
Preparing the Community Based Education of Socio-Cultural Oriented for Children in the Industrial Revolution Era of 4.0

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Abstract

This paper aimed to explore the preparation of community-based education of socio-cultural oriented for children in the Industrial Revolution Era of 4.0 as a new model in Pariaman City. This study reveals the importance of a positive correlation between education and the people's behavior to remain the socio-cultural norms. This model can be constructed through cooperative and collaborative education strategy based online learning. Preparation of this educational model built through cooperation with society as a stakeholder of education. This model allows the role of society and technology synergy gave birth to quality education without neglecting the social and local cultural values of the nation. Implementation of this idea can give the two sides to be achieved that is shaping the noble personality of the Indonesian children especially based cultured supreme divinity is one, civilized humanity and smart in technology to the advanced Indonesian community in the field of science and culture by nine steps are, character education, student-oriented learning system, teachers' learning skill improvement, collaborate with community organizations, social process-oriented education system, support from local government policy and community, build social and cultural coherence and set up diverse teaching materials from a variety of perspectives studies.

Keywords: *Community-based education, socio-cultural Oriented, Children, Industry 4.0*

INTRODUCTION

Building the community-based education of socio-cultural oriented for children in the industrial revolution era of 4.0 today is the hope of all the people. The purpose of education that focuses instilling social values and mastery of technology to the learners are aimed at delivering a golden generation that not only mastering in science and technology but also maintaining and practicing the values of socio-cultural prevailing in Indonesian society, such as having a sense of social empathy and high responsibility. To realize this idea is certainly necessary functional framework of education should be positioned within the framework of the planting of social values based on the norms of religion, culture, social and human values that were built within the framework of technology-based education is needed in public life today.

From the literature showed that there was growth and educational development is significantly influenced by the dynamics of community needs to the children's education and the demand for technology skills needs of the community will be high enough (Berliner, 2005). Therefore, it is necessary to build a community-based education of socio-cultural oriented for children who are prepared to deal with the current industrial revolution era of 4.0 (Axon, 2020). Thus, consideration of building a community-based education of socio-cultural oriented for children need to consider the technological developments in teaching (Trivette & Dunst, 2005).

Community-based education was designed to grow and develop together following the development of public life today both urban and rural communities that are faced with various problems of urban communities that need to be addressed immediately. One is the

government's efforts to tackle the problems of poverty, unemployment, corruption slanderous, hateful speech, criminal and bullying. For example, the substantive educational research is mostly done in urban areas by examining how urban growth related to the policy of social reform, the transformation of the school and community involvement and family support to the community-based education system (Noguera, 2003).

The development of education in the world up to the industrial revolution era of 4.0 has not been much bringing the positively correlated changes between advances in science and technology and society's behavior. It can be seen from the various cases of violence, crime, and corruption everywhere that showed the failure of education. The rise of irresponsible behavior and crime does not just involve ordinary people but also involves practitioners, academics and even the highly educated bureaucrats. How many governors, mayors and regents already entangled the corrupted behavior, academics rigging the education system to pursue personal gain and his group, the corrupt practitioners with education grants are not a lot to contribute the changes of the education quality, is evidence of the absence of a strong responsibility within the educational community to the development of good social life in accordance with the culture of personality and citizenship are friendly, polite and religious (Melaville et al., 2006). Whereas the constitution mandates that the state of life must be based on the five principles of Pancasila. It mandates that religious and humane life, but it is still far from the expectations.

The phenomenon is still weak vision and mission of the community-based education for the children in Indonesia, especially in readiness to prepare a good education towards a developed society and respected. There is not synchrony between ethics and moral education with children's behavior was caused by the failure of the education given by their parents. At least in Indonesia has given birth to children of ethical, moral, faithful, honest, responsible, creative, democratic and noble as stated in Law No. 20 in 2003. About the national education goals which serve to develop skills and character development and civilization people's lives in the context of the intellectual life of the country that aims to awaken the potential of students to become a loyal personality and devoted himself to God and useful for the society and nation (Husni, 2020).

