

THE TRI-CENTRES OF FAMILY, SCHOOL AND COMMUNITY EDUCATION

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Abstract

Secondary education is three educational centers consisting of family, school and community educational environments which progressively and integrally develop responsibility for the development of children's theories about learning. The family environment is the first environment and is considered the foundation of a child's education, which is also the beginning of further education and has a very important role in personality development. School education has a foundation, objectives, content, methods and other requirements which are arranged systematically in the form of a curriculum and are considered the basis of science. In social education, children apply several educational and teaching theories taught in previous educational institutions. Children apply and participate in the social environment. The organization of educational centers greatly influences the development of children's learning theories, which are carried out in an integrated manner and can make children become complete and responsible individuals. Children have professional skills which are the most important capital for entering society. Therefore, the triple education center is a series of integrated systems in the implementation of the educational process, which can lead students to maturity, which can be useful for the motherland and the nation. (N.M.S Agustin, 2018).

Keywords: education triangle, family, school, society.

INTRODUCTION

The triple centre of education is education that is made the responsibility of cooperation between individuals and groups, supporting each other directly or indirectly (Jito Subianto, 2013). As parents, they carry out educational activities towards their children, which teachers or schools, strengthen and direct from the community, implement into the child's social environment (Zainal Arifin, 2011). In essence, families, schools and communities must work together.

Education is one of the key factors to create a quality young generation. However, education is not only the responsibility of schools, but also of families, schools and communities. Therefore, a curriculum is needed that can integrate the roles of these three parties in children's education.

Parents are obliged to provide good education as the first step in education. In addition, the school environment is a continuation of education after family education. The school is a bridge that connects family life with the surrounding environment. Therefore, the role of the school is the centre of education to form a better generation, namely providing formal knowledge in addition to the education obtained in the family. to the environment. In formal schools, students are cared for by teachers who have a valid curriculum and provide experience in terms of knowledge, character and skills to prepare for future social life (Jito Subianto, 2013).

RESEARCH METHODS

In this research, field research is used, namely a person goes directly to the place with the aim of obtaining information related to the research being conducted. This research is classified as qualitative descriptive research. Qualitative method is a method of analysis described using words or expressions divided into categories to draw valid conclusions. Descriptive research is research that aims to find out the conditions, circumstances or other conditions mentioned and the results are presented in the form of a research report (Suharsimi Arikunto, 2013).

Qualitative research is research that aims to understand phenomena related to the experiences under study, such as observations, motivations, actions, and others holistically and with descriptions of words and language in a natural context and using different scientific methods (Tohirin, 2012). In short, qualitative research is a research process that produces descriptive data about people and observed behaviour in the form of written or spoken words (Lexy J. Moeloeng, 2013). The purpose of the qualitative research chosen by the researcher is to collect information in the municipality about the state of school symptoms and phenomena in the three centres of education, including family, school and community.

RESULTS AND DISCUSSION

The concept of the Education Triangle: The Education Triangle is an educational concept introduced by Ki Hajar Dewantara who is called the father of national education as the founder of Taman Siswa. The three centres of education referred to here are environmental education, which includes education in the

family environment, education in the school environment, and education in the community environment. (Nasution S, 2011).

The three centres of education that are responsible for the implementation of education, starting from the family, school, and community. All three have an important role in the success of education and are basically interconnected. Indirectly, all three strongly guide parents in parenting practices to fulfil their responsibilities in raising children in the family. Due to the limitations of parents in educating their children at home, the educational process is transferred to schools. In addition, the community becomes a promoter of students in realising their abilities (Abu Ahmadi, 1991). In the context of child education, it is known that the Koulutuskolkimekskus institution had a great influence on the development of learning theory, which consists of:

A. Education in the family environment

The family is the first and most important educational environment for children. This is because the family is the first life that a child knows. Basically, the first and greatest education a child receives is in the family environment. In this case, family education functions as a childhood experience that ensures the child's social-emotional life, instils basic moral and religious education in the child, and others. Similarly, Islam emphasises that the first and foremost responsibility for the survival and education of a child is that of the parents. They are responsible for raising, nurturing, protecting and educating their children so that they grow and develop properly.

Hasbullah M. Zubad wrote in Nurul Yaqin's quote that the basics of parental responsibility in child education are: encourage or foster a sense of love, encourage moral obligations, encourage social responsibility, raise and raise children, provide education in various knowledge and skills so that they can be independent in adulthood (M. Zubad Nurul Yaqin, 2009).

From an educational point of view, the family is the unit of life and provider of learning situations. Children learn to accept and imitate whatever their parents teach them and rely heavily on them. Therefore, it is natural and logical that parental responsibility cannot be transferred except for certain restrictions or reasons. Thus, some educational responsibilities can be transferred to others, including through schools (M. Zubad Nurul Yaqin, 2009).

With good and correct family parenting, children are expected to become stable, noble, and independent individuals in their lives. Therefore, it can be said

that family education is a means of preparing children to live in society (Arif Rohman, 2011).

Family education has two important contributions, namely: First, the introduction of values in the sense of providing an understanding of life, which then colours physical and intellectual development. Second, attitude development, which is the foundation for the ability to develop attitudes such as respect and others. If it has been guided well, it can definitely be a foundation for children to continue school well because the family has instilled good views and attitudes in them (Juwariyah, 2010). Thus, the role of education in the family environment is to provide education in love and religion, morals and manners, encourage cultural values and traditions, and become role models for children.

