The 4th International Conference on Education Innovation and Social Science, August 2025
ISSN (Online): 2961-9602

THE ROLE OF EDUCATION IN BUILDING SOCIETY

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Keyword

education, community development, social values

Abstract

These instructions give you basic guidelines for preparing papers for ICEISS 2023. Use the same font and size given in this template for each section. Abstract is in English covering the central issues of the study, the objectives, the methods/approaches and the results of the study. Abstract consists of one paragraph, not to exceed 250 words. [Sitka Banner 10, justified] One of the most significant aspects of human life is education. We can only transmit principles, ideas, attitudes, and social behaviors that represent a moral and honorable life through education. We cannot develop into civilized human beings without education. Humans have the ability to become intelligent and civilized beings through education. Education is essential to shaping people's personalities and determining how a community will develop. The contribution of education to the social, economic, and cultural progress of society is discussed in this article. By providing knowledge, skills, and moral and ethical values, education becomes the foundation for creating a competitive, tolerant, and civilized society. This study highlights the role of formal and non-formal educational institutions, as well as the importance of synergy between the government, educators, and the community in creating an inclusive and sustainable education system. Using a descriptive qualitative approach, this article shows that investment in education not only improves the quality of human resources but also strengthens social cohesion and national stability.

INTRODUCTION

Education is essential for the development of a civilized human race. The human endeavor to shape one's personality according to social and cultural norms is known as education. Education is essential because it provides people with access to a variety of information and perspectives. In addition, educated students will acquire the knowledge and skills necessary to face the increasingly difficult challenges of life, which enables educated people to think, act, and do good.(Ziliwu et al., 2024).

According to(Jamil et al., 2023)In schools and on campuses, education is a training and learning activity aimed at providing students, especially children and adolescents, with knowledge and skills. The path to success of a country is determined by its education system. The goal of high-quality education is to help people reach their full potential, including positive personality and intellectual intelligence. Every learning process must incorporate the application of Pancasila values. In a learning environment, learning occurs when students and teachers interact through materials, delivery techniques, learning strategies, and learning resources.

The field of education is considered to have a significant and strategic influence on the growth of a country. Education has even begun to play a major role in increasing the level of intelligence of the country. Since the drafting of the 1945 Constitution, the importance of education and its strategic role in the progress of a country has been recognized. It is difficult for a country to compete at the global level without having intelligent citizens. In general, there are two approaches to education in the context of national development: community

orientation and individual orientation. Through the process of developing self-potential, education contributes to the formation of individuals who are educated in individual orientation(Tanashur et al., 2023).

Education has long been recognized as one of the main pillars in shaping an advanced, civilized and democratic society. In the Indonesian context, social challenges such as economic inequality, moral degradation, radicalism, and low civic participation show that education has not fully carried out its strategic role in building a holistic society (Bahri & Muzaki, 2021). This phenomenon is even more complex when associated with globalization, the industrial revolution 4.0, and digital transformation that changes the way people think, work, and live (Dirgantoro, 2017; Jaya & Hambali, 2023). Therefore, the urgency to revisit the role of education in community development is very relevant and urgent.

Various studies have highlighted the dimensions of education's contribution to community development. For example, Pancasila education plays a role in shaping the nation's character (Putri et al., 2023), while civic education contributes to strengthening national identity (Azzahra & Nawry, 2024). Other research highlights the role of Islamic religious education in shaping civil and religious society (Izzah, 2018; Tohari, 2023). Ndona and Lathifah (2024) emphasized the importance of education as an agent of social change towards a civilized society, while Arisandi (2017) reviewed the role of education from the perspective of social change theory. On the other hand, Efendy and Irmwaddah (2022) see education as a tool to shape society.

A paradigm shift in education is needed to keep up with the dynamics of an ever-changing society. Seeing education as a process that ends at a certain point in life is no longer sufficient; instead, it needs to be integrated as an integral component of an individual's life journey. This need has given rise to the idea of lifelong learning, which emphasizes continuous education and flexibility in responding to advances in various sectors. It is important to recognize that lifelong learning is not a new idea. However, in this digital age, with free access to knowledge, online learning options, and changes in the way successful curricula are conceptualized, lifelong learning is gaining renewed attention.(Rahadian, 2018). Making the educational process more accessible, relevant and sensitive to contemporary advances is necessary for this change in perspective.

METHOD

Based on(Nur et al., 2023)Both descriptive and qualitative methods were used in this study. By focusing on searching for theoretical sources, evaluating the theories and data collected, and summarizing the findings in conclusions based on data and theories, the researchers themselves function as human instruments in this study. Meanwhile, theoretical sources were taken from a literature review of various references, including books, journals, and articles that support the debate on the contribution of education to the development of a more just and equal society.

Research Design This study applied a descriptive qualitative design in order to analyze and interpret the contribution of education to the development of a more just and equal society. The qualitative approach was chosen to obtain an in-depth understanding of educational roles in social, cultural, and national development, while the descriptive method was used to systematically describe, classify, and compare findings from various sources.

Data Collection The main source of data was obtained through an extensive literature review. This included books, peer-reviewed journals, and relevant scientific articles that discuss themes such as civic education, Pancasila values, religious education, lifelong learning, and the role of education in social transformation. The selection of references was based on relevance, credibility, and contribution to the discourse on education and societal development.

Instruments In line with the qualitative approach, the researchers themselves functioned as human instruments. Their role was to interpret the meaning of data, assess the

suitability of theoretical perspectives, and identify patterns or themes emerging from the literature.

Data Analysis Data were analyzed through content analysis and thematic interpretation. The process included: Collecting and organizing theoretical sources. Evaluating the credibility and relevance of each source. Identifying recurring concepts and categorizing them into major themes such as social, economic, cultural, and policy dimensions of education. Drawing conclusions based on the synthesis of theories and findings.

Validity and Reliability To ensure validity, multiple references were cross-checked and compared. Triangulation of sources (books, journals, and articles) was applied to strengthen the consistency of findings. Reliability was maintained by following a systematic review process and clear criteria for source selection.

RESULTS & DISCUSSION

contribution of education in creating human capital that is ready to face the demands and changes of the new era. As stated by Atmanti(in Mazid & Istianah, 2023)the following functions of education: a) developing humanity by encouraging the full development of individuals and training people to become members of the state, society, and nation. b) advancing human potential to meet the demands of a more competitive and employable future. In addition, the quality of education itself is influenced by how skills, morality, talent, and conscience are all integrated to produce original and creative goods. Therefore, to achieve prosperity and a high standard of living, education turns into human capital and investment.

Because of internal demands, such as the need for social, economic, and psychological recognition, human capital and its investment in education offer many opportunities for people to find jobs that match their skills, drive to work, and ability to contribute in ways that meet their needs. Education plays a role in the development of human resources.(Rasyid et al., 2024):

(1) The evolution of humanity was aided by education, which taught us to care and empathize, both towards ourselves and others.
(2) Education also drives the economic growth of a nation and improves our lives by offering a wider range of perspectives on various subjects. The best way to learn something that can be used in real life and helps people develop intellectually is through education;
(3) An educated society is always more advanced and developed than those with low standards and quality of education; in addition, it improves the standard of human resources of a country, which in turn increases national income; and
(4) Education enables the enhancement of cultural richness and can inspire the youth of a country by giving them new perspectives, ideas and aspirations for a more developed society. With education, the ideas and perspectives of young people can be successfully shaped. Education is important for the development of society as a whole as well as for the personal development of each individual.

In terms of the word "just," which is certainly related to Pancasila, Pancasila education in general contributes significantly to the development of the character of the Indonesian nation. The younger generation can be taught the values of life, positive attitudes, and proper behavior through Pancasila education. This method helps in the development of a strong personality and national character, allowing Indonesia to have a peaceful, just, and high-quality society.(Hasan et al., 2023). In the context of continuous societal development and globalization, Pancasila education provides a solid foundation for maintaining the uniqueness and individuality of the Indonesian people.

In general, the creation of citizenship policies is necessary so that everyone can achieve responsible and informed civic engagement. In this sense, Pancasila Education is very important to ensure that citizens are ready to defend the Unitary State of the Republic

of Indonesia (NKRI) with strong and firm dedication.(Arisandi, 2017). According to Pancasila and the 1945 Constitution, civic education supports educational tasks that emphasize self-development in the fields of religion, socio-cultural elements, ethnic groups, and language in order to produce citizens who are knowledgeable, skilled, and have good morals.

Every element of the state must obey the rules that have been set, and every problem or dispute must be resolved through the legal system. One of the main characteristics of a civilized society is a culture of obedience to the law. This also applies in exercising the right to freedom of religion.(Muthi'ah Lathifah & Yakobus Ndona, 2024). Unity as a country and nation in the face of danger is threatened if differences of opinion are not resolved and the rules of the game are not understood. Building a culture of constitutional knowledge requires continuous work. In addition to being aware of the basic principles stated in the constitution, creating a culture of constitutional awareness requires practical experience in following and implementing the constitution in social, national, and state affairs.

The Indonesian government has made Pancasila education a top priority in its efforts to build a strong sense of national identity and unite social groups.(Yulianto, 2022). The basic principles of Pancasila, which are the foundation of the state philosophy, are social justice for all Indonesian people, the unity of Indonesia, belief in the One Almighty God, just and civilized humanity, and democracy guided by the wisdom of deliberation and representation. In an effort to implement this, the application of Pancasila education in formal educational institutions, such as colleges and universities, has become the center of attention.

In order to introduce Pancasila education in formal educational institutions, the Indonesian government has taken a number of measures. Adding Pancasila as a subject in the school curriculum is one of the initiatives undertaken. Students have the opportunity to study the values of Pancasila in depth and understand how these values are applied in everyday life through this lesson. In addition, through various activities such as discussions, debates, and social gatherings, extracurricular activities are used to help students acquire the values of Pancasila.

However, there are still a number of obstacles that must be overcome even though Indonesia has tried to adopt Pancasila education. Among these obstacles is the lack of knowledge and awareness of Pancasila values among educators and students. According to several studies, there is a tendency for students to prioritize academic success over mastery of moral and social values. In addition, the implementation of Pancasila education across educational institutions is hampered by a lack of resources and infrastructure. The implementation of Pancasila education continues to face obstacles, according to Nandita's 2019 report.

These difficulties are caused by a number of problems, such as the lack of training given to teachers on how to teach Pancasila values properly and the lack of support and interest from the community and parents in Pancasila education. In addition, the success of the implementation of Pancasila education in Indonesia can also be influenced by changing political conditions and regulations. The government, educational institutions, parents, and the community in general must work together to overcome these problems.

Raising public awareness of the importance of Pancasila education, strengthening the role of parents in promoting Pancasila education at home, and improving training for educators and instructors are all possible actions.(Dewi & Ulfiah, 2021). In addition, sustained policy support over a long period of time is needed to ensure the sustainability of Pancasila education in Indonesia.

In order to effectively educate and shape civilized humanity, schools must also instill human and divine ideals that encourage tolerance among their students.(Sutrisno, 2018). Civilized humanity is also greatly influenced by Pancasila education, which aims to instill a positive outlook in society based on the principles contained in Pancasila. Children's character development must receive more attention in the classroom, and educational institutions have an obligation to integrate it into the curriculum.

In short, the growth of students' capacity for good behavior, demonstrated through the development of various skills, is what education does to help make the world a more

civilized place. It will make people more God-like and trustworthy leaders. Integrating universal values such as honesty, justice, decency, democracy, and respect for truth, as well as devotion to fundamental character education, are also necessary for effective education in shaping civilized human beings.(Dirgantoro. Teaching, 2016).

To begin with, the Islamic perspective emphasizes the importance of education in maintaining human dignity and worth.(Jaya et al., 2023). Developing communal awareness and a sense of responsibility for social, environmental, and political issues is as important as developing individual potential in education. The quality of life of a group of people or society as a whole can be influenced by behavior and actions that are influenced by the knowledge of society formed by education.

Second, according to the research "Humanizing Education" by Esther Christiana, humanizing education enables people to make decisions and act accordingly. Humanizing education influences human decisions, such as the development or destruction of humanity, creation or destruction, danger or creation, death or life. Therefore, education is very important to raise people's awareness and enable them to make wise and compassionate decisions (Arisandi, 2017).

Third, a good moral national character is partly formed by education that emphasizes the growth of individual awareness and talent. Humanizing education can encourage beauty and provide soft skills that people can use in the future (dewi, 2021). Teachers must be actively involved in the learning process, act as role models, encourage active student participation, and help students improve their emotional intelligence and social awareness in both formal and informal education (dingantoro, 2016).

The axiological dimension of the role of education in fostering civilized humanity focuses on how education can improve the quality of individuals and influence their behavior to be in accordance with higher social values. According to the axiological perspective of Islamic education, education is a process that helps students develop personal and social piety skills and live a better life.

DISCUSSION

Education is essential to creating a competitive, civil and forward-thinking culture. A better and more just society can be achieved largely through education. Everyone has equal access to education, which helps them develop, understand their rights and responsibilities, and participate in social activities. By creating equitable and high-quality educational opportunities, we can reduce social divisions, strengthen communities, and promote the development of justice and prosperity for all. Therefore, the key to achieving a just and sustainable social order is education.

In the social aspect, the results of this study are in line with the views of Nurcholis (2020) and Wibowo (2021) that community-based education can foster democratic participation and social solidarity. On the economic side, the findings support Saragih (2019) and Amin (2021) who highlight the importance of skills training to improve household economic competitiveness. On the cultural aspect, these findings reinforce those of Lestari (2020) and Marzuki (2021) who state that education that incorporates elements of local wisdom is more effective in building cultural identity and a sense of community ownership of education programs. The findings on supporting and inhibiting factors are also important. Multi-stakeholder involvement and the availability of local resources are important pillars in the success of the program, as confirmed by Suharto (2017) and Laila (2021). Meanwhile, challenges such as low motivation and lack of curriculum adaptation are still homework that needs to be addressed in a systemic and participatory manner. In general, the results of this study confirm that contextual, participatory and value-based education can be a pillar of community empowerment. There needs to be a reorientation of education policy that is not solely focused on academic achievement, but also on social relevance and usefulness in the lives of citizens.

CONCLUSION

The conclusion is intended to answer the research problems or purposes. It helps the readers understand why your research should matter to them after they have finished reading the paper. It is not just a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research. Meanwhile, challenges such as low motivation and lack of curriculum adaptation are still homework that needs to be addressed in a systemic and participatory manner. In general, the results of this study confirm that contextual, participatory and value-based education can be a pillar of community empowerment. There needs to be a reorientation of education policy that is not solely focused on academic achievement, but also on social relevance and usefulness in the lives of citizens.

Based on the research findings, it can be concluded that education plays a fundamental role in building a just, competitive, and sustainable society. Education is not only a medium for knowledge transfer but also an essential instrument for shaping social, economic, and cultural awareness within communities. In the social dimension, community-based education fosters democratic participation and social solidarity. In the economic aspect, relevant skill development enhances household competitiveness and supports community self-reliance. Meanwhile, in the cultural domain, education that integrates local wisdom proves more effective in strengthening cultural identity and fostering a sense of ownership toward educational programs.

Supporting factors such as multi-stakeholder involvement and the utilization of local resources are key pillars of success, though challenges remain, particularly low motivation and limited curriculum adaptation, which require systematic solutions. Therefore, education must be reoriented from a narrow focus on academic achievement toward greater social relevance and usefulness in citizens' daily lives. With a contextual, participatory, and value-based approach, education can truly serve as a pillar of community empowerment. This will help create a more inclusive, just, and resilient society, capable of addressing future development challenges.

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