Noble ideals are still far from our expectations because of the output of education in the developed countries on his way yet many make a positive contribution in building the values of the socio-cultural living for children and society, whether it is the life of academic community, the lives of bureaucrats, the life of nature and environment as well as uphold the values of divinity, humanity and the universe (Bullock et al., 2018). Lately, many people of Indonesia are presented with blasphemous behavior, scolding, insults, and defamation became public consumption every day through social media and who knows how many perpetrators of hate speech and slander are then reported to the law enforcement. Judging from the existing case of society found the number of bad behavior is increasing. Cybercrimes also increased from 4,931 in 2016 rose by 3% to 5,061 in 2017. The case has been dealt with by police about 3,325 cases of hate speech from the previous year increased by 44.99% from 1,829 cases (DetikNews.Com, 2017).

Reports of Indonesian Corruption Watch (ICW) in the six months from January to June 2017 recorded the number of suspected the corruptor in government agencies as many as 587 of the 226 cases estimated to have cost the state Rp 1.83 trillion and Rp 118.1 billion of bribe value [3]. While it is based on data for 2014-2017, most perpetrators of corruption is the private profession, 164 cases, 148 cases of public officials and members of the house of representative as many as 129 cases, .the average of them are well-educated people ranging from governors, mayors, religious leaders, lawyers, doctors, professors, and many more later go the process in the court (Weng, 2018).

Responding to the case, of course, the re-orientation of education for children needs to be reviewed because education output cannot be separated from the orientation of education itself. Educational practices taking place can be seen as an educational orientation of a country is the reference assessment of the quality of its graduates (Kholis et al., 2014). This prompted the presence of community-based education of socio-cultural values-oriented to become important. Every orientation of community-based education can be accessed from the four dimensions, namely: curriculum, teachers, community and educational management (Bryer & Zavattaro, (2016), Garrison & Arbaugh, (2007), Noguera, (2003).

The low contribution of education to the planting of the values of the socio-cultural since children show something might be wrong in the implementation of educational orientation in Indonesia, which should contribute to a more spacious in solving problems of social and cultural mainly settlement of conflicts by instilling values of divinity and humanity into basic social human beings in their lives, but instead be the subject of conflicts and antisocial behavior (Gipps & Murphy, 2003). Indeed, building a noble character society is started from the children's education and it cannot be separated from the pedagogical role in building social souls who uphold the values of divinity and humanitarian norms in public life, respect, courtesy, empathy and responsible to the social environmentally. All can be realized by establishing systematic human social awareness through community-based education that is oriented towards the planting of the socio-cultural values for children, such as boarding school, Madrasah, Al Quran Education Institute, Kindergarten, and other community-based schools (Reynolds et al., 2012; Smith & Suzuki, 2015).

Philosopher of the educational sociology, Karl Manheim stated education has a reciprocal relationship with the cultural behavior. The benefit of education for the people is through ethics, morals, and norms in society. Not only build a model education system structuralism oriented labor market per se, but more than that to build skilled human, creative and independent while building a spirit of faith and piety of the art (Seidel, 2011). The failure of the educational system, market-oriented structuralism gave birth to unemployment when graduates are not able to compete for the desired market. This condition affects the dehumanization, alienation to the children and to be worried have implications for the increasing of criminalization after their graduation. This condition needs to encounter mainly to avoid the existing education system is not to blame (Tyler, 1995).

Building a Community Based Education of socio-cultural values-oriented in the Industrial Revolution era of 4.0 for children is expected enable to compensate for the advancement of knowledge and technology without losing sight of the ethical values, morals, and culture of children in the national life of Indonesia, especially in Pariaman City as one of Indonesian province. The purpose of education is not only to meet the labor market, more than it is education to be able to build and develop the creativity of students, so that the education system run under the order of society can give birth to human morality and useful for people. If so, this paper tried to initiate the development of community-based education of socio-cultural oriented system for children in the industrial revolution era of 4.0 is to strengthening the students' moral education of Indonesia generally and Pariaman City especially in the future

