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Education and Social Responsibility Critical Awareness, Continuous Responsibility and Participation Khirjan Nahdi', Zainul Yasni' Hamzanwadi University Email. nahdi_nw@yahoo.co.id / khirjan.nw@gmail.com Abstract This writing is elaborating the education as social responsibility. Here, the author put emphasis on three main points, critical awareness, continuous responsibility and participation as a sub discussion. Through this writing the author try to provide some argument related to the government and societies role in promoting a good education for the community. Also, give some critical views about how the education might give more benefit towards society through a good education by focusing the discussion on a question stated by Tesconi Jr. et al in social paradigm "whose the education for? And who received the educational benefits?. This will allow the reader to put more concern towards educational process, quality and result.

Keywords•Education, Critical Awareness, Responsibility and Participation A. Introduction As a universal and long term investment, it will never late to promote some strategies to improve education. Education is always facing two main problems: educational thinking and educational action, therefore all efforts made were referred to those problems. Education is public need and becomes a public responsibilities. Education becomes historians need in human history, so that why it becomes human's responsibility collectively and continuously. The relation between educational thinking and action was influenced by a social dynamic where the education was developed and transformed. Thinking and action that accommodate dynamic civilization in social space, which was understood as education for problems (Freire, 1985). The latin proverb stated that "non scholae set vitae discimus", which means that the school is not only for number, but it is for life. However, some views related to who is responsible and how to promote a good benefit in education is also varied. B. Body Text Educational Mainstream Some important points elaborated in this writing are including society's responsibility, critical awareness, continuous responsibility and participation towards ISBN: 978-602-98097-8-7 489 The 8'h ICLS 2017 Critical Awareness and Social Theory The society's mainstream was reinforced by the social paradigm and its implications for the role of government and society towards education raises a simple question, whose the education for? to clarify this question, Tesconi, Jr. et al questioned, who received the educational benefits? In the opening of 1945 Constitution (Government of Indonesia) mentioned that the state is responsible for intellectual life of the nation. The purpose of

national education in **Law no. 20/2003 on National Education System**

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mentioned about intelligence with various entities (Government of Indonesia). The word perceiving contains the meaning of a number of skills, characters, and awareness of the citizen (society) by which he is able to accommodate the dynamics of

life in a current situation and in the future. Citizens' skills, character and awareness will be built through the nation's development instrument, namely education with various forms, types, and ladder. Thus, education is directed to society's intelligence in the form of achievement for a number of skills, character, and consciousness as individual and society. Intelligence will produce two important dimensions in the process of accommodation of present and future life, as Erich Fromm (1982) has described that the dimension of being a man power (man power of development) and the dimension of being a humanism (human with humanity). It is clear that the education is for the society and the benefit is as much as possible for the society. If so, the next question is, who is responsible? Accommodating the functional social paradigm of Parsons and Dahrendorfs conflict paradigm, education is the responsibility of the government structure with its various infrastructures and also community responsibilities with various conflicts of interest. It is a vertical nature that the humans who formed the society were born with various differences (conflict). Physically and psychologically, humans are born with a variety of nativist innate that is in behavioristic context of nativist can be developed well to accommodate the dynamics of individual and social life. Even since in the womb into a society, as Crain (2007) mentioned that the man comes with various dynamics of internal conflict within himself. A various nativism realities have consequence towards the diversity of creation and various kinds of behavioristic environment as well. In addition to the different aspects of nativism and behavioristics, the social, cultural, economic, demographic, and the value surround the context is also varied. The whole difference (conflict) will bring different forms of interest that are not the same. This context might raise the critical awareness of individuals and society that with these differences, accommodation of various interests is unlikely to be uniform. If there are educational thoughts and practices that tend to be uniform, there will be unfair educational practices because they are trapped in the act of simplifying education issues. ISBN: 978-602-98097-8-7 491 The 8" ICLS 2017 The ideal context expected the policy makers with their various structural instruments (departments, agencies, and work units) can formulate a strategic regulation based on the type and degree of disparity to accommodate the all context. David Fred R. (1997) called this as a strategic management, starting from strategic planning, consistent and measurable implementation, and comprehensive control. For example, elementary school education teacher planning for urban areas, with the economic community of upper class and urban planning will be different from the rural community of teachers in the lower economic class and traditional. Through this illustration, there are several aspects of planning that must be different from the economic background, ethnicity and level of modernity. In some cases concerning to the same basic needs, such as teacher qualifications and educational infrastructure can be standardized because it involves general needs. But some other partial entities, such as infrastructure and contextual carrying capacity, must be initiated by the community in mutual assistance. In partial cases as a result of differences in the modernity level, thus limiting the path of information and transport, geographic differences, cultural differences and other differences will create a critical awareness of the community, which may generates initiatives to take responsibility for the educational process and outcomes. There is still concern if the highly varied of educational context with a various backgrounds is managed on a similar basis and in asimilar managerial system might pomote education as a non-dia1ectica1 praxis. Barnadib (2000) claimed that it is as an unresponsive educational practice towards a dynamic context and does not consider the ideal aspects of educational thinking. For an example; education policies and programs aimed at creating national standards for the purpose of competence competitions in the global level through the National Examination (UAN) for Primary- Secondary Education, indeed this policy is good if we are looking at glance into its goals. The question here is, how is the planning process, starting from teacher-student, school, and

community preparation? How is the implementation at the empirical level? The policymakers have forgotten that the territory of the unitary state of Indonesia is very wide with various topography, ethnicities, levels of economy, values, and other differences. Instead of rejecting the policy as a policy aimed at creating an equal competence on a global level. Ideally, the policy should be an indicator of educational performance that must be well prepared in various ways base on the community context as the beneficiaries of education. At the same time, the community is also required to have a critical awareness to some policies that might harm people themselves and the noble ideas of education will never be enjoyed. The awareness should promote recommendations to the policy makers rather than just accepting them as wild and unobjectionable. The mechanism that can be taken by society is the process of representation to the related bodies according to their capacity. Through such ISBN: 978-602-98097-8-7 492 The 8" ICLS 2017 awareness and action might promote the community's responsibility for education, which is called participation in education. Participation and Continuous Responsibility Critical awareness referring to a social theory conflict understanding appears as the result of awareness of each individual in society is facing the external and internal change situation. The changes within the individuals and societies will produce different interests in education. To produce a harmony and equality, it is impossible for society to make policies within the various framework of educational management. Nor it is impossible to practice a similar technique of education as the context of society is not similar. The overall education policy should be as a general product, whereas technical practice is a partial management process in line with the context. In this diverse context, the public is expected to have an awareness that the educational context is full of dynamism and diversity. This awareness will lead to participation since the process of policy formulation, planning, implementation to the evaluation process. In addition to the strategic reasons for a policy product, participation is also a fundamental right of the community as mentioned by Cohen et al (in Kenne, 2011). Public participation in a policy formulation is important because people who know the best about the context in their area. Community participation in educational process and outcomes based on a critical awareness of its internal-external context will lead to natural participation. Usually, the community participative action becomes consistent participation over a long period of time. The form of community participation in educational processes and outcomes should be restored within the context of the education management system, in relation to planning, implementation and control. Yet, the form of community participation in this context does not become the whole of the entire educational management product, but rather as a part that may be interfered by their capacities. In this context, Seymour B. Sarasin (1994) called the participation as an asset and deficit. Participation as an asset when education stakeholders are able to coordinate and work with others, including the community on mutual responsibility and mutual trust basis. And the form of participation it is not possible the take over the responsibility between the responsibility of policy and technical responsibility. Thus, participation is concerned with the clarity of job and responsibilities. If there is a reverse condition, a responsibility can not be shared and managed together, participation becomes a deficit or deficiency. All education responsibilities seem to be a one-sided responsibility, refers to the government with a variety of their bureaucracy infrastructure. The concept of asset according to Seymour is also interpreted as a long- term investment, which can be utilized and developed continuously any time, to fill each deficit slot during the process of management in education. And it will be a long- ISBN: 978-602-98097-8-7 493 The 8" ICLS 2017 term deficit if the trust of each other among education stakeholders is not built appropriately in managing all resources for the benefit of educational processes and outcomes. The need for community participation as beneficiaries of education is tailored to their respective capacities. Participation

arises in the form of policy access, such as influencing curriculum implementation policies that are responsive to the contextual conditions of educational institutions in rural areas, or policies on teacher provision and distribution that take into account local aspects and conditions, and so on. There are also emerging participation in direct educational acts, such as the provision of community learning rules beyond school time, the provision of community to promote learning, the building of educational institutions in mutual assistance, to the provision of learning facilities for their children as a continuation of their learning process at school. In essence, the participation is concerned with the awareness of internal and external dynamics of individual and society to produce an initiative action individually and collectively to take a role based on their capacity in educational processes and outcomes. Participation does not mean as a ceremonial act immediately for self-fulfilling prophecy only. Participation is the internal awareness that is responsible for being a long-term entity in educational investment. C. Conclusion Education is the community's property, it is not a facility or gift from the government, so it must be returned to the community. The government and others are only responsible for assisting with capacity as understood in the triadic cycle between structure, culture and action (Bourdieu, 1998). The government structure is responsible for creating a framework in the formulation of policies and plans formulated with the community. Educational action in its implementation process must take into account the dynamic context of society, with the ultimate goal of building a culture through the dimension of having and being. Idealism constructed through such a frame of mind makes everyone aware that education belongs to society and society must be involved in it in various forms of sustained participation. References Barnadib, Imam. 2000. Pendidikan, Demokrasi, otonomi, Civil Society, dan Globalisasi. Yogyakarta. Kanisius. Bourdieu, Pierre. (1998). Practical Reason. Stanford California. Stanfor University Press. ISBN: 978-602-98097-8-7 494 The 8" ICLS 2017 Crain, William. (2007). Theories of Development, Concept and Applications (third edition). New Jersey. Prentice Hall. David Fred R. (1997). StrategicManagement. New Jersey. Prentice Hall. Fromm, Erich. (1982). To Have or To Be? New York. Harper & Row Publisher Inc. Hardiman, Budi, F. (2008). Demokrasi Deliberatif: Menimbang 'Negara Hukum dan 'Ruang Publik dalam Teori Diskursus Jurgen Habermas. Yogyakarta. Kanisius. Irenne, Budiningrum Siti. (2011). Desentralisasi dan Partisipasi Masyarakat dalam Pendidikan. Yogyakarta. Pustaka Pelajar. Pemerintah RI. (2003). UUD 1945. Jakarta. Pemerintah RI. (2003). UUNo. 20/2003 Tentang Sistem Pendidikan Nasional. Jakarta. Ritzer, George and Douglas J. Goodman. (2003). Teori sosiologi modern (Terjemahan Alimandan). McGraw-Hill. (Bukuasliterbittahun 2003). Seymour B. Sarasin. (1994). Parental Involvement and Political Priciple. San Francisco. Bass Inc. Publisher. Tesconi, Jr. etal. (1974). Education For Mom? The Question of Equal Education Opportunity. New York. Harper & Row Publisher. ISBN: 978-602-98097-8-7 495 The 8" ICLS 2017

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