



**SYNERGY OF FAMILY, SCHOOL AND COMMUNITY EDUCATION  
(Ontological and Epistemological Analysis)**

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***Abstract***

*The community acts as the main source of knowledge and as "teachers" for learners. In addition to the community, the internet, libraries, and media also play significant roles. Education is acquired through social, cultural, and religious activities, and even negative activities such as criminality. Assessment is conducted informally through daily observation and interaction, with corrections and advice to ensure learners adhere to societal norms. Third, the synergy of family, school, and community education can be explained as follows: 1) Family, school, and community interact and share responsibilities in guiding and educating. Families support school education, schools create appropriate learning environments, and communities provide opportunities to apply knowledge. 2) These three educational entities share common goals, such as the development of good individuals, character formation, and preparation for societal contribution. 3) There is an understanding of the shared values and culture held by families, schools, and communities, including integrity, cooperation, and social responsibility.*

***Keywords:*** Synergy, Family, School, Community Education

**INTRODUCTION**

Children's education is the responsibility of their parents, both at home and at school. The current development of society considers that education at school is entirely the responsibility of teachers or school authorities, while parents are tasked with paying for it, they forget that the development of children at school is inseparable from the upbringing of children in the family environment. In essence, parents and teachers must work together in educating. When at home parents become teachers, become discussion partners, become companions in learning, while teachers are in charge of educating at school.

However, school and family education is not enough if it is not supported by education in the community. The education in the community referred to here is the community that acts as a teacher. Teachers are basically not only those who are educated, certified, professional but everything that can be absorbed, imitated, observed, exemplified by learners/students both at school, in families and communities.

Basically, the family is the first and main educational institution for children. Children will absorb the values instilled in the family environment, both from their father and mother. It is the responsibility of protecting, freeing children from ignorance and despicable traits, as Allah said in the Koran:

يَا أَيُّهَا الَّذِينَ آمَنُوا قُوا أَنْفُسَكُمْ وَأَهْلِيكُمْ نَارًا ۖ.... ٦

It means: "O you who believe, guard yourselves and your families from the torment of hellfire" (QS: At-Tahrim:6)

It is very clear from the verse that Islam is very concerned about family education, where parents as family leaders, as responsible for the salvation of the world and the hereafter. The salvation of the world and the hereafter is one of them through good family education. Furthermore, the hadith also stated that:

كل مولود يولد على الفطرة، فأبواه يهودانه وينصرانه ويمجسانه

It means: every child is born in a state of fitrah, it is his parents who make him a Jew, Christian or Magi. (HR. Bukhari)

From the hadith, it can be concluded that the foundation of children's education is the family, if the parents are accustomed to practising Islamic values, then the children will also follow the habits that their parents do everyday. While at school, the teacher is one of the most important components in education, where the teacher plays a very vital role in the implementation of formal education. For the implementation of good education, teachers as part of it are required to have qualifications in accordance with the standards set by the government and master pedagogical competence, professionalism, personality and social competence (Permendiknas No. 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru). Thus, the role of parents and teachers is very important in order to improve the quality of children's education at school. Collaboration between the two must be implemented in order to achieve educational goals.

In addition to the collaboration of family and school education, there is education in the community that supports the success of students' education. The community where students live, play must behave well towards fellow communities, school children so that they can emulate the morals, behaviour of the community as a fact/reality that exists in society and in accordance with what is taught at school. However, this is not easy to implement because the level of education of the community is very diverse, both religious education and general education. Not only the level of education but also the socio-economic level is very different. Nevertheless, not all of these problems can be an obstacle in synergising the three educations. At least all heads of families send their children to school from kindergarten to high school and even university level. From there we can see that there is an opportunity to synergise family, school and community education to improve the quality of education in this Garuda-bearing country.

Based on the description above, the author examines more deeply about “Synergy of Family, School and Community Education (of Ontological and Epistemological Analysis)”.

## **MOTODOLOGI**

In this article, the author used the library research method. Library study is a method of collecting data by using books, articles, journals found on the internet and the results of previous researchers to serve as sources or references. The activities of searching and collecting sources are carried out systematically, namely through the steps of data collection, data analysis and interpretation of library data that the author has managed to collect to answer the problems faced in the process of writing this article. The analyses used in this research are ontological and epistemological analyses. Ontology is the study of the nature of something tangible based on logic alone. Ontological analysis is a study based on logic about the nature or existence of something as a whole. Epistemology is the science of philosophy that studies how things are obtained, organised and assessed. The object of epistemological study is to question how something comes, how we know it, how we distinguish it from others, so it deals with the situation and conditions of space and time regarding something. In this study, family, school and community education is studied using ontological and epistemological analyses.