Since learning in the family environment is basic education, it is assumed that family education will produce children with good personalities, which can then be developed in subsequent educational institutions.

B. Education in the school environment

School education is a continuation of family education. After all, education is second only to parents as the bridge that connects family life with later social life. This is of course because parents are unable to fulfil all their educational duties, so their children are sent to educational institutions or schools. This means that the role of educational institutions is to help parents educate and encourage good habits, provide education in social life, educate children with different abilities or skills and provide different knowledge or subjects (M. Zubad Nurul Yaqin, 2009).

Schools are educational institutions that organise educational work consciously, regularly and according to plan. Of course, teachers who provide training or guidance are educators who based on certain qualifications meet the requirements to fulfil the duties of teacher education (Zakiyah Drajat, 2011). Teaching is the process of changing attitudes and behaviour to mature or humanise people. This is in line with Islamic education that the purpose of Islamic education is to form humans, especially students who have noble character in accordance with the values of the teachings of the Qur'an and As-Sunnah.

School education is required to have a policy in accordance with human personality. This means that teachers are not only tasked with providing knowledge but also educating so that students have good morals. However, education in the school environment still needs attention, especially from religious factors. This is done so that in the end all children's absorption of knowledge must

be oriented towards the concept of education whose ultimate goal is self-sacrifice to Allah SWT and has a behaviour that leads humans to carry out His shari'at (Juwariyah, 2010).

Education in the school environment is a system that includes several important elements, namely students, teachers and infrastructure. These three elements are interrelated and play a role in creating an effective and optimal teaching and learning process.

Below we explain the role and importance of each element:

1. Students:

Not the main focus of school learning. They are entitled to training according to their needs. As well as actively participating in the teaching and learning process by attending classes, doing assignments and participating in various activities at school.

2. Teacher:

They play an important role as mentors, motivators and teachers of students who spread knowledge and help students develop their maximum potential. And create a conducive and enjoyable learning environment for students.

3. Infrastructure:

Supports the teaching and learning process to be more effective and efficient. It contains various facilities such as classrooms, laboratories, libraries and information and communication technology (ICT). These must be cared for and maintained so that they can be utilised optimally in the long term. Relationships and Interactions These three elements are interrelated and interact to create an optimal teaching and learning process. Teachers help students learn and develop their potential by using school infrastructure. Students must also be active and creative in the teaching and learning process in order to achieve maximum results.

The importance of quality and effective teaching in the school environment is very important to prepare students to become the next generation of the nation who are intelligent, capable. natural and ready to face the future. The role of school education is to raise children to become responsible citizens, encourage the development of children's skills and interests, provide formal education and cognitive development, equip children with knowledge and skills. The role of school education is to raise children to become responsible citizens, encourage the development of skills and interests

of children, provide formal education and cognitive development, equip children with knowledge and skills, and educate children to think critically and creatively. (Suyanto, A. (2017). It is therefore clear that a school is an institution or organisation that carries out learning activities based on a specific curriculum, which involves a group of people (students and teachers) who must work together to achieve a goal.

C. Education in the community

Community Education Community learning is a teaching and learning process that takes place outside of school. Society as a place and means of education contains various fields of life, and humans are found in many situations or activities in society (Amir Daien Indrakusuma, 1973). Between society and education, naturally interconnected and have a mutually beneficial role. Judging from the concept of education, society is the third educational environment after family and school. Seen from the educational environment, society is an informal environment that consciously and systematically educates all its members, although not systematically, for example in local life. There is a correlation between society and education, meaning that society progresses thanks to education, and most of the further learning is also found in the lives of developed communities (M. Zubad Nurul Yakin, 2009).

The mission and role of the community as the third centre of education after the family and school actually depends on the level of development of the community and various learning resources. Various informal events are usually deliberately organised by community bodies such as youth groups, youth groups, youth groups, courses etc (Amir Daien Indrakusuma, 1973). Basically, this community is important for self-development and the achievement of educational goals, especially for parents. Therefore, the role of education in the community is to provide examples and learning experiences, organise activities that support children's education, support the creation of a safe and comfortable environment and provide learning and participation opportunities (Muslimin, M. (2018).

CONCLUSIONS

The Tricentro education concept consists of the first: education in the family environment. The family is the first and most important centre of education where children receive moral, social and emotional education. Parents are responsible for raising and educating their children, including instilling values and

attitudes. The family has a role as a provider of learning situations for children and as an initial preparation before moving to a wider social environment. Second, education in the school environment The school is a formal educational institution that continues the role of the family, whose goal is human maturation. Teachers act as teachers, helping students develop their potential and creating a conducive learning environment. School infrastructure supports effective learning. Teaching is important in preparing students to become the next generation of smart and characterful people. The third is education in the community. Community is the third learning environment that provides informal learning experiences. Community and education are relatively related, with developed communities supporting further learning. Communities offer a range of learning materials and activities that support educational goals. The role of each party: Firstly, education in the family environment, creating a religious, moral and cultural foundation for the child. Secondly, education in the school environment, providing formal education, developing cognitive skills and abilities, and training in critical thinking. And finally, education in the community, providing real-life examples and experiences, supporting educational activities and providing a safe and supportive environment.

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