involve all parties including the wishes or interests of students about the future they will face which is far more complete.

Imagine that the future will be influenced by the complexity of circumstances, attitudes, mentality and ideology. But we also have to continue with educational design that emphasizes aspects of the attitude or character of students, knowledge and motor skills (skills) of students. So from this, in the end we need to realize that the future curriculum is an educational direction that is an alternative for all humans to follow it.

The curriculum designer in this case must create a curriculum program so that all students can optimize their function in the future society. This task is indeed heavy if it is considered heavy and becomes a sunnah if it is not carried out. But it must also be realized that the future curriculum will be responsible for further cultural heritage.

The future curriculum development approaches include: integrated curriculum

Usually, before entering school, children will interpret and study all the events that occur around them or what they experience as a whole. This becomes the fundamental basis for implementing integrated learning. Integrated learning is a learning concept with several integrated subject approaches so as to provide meaningful experiences to students. It is

called meaningful because in understanding the concepts they learn through direct experience by connecting them with other concepts they already understand. thus, will provide opportunities for students to understand the complex problems that exist in their environment. with integrated learning students are expected to be able to identify, classify, and evaluate using information found around them in a meaningful way. This is not only obtained through the provision of new knowledge to students but through material consolidation opportunities. The focus of integrated learning lies in the process that students take when trying to understand the content of learning in terms of knowledge and understanding in the form of skills.²

From this description, integrated learning can be seen as follows: (1) It is a learning approach that connects various subjects with a range of abilities from child development. (2) It is a way of simultaneously developing children's knowledge and skills. (3) It is a combination of a number of concepts in several different subjects, with the hope that students can learn more meaningfully.³

In addition to the reasons mentioned above, there are several reasons why integrated learning is suitable for use in elementary schools, because integrated learning provides direct experience for students. This integrated learning is flexible. So that the teacher can combine one teaching material with other subjects. As well as the results of this learning can develop according to the interests and needs of students. So that students can optimize their potential.

Grassroots approach

This grass root approach is a curriculum development that starts from the teacher directly, then spreads to a wider environment. This approach is known as curriculum development from the ground up. This approach is widely used as a complement to the curriculum, although on a limited scale and is also used in the development of new curricula.⁴

The following are the prerequisites for this grass root approach to take place, first if the curriculum is flexible so as to provide an opportunity for each teacher to improve or perfect the ongoing curriculum. A rigid curriculum, which only contains technical instructions, is developed using this approach. Both of these approaches are carried out if the teacher has high professionalism and adequate abilities.

Steps to improve the curriculum are carried out using a grass root approach, which will be carried out if it begins with realizing there is a problem. For example, there is a mismatch in the use of learning strategies or evaluation activities that are not in line with expectations. Or the problem of disturbed student learning motivation.

This approach can also be carried out by holding reflection, this reflection is carried out to review relevant literature, for example by reading books, discussions, or reviewing other information, interviews looking for data from the internet. Implement planning and evaluate on an ongoing basis so that solutions to problems are found.

Teachers as planners, executors and assessors

This future learning model is aligned with the K13 curriculum and enhanced by the independent curriculum. Both the K13 curriculum and the independent curriculum mandate optimizing the teacher's role in carrying out HOTS (Higher Order Thinking Skills) 21st century learning. Teachers are motivated to continue to innovate and be creative in their learning patterns.

Learning focuses on the use of technology. This learning concept changes the learning approach that was teacher-centered to student-centered. because this is in accordance with the demands of the future world where students are required to have 21st century skills, namely solving problems, thinking critically, being able to work together and being able to communicate well. This teacher competency is the key to future educational success. In order for learning in the future to be carried out properly, human resources are needed who have competence in learning activities.

Indonesia has a strong history of education, recalling from the colonial era, there were founding fathers who were very committed to advancing the nation and state of Indonesia, one of which had great power through education. The motto said by Ki Hajar Dewantara, is still being tried to be applied as the motto of the education system in Indonesia.⁵

However, seeing the development of the times and the era of globalization which continues to provide challenges for our nation, we must continue to adapt. It is in this adaptation process that we actually lose the spirit of Ki Hajar Dewantara's educational motto. Education, especially in schools, is too focused on the times. This might be expected so that students can catch up with other countries, but in reality many students complain about this because they have to receive too much material. Trying to understand what was said by Ki Hajar Dewantara, his motto about education which is a guideline for teachers or educators to be able to provide a good education to their students. Translated into Indonesian, the 3 mottos of Ki Hajar Dewantara consist of a teacher in front who is a role model, in the middle to provide encouragement, behind to provide encouragement and direction.

Looking at and trying to understand the contents of the educational motto, the real function of education is to try to deliver students or it can also be called the future generation to be able to achieve success in the right directions. Education is needed because a child who can be said to be innocent and lacking in knowledge and experience is shown the right direction by example, enthusiasm and guidance.

Trying to continue to understand the meaning of this motto makes a reflection arise, it is better when we as students and future generations can recognize ourselves. The 12 years of compulsory education that must be carried out by children mostly continue to focus on knowledge that exists outside of each child as an individual.

CONCLUSION

A good relationship will be established if the management function in educational institutions is carried out properly, to realize this all of course the public relations sector has an active role without overriding the role for other fields, walking together in educating generations to become quality human beings. The good goals of the educational process will not work without the support of various external parties, namely the community which is the object of the educational process, the community should have a sense of concern for the existence of educational institutions and want to be involved in them in providing physical, psychological and material support for the implementation of the expected educational process. Community involvement in overseeing educational institutions is a reference for the spirit of educational institutions to continue to improve the quality of their education, because after all the educational process does not only occur in educational institutions but in the family and community environment which is more dominant. The decline in the morals of the current generation is due to the lack of cooperation of various parties in controlling the development of generations, the social fact that occurs is that even though the generation has been educated to the maximum in educational institutions does not guarantee that he will behave well in society, it could be that the environment is a vehicle for his freedom so that problems arise unwanted social activities such as drugs, alcohol, criminalization and so on. It is the community that is responsible for overseeing developments.

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