RESEARCH METHODS

This study used a grounded theory method that aims to find the concept of community-based education of socio-cultural oriented for children in the industrial revolution era of 4.0 (Creswell & Poth, 2016; Jørgensen, 2001). Data were collected through semi-structured interviews with the four managers of community-based education for children in

Pariaman city. They are a manager of the boarding school, Madrasah, Al-Quran education institute, and kindergarten. The instrument of this research used a semi-structured questionnaire and all the interviews were recorded and transcribed. The length of the interviews ranged from 45 minutes to an hour. Interviewer invited respondents will be interviewed to reflect and describe their experiences and discuss their opinions on how to set up community-based education of social-cultural oriented for children in the industrial revolution era of 4.0 to the children's educational institutions of Pariaman City. Experiences and their views are then formulated for building steps of developing a community-based learning model under the environment and local society culture.

RESULTS AND DISCUSSION

1. Current Indonesian Education

The practice of education in Indonesia is still putting the learner as an object of study. This orientation results in the function of the teacher is more dominant and authoritarian impressed in all management and explanation of the material in class. A learning system like this does not give birth to the ability of critical thinking, creativity, innovation among the students, because the role of the teacher who is the authority assumed to be true by students, regardless of the changes and developments that have occurred at this time. Teacher learning pattern to a centralized, all processes and learning activities are fully under the control of the teacher, so that no visible democracy in education, no education building which have good insight for the future by seeing and discussing about the educational challenges that continue to evolve to be more innovative in seeking a good strategy to meet the challenges in the educational needs of a dynamic society. The establishment of this system makes the learning model in Indonesia is still a teacher-oriented with memorization task orientation and not intellectual reasoning is more directed at strengthening the students' multi Intelligence through the meta-cognitive learning model.

The centralized learning process dominated by the teacher (teacher-oriented) has resulted in the birth of the various gaps in the education system. The gap was particularly noticeable on academic achievement, academic gaps which would directly affect the socio-cultural gap. This problem arises because the learning materials provided to the learners do not correspond to the community requirement as their end-user later after graduating from school. It means that the teaching material was taught less related to the actual needs of the community. This condition causes an advanced teacher's role to be weak so that they are not able to relate it with the learning materials and social phenomenon that occurs in the community, while the socio-cultural gap is rise of the brawl events between students and students in educational institutions, trivial pupils and students using drugs, the sex crimes that occur in schools, rampant the teenage promiscuity in the current of teenage environment. It is caused by the management of the school is less maximal and the weakness of supervision, family, professionals, communities and the governments.

These events are rampant in the world of education in Indonesia at this time because the main orientation of educational actors that one where the students consider the school as a step to obtain a diploma and figures alone. This is wrong because the orientation of education is not only fixated on the outcome of the National Examination prioritizing large final value, but

rather on character development. Indeed, high academic value is important, but the cultivation of moral values through the socio-cultural education is much more important in the effort to develop a human who masters the knowledge and technology as well as having good moral values and high personalities of national and state and civilized.

Education output yet achieved under national educational goals due for management and school management is less than the maximum and weakness in the supervision under families, teachers, communities and governments.

This research explores the causes of failure to achieve the output of education in accordance with the National Education goal at least caused by the nine points of weakness of the teacher, education institution, community and government in implementing the orientation of the true education system such as (1) education only focus on strengthening cognitive only, (2) evaluation of education has not been a comprehensive, (3) learning paradigm is stronger than teaching, (4) the role of teacher is still teaching instead of facilitator and motivator in the classroom, (5) a culture of education only to pursue a degree or diploma, (6) unbalance between theory and practice, (7) not to include all stakeholders in the society, both private and government, (8) teachers view the task of teaching only as a profession is not the responsibility (9) still lack an active role of the government in making policies in favor of advancement of learning centers at national and international level

This phenomenon must be changed by building the education of socio-cultural values-oriented by the government to instill character education that focuses on practice, not the theory in the educational curriculum. Because of character education itself will be of great benefit when it serves as a guide in the practice of public life in the form of noble character, so that the output of education is not just given birth to good academic grades, but also the behavior and good character that reflects the values of religious, social and ethical culture based on the norms of a society that is the cultural heritage of Indonesian society. Thus the life between science and religion must be balanced to achieve a balanced community life.