## **RESULT AND DISCUSSION**

### **Ontological Analysis of Family, School And Community Family Education**

Education is an adult effort made to develop the physical and spiritual potential of children towards maturity in a conscious and planned manner. The development of physical and spiritual potential to awaken the spiritual, moral, social, cultural, emotional, and intellectual strength that exists in every child. This is as stated in Law Number 20 Year 2003:

“Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential so that they have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state”( Undang Undang Nomor, 2003).

While the family is the smallest unit of society consisting of the head of the family and several family members who live somewhere under one roof who have blood relations, marriage in a state of loving interdependence. According to Syaiful Bahri Djamarah, a family is an institution that is formed due to marital ties with a determination and aspiration to form a happy and prosperous family physically and mentally (Djamarah, 2014).

Education and family are two things that cannot be separated in human life. Because where there is a family there is also education, where there is education, it must involve the family both at home and at school. When parents teach and educate their children something that can awaken their physical and spiritual potential, then that is where their duties and responsibilities as parents are fulfilled.

In The National Education System Law stated that family education is part of the out-of-school education path organised in the family, and provides religious

beliefs, cultural values, moral values and skills. Furthermore, Kadar M. Yusuf found that family education is guidance or learning given to members of a group of descendants or a place of residence, consisting of fathers, mothers, children and so on (M. Yusuf, 2013).

Family education is a conscious effort made by parents towards children of family members to develop physical and spiritual potential in awakening spiritual, moral, social, cultural, emotional, and intellectual strengths that exist in each family member both of which are needed for themselves, society, nation and state..

Family education has been carried out by parents consciously in educating according to what was instilled by previous people in their families from generation to generation. However, each generation always experiences changes/shifts in educating children due to collaboration between husband and wife from two families with different perspectives, both in education, customs, culture and also social status in society. And that is normal, but overall, both visible and invisible, the existence of family education is very meaningful as the main foundation of other formal education.

### **School Education**

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School is a child's second place of education after the family. In the family, it is the parents (mother and father) and older siblings who teach and educate. Meanwhile, at school, it is the educators (teachers) who have been appointed by the State based on their respective expertise and professionalism. 'Educators are education personnel who are qualified as teachers, lecturers, counsellors, learning assistants, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialities, and participate in organising education.'

School education refers to the curriculum which includes planning, implementing the learning process, assessing learning outcomes. It is also contained in Law No. 20 of 2003 that 'Educators are professional personnel whose duties are to plan and carry out the learning process, assess learning outcomes, conduct guidance and training, and conduct research and community service, especially for educators at tertiary institutions'.

School education is carried out by teachers based on their respective qualifications, expertise and professionalism. Teachers must refer to the applicable education curriculum, both lesson planning, teaching materials, learning methods, and learning evaluation, however, creativity and innovation in learning must be carried out by teachers. The existence of teachers in guiding/teaching is in accordance with the curriculum, so that educational goals can be achieved properly.

### **Community Education**

Another place of learning for learners apart from school and family is the social environment or better known as community education. The education received from this community is very heterogeneous because the education absorbed by children is planned/systemised and some are not planned/systemised. Planned/systemised education in the community such as in recitation centres, surau and mosques. These places are where children learn religion, social, customs and culture. And this kind of education is called community-based education. Community-based education is the implementation of education based on religious,

social, cultural, aspirations, and community potential as a manifestation of education from, by, and for the community.

There is also education that is absorbed directly by learners from the customs and habits of the people in their neighbourhood. The customs and habits of the community that are absorbed by children are more about their character, both obtained through the words and behaviour of the community. In addition to teachers and parents, the community also has an obligation in education, as mandated in Law Number 20 of 2003 concerning National Education reads ‘The community is obliged to provide resource support in the implementation of education.’. The community is obliged to provide resource support in the implementation of education including in communicating and interacting with fellow communities so that learners can learn through modelling, imitating and modelling from the community.

Community education is where all people are teachers for children/students because everything that is done by the community, both speech, behaviour is absorbed/examined by children/students. So the better the character of the community, the better the character of the child/student. The wiser the community interacts and transacts, the better the learners who are in the community environment.

### **Epistemological Analysis of The Synergy of Family, School And Community Education**

Family education is obtained from through parents who are the source of knowledge for their children. parents get education through their parents, formal education and non-formal education in the community and also obtained from their life experiences in the community. The second source of knowledge from the family, apart from parents, is the brother or sister or parents in the family. Family education is taught by various methods and the most dominant is guidance in helping to do schoolwork, lectures, examples and advice that are carried out without a written curriculum, but still have learning schedules that have been set in the family. For example, after Maghrib learning the Qur'an, after Isha school lessons, and every activity parents become role models for their children such as how to speak, how to eat, how to walk how to sit and others, all of which are noticed and emulated by children.

Then the assessment process is carried out through observation and also direct tests that are carried out daily and if there are deficiencies, direct reinforcement is carried out in tutoring for school, learning the Koran. Then the assessment can be done through tests, observation of attitudes, behaviour, how to talk, how to eat, how to walk how to sit and others and if there are deficiencies directly reprimanded and advised.

#### **School Education**

Furthermore, school education is obtained from schools where children take formal education starting from kindergarten, elementary school, secondary school to higher education. At all levels of education, the sources of knowledge are teachers, books, libraries, digital/internet learning materials, laboratories and others. While learning methods and media refer to the established curriculum but

teachers may design, choose teaching, methods and learning media according to student needs. The assessment system also refers to the education curriculum but is generally done through exams and assignments. Assessment usually includes exams, assignments, projects and other assignments. Exams may be written, oral or practical, depending on the subject and level of education.

### **Community Education**

Community education comes from the community both from the source of knowledge, how to obtain, and the assessment is carried out in the community and by the community itself. The main source of knowledge is the community itself because the community is the teacher for students when they are in the community. What is said to be a community teacher is all people, both teachers who are recognised by the State, teachers who are recognised by community leaders and teachers in things that are despicable in nature and behaviour. Teachers who are recognised by the State are teachers who are placed in schools but when they are in the community they have become the community, teachers who are recognised by the community are teachers who teach religious, social, cultural knowledge to the community in non-formal and non-institutional institutions in the community. So diverse are the teachers in the community that the variety of education obtained by students in the community.

In addition to the community being a source of knowledge/education for students, there are also other sources such as the internet, community libraries, newspapers, both print and electronic media. All of these are sources of education that cannot be avoided for participants when they are in the community. Apart from the sources of education, the ways of getting education in the community also need to be studied. There are various ways of obtaining education in the community, some through non-formal education, some through community activities. activities include socio-cultural and religious activities, and even criminal activities, gambling, drugs carried out and practised by the local community.

While the assessment of education is also carried out by the community itself which is assessed from students by observing / observing in an unstructured manner and when there is a discrepancy with the norms in the community then some directly reprimand, guide, advise but not a few who ignore because it is not their business and they do not want to deal with students in their environment. Even worse, some learners' shortcomings and mistakes are mocked, becoming a subject of ridicule in the community..

#### **1. Synergy analysis of family, school and community education**

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Based on the analysis of ontology and epistemology, the Education Synergy of family, school and community education involves a shared understanding of the three educational entities including:

- a) In interacting and influencing each other, How families, schools and communities interact and share responsibilities in education both in guiding educating. Families support education in schools, schools create appropriate learning environments, and communities provide opportunities to apply knowledge.

- b) Having common goals, Considering the common goals between the three entities. Such shared goals may include the development of good individuals, character building, and preparation of individuals to contribute to society.
  - c) Shared values and culture, An understanding of the values and culture held in common by the family, school and community. This refers to values that are considered important in education, such as integrity, co-operation and social responsibility.
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The educational synergy of family, school and community is a framework that helps us understand how these three entities work together to achieve broader educational goals. Through a deeper understanding of the nature of each entity and their relationship, we can develop more effective and meaningful educational strategies.

## **CONCLUSION**

Based on the explanation and discussion above, it can be concluded that: The ontology of family, school and community education can be explained as follows: 1) Family education is defined as a conscious effort made to develop the physical and spiritual potential of children. The family is considered the smallest unit of society that has an important role in shaping children's character. Family education involves the transfer of values, traditions and knowledge from generation to generation. 2) School education involves a formal curriculum, teachers, and a structured learning process. 3) Community education includes planned and unplanned education acquired from the social environment. Epistemologically, family, school and community education can be explained as follows: Firstly, family education plays an important role in shaping children's character and knowledge. Parents, and other family members such as older siblings, are the main sources of knowledge through formal and non-formal education and life experiences. Educational methods include guidance, lectures, role modelling and advice without a written curriculum but with a regular study schedule. Assessment is done through daily observations and tests with direct reinforcement and reprimand. Secondly, School Education covers formal education from kindergarten to higher education. Sources of knowledge include teachers, books, libraries, digital/internet learning materials, and laboratories. Learning methods and media refer to the established curriculum, but teachers have flexibility in designing methods according to student needs. Assessment based on the curriculum includes written, oral, or practical exams as well as assignments, projects, and other assignments. Third, Community Education comes from interactions within the community. The community serves as the main source of knowledge and as a 'teacher' for learners. Apart from society, the internet, libraries and media also play an important role. Education is obtained through social, cultural, and religious activities, even negative activities such as crime. Assessment is done informally through daily observations and interactions, with reprimands and advice to ensure learners follow the norms of society.

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