For the improvement of the orientation of national education in Indonesia was become prioritization of government and local government by building an education system that balanced between the orientation of science and technology with the prevailed socio-cultural orientation in shaping educational role model, not just to provide information that has been echoed in character education, but also local culture, like have been done by the boarding school, Madrasah, Al Quran education institute and kindergarten in Pariaman City.

2. The innovation of Community Based Education

The vision of Indonesian education is to strengthen community resources, financial resources, and educational infrastructure (Shaturaev, 2021). The importance of education innovation cannot be separated from the improvement of the quality, effectiveness, and efficiency of education, Reviewing the stages of education innovation-based society in Indonesia today can be described three things: (1) the government must catch up the educational process produced today are still not able to answer the advancement of science and technology to grow rapidly, (2) the government must ensure the implementation of formal education and non-formal balanced (3) the government sought to improve the quality of education as a long-term national goal to be achieved. In addition to these three things, the government still needs to reform education through being character-based educational for

society with socio-cultural values-oriented not only build a good cognitive but also build the noble human personality of Indonesian. It is reflected in the experience of national life and high culture.

The orientation of community-based education for children in Pariaman City such as boarding schools, madrasah, children's playground, early childhood education and other society based education which focus to build the character education in order to strengthening the learners' skills to be more active in the community by enforcing the national life become more religious and insightful and prioritize the settlement of social problems by providing the right solution for the community to play an active role in building the nation and country. Besides guiding, learners are skilled in solving the problems experienced by the people around them.

This can be achieved by building up a community-based education that is oriented towards the planting of the socio-cultural values that are based on the construction of the national identity of Pancasila and the local culture of Minangkabau. Community-based education of the socio-cultural oriented for children is to compensate for the formal education system today are only focused on the development of cognitive and technology, for it needs to be balanced with the valuable investment of socio-cultural norm by strengthening the role of religious leaders and indigenous people in primary and secondary education through religious education curriculum, ethics, customs, social cultures and nationalities which involves all existing society elements.

3. Preparing the Community Based Education of Socio-Cultural Oriented For Children In The Revolution Industry Era of 4.0

Building a community-based education of socio-cultural oriented for children in the industrial revolution era of 4.0 such as boarding school, Madrasah, Al Quran education institute, and other community schools can be done by switching from traditional education management to the technology-based education management. Therefore, it is expected the community school needs to reform the management of their education, i.e. preparing information technology becomes part of a facility that allows the students to learn together, of course, by building online-based learning as well as to apply the face to face learning.

The presence of community school-based online learning is also expected to offset the orientation of Indonesian Education today which only focuses on strengthening cognitive and technology, more empowered again with truly character education by applying the affective domain learning.

In the Industrial Revolution era of 4.0, the institutions of education must be able to meet their needs for millennium learners. Three effective domains can be used to measure the performance of education in the industrial revolution era of 4.0 today, for example, the cognitive domain, affective domain, and socio-cultural domain (Kang et al., 2010). These domains are used to measure the millennial educational success at the time. In terms of the cognitive domain measurements, for example, the success of the millennial education is associated with the availability of technology-based education and information management, to build a broader knowledge construction, and improve the ability of science and technology for solving the problem. In the affective domain measurements for millennial education in the industrial revolution era 4.0 today, we need to strengthen the self-identity, self-worth, accountability, and responsibility of being instrumental in the education rule model domain

given either offline or online. The third domain is the socio-cultural domain. For the socio-cultural domain reinforcement learning is to build the capacity of individuals in society, and make sure that one has good acceptance in the social attitude, tolerant, and self-realization for social purposes (Vladimirovich et al., 2012).

Due to advances in technology, students now must understand the highly acclaimed cultural diversity and social and economic barriers also very weak. Therefore, the interaction of community-based learning in the industrial revolution era also must pay attention to maintaining harmony in a multicultural learning community life that has cultural backgrounds, customs and different religions in Indonesia. Socio-cultural values, in addition to building the character and Indonesian identity of unity and diversity, also instill the values of ethics, morality, and nationalism to the people through community-based education is not just touching a formal education, but also non-formal education (Eurydice., 2002).

In preparing community-based education of socio-cultural values-oriented for children in the industrial revolution era today Pariaman City is the need for the development of educational competence, not only the competence of cognitive, affective and psychomotor, but the socio-cultural competence also is important for the needs of millennial learners. Because of the various results of this study indicated that future millennial learners must be equipped with the affective domain competence by presenting the authentic environment around them include the planting of ethical values, moral, socio-cultural understanding of nationalism and nation-centered teaching. Models that can be developed in this teaching are to apply the problem-based learning model or project-based learning. In this way, educational institutions can strengthen the focus of value investment of ethics, morality, nationalism and socio-cultural understanding among millennial students by strengthening their cognitive and technological mastery (Hasyim, 2020). Therefore, the government together with the ministry of education and culture urge all educational institutions both formal and informal education should be able to take advantages of technology advances for improving the quality of education in all domains, cognitive, affective, psychomotor and strengthening the socio-cultural understanding in the national life through the readiness of educational institutions for applying the information technology is developing into education management are built.

In Indonesia, the current state of education is not giving a significant impact on the progress of the three domains mentioned above, especially the contribution in planting ethical values, moral and socio-cultural values in the social life. To compensate for the cognitive progress, informal education, so the community school-based online education can be answered the future challenges of Indonesian education for the future including in Pariaman City.

Where the Indonesian future education should build balanced and have extensive insight and knowledge, advanced in technology development and also strong in instilling ethical values, moral and socio-cultural through the presence of the educational model of community-based school with learning online in preparing to answer the challenges of the advancement of education in the era of industrial revolution today. In this way the community-based education in addition to the emphasis on cognitive development, it also strengthens the affective domain and technological dominance in the educational field. Thus the preparation of community-based education of socio-cultural oriented in the industrial revolution era of 4.0 can pass the

noble values of the nation of Indonesia as a knowledgeable nation, cultured and advanced in technology (Wollscheid et al., 2016).

There is a balance in this educational orientation that will bear local culture who were literate to the knowledge and technology as well as loyal and devoted to the public on the orders of Allah, establish noble character, healthy, knowledgeable, skilled, creative, independent, tolerant. democratic and responsibility. According to the authors to realize this dream for that reason the local West Sumatera government needs to anticipate many weaknesses of the existing educational orientation to build a community-based education through cooperation involving all elements of society to achieve a balance between strengthening the education of cognitive and technology with the strengthening of social values and culture. Community assistance is expected to formal and non-formal education can synergize each other to build a good education system that contributes to the base needs of the community by working with community organizations. Do the cooperation with all elements in the society ranging from religious leaders, traditional, professional, bureaucratic, cultural and other wider community figure.

Steps to be taken in establishing a community-based education oriented to value investment of the socio-cultural in the industrial revolution era of 4.0 today is to build insight knowledge and technology in the education system which can be done through the nine stages of reform in educational innovation of nationwide, not just in formal education, but also in non-formal education, particularly in Pariaman City. Nine stages are:

First, focus on character education to form a good personality for the Indonesian society based on Almighty and humanistic. The education process also instills religious values, social and cultural rights to all learners through rule model strategy where the teacher gives examples of role models to their students in performing worship and behavior were the same age with the teachings of Islam that is the source and basis of human law in action. The community-based education also provided briefing skills to their students so that they can open their self-employment opportunities after graduation from secondary high school.

Second, a learning system developed at this time is a student-oriented learning system that should be centered on student learning. It means that using the system of student-oriented learning means this learning model can put the teacher's position as a motivator and facilitator who provide a good role of religious values, cultural social and public life in the school. In this way can be expected the school enables to achieve the school's vision that gave birth to a good graduate with stronger character, independent, responsible, honest, creative, unyielding, faith and piety.

Third, improve teachers' understanding of the meaning of education in the true sense. With this aim, the study will be focused on efforts to achieve these objectives, namely, produce the best Indonesian human, devote himself wholeheartedly to God, having noble personality, healthy, knowledgeable, skilled, creative, free, responsible and democratic, not just teaching, but more didactic. That is the whole cultivation of religious values in the self-learners built on values of existing social and cultural construction and not only to transfer of knowledge alone. but also transfer of value and skill that both need to study more further as supporting variable character formation of primary school students.

Fourth, To collaborate with community organizations, professionals, religious leaders, community figures, government agencies, private and industrial technology to increase the resources of qualified teachers through training and provide positive opportunities for students to acquire the learning values of the socio-cultural both offline and online community-based learning. It can be realized by incorporating technology as learning facility in each educational centers, so that all students can access a variety of knowledge with ease whenever and wherever they are Here both formal education and no formal need to strengthen the domain effective learning in their education curriculum besides cognitive subject by preparing the effective educational facility based online learning.

The fifth is building a social process-oriented education system. The educational system like this is the educational activities that emphasize into social personality formation of a learner this education system must necessarily be built from scratch before strengthening cognitive and technology. With the awakening of the good social process of behavior as a rule model, then education will be run under the rails of science itself is more like a process, not results-oriented, such as pursuing a degree or diploma. Through online-based learning in the community-based school, the learner must precipitate their learning schedule especially their rote schedule of reinforcement of their knowledge.

Sixth. Support from various parties to raise awareness of the importance of education to be acquired was built under the needs analysis that has been done. By involving the elements of society from government, religious leaders, community leaders, parents and technology experts to jointly build a strong educational system of the three necessary aspects, namely cognitive, affective and mastery of technological capability which was able to address the development of learning models today that is not only based on the character but also based on appropriate technology. This dream can be realized through cooperation with all elements of society and governance. Together strengthen guidance and learning model as the initial foundation in providing educational materials before strengthening their cognitive education model, This model can be facilitated by building the information technology-based education system. With the presence of the educational model is expected to bring formal schools and informal directly involved in community-based learning to be more advanced and contemporary.

Seventh. The government must establish the formulation of policy and consistency of balanced education between strengthening cognitive, and technology is also strengthening the character of the students in the practice of social values and culture, for example, honest, responsible, helpful, democratic, thus giving birth to a generation that not only intelligent worldly but also are heavenly. One is them is offsetting Indonesia's education with the orientation of socio-cultural values as a new approach which also offers information technology-based education models in realizing the ideals of national education. In this way, the expected model of community-based learning and this technology can give birth to higher quality human beings and stronger in the order of the international community.

Eighth, Build social and cultural coherence among the school community. This activity can be realized through social and moral education. Teachers need to deliver material from different angles so that the differences found in the socio-cultural discussion can be understood by students so make them more mature in evaluating the existing difference of socio-cultural differences in each region of Indonesia.

Ninth, organize more diverse teaching materials from a variety of perspectives studies, not only through learning offline but also through online learning. For that reason, teachers should continue to enhance their resources so that their knowledge has continued to expand and develop under the developments and shifts of social attitudes today. This stage requires smart teachers who understand the various dimensions of knowledge from the spiritual dimension, theology dimension, professional dimension, social dimension, and cultural dimensions.

CONCLUSION

Recognizing the correlation between education and the behavior of the Indonesian people today who have not been able to establish stronger norms of socio-cultural so easily happen the violence, the hate speech and corruption everywhere that involve almost all components of the nation shows the failure of educational orientation of Indonesia today where output of education is expected to bear a higher-quality Indonesian people and stronger in mastery of knowledge and technology and also have good personality and nationalism. To meet the educational needs of millennial students today is very precise to initiate the preparation of a community-based education model of socio-cultural values-oriented for children in the industrial revolution era of 4.0 in Indonesia. Preparation of this model is to involve all elements of Indonesian society into the education sector, ranging from religious leaders, traditional leaders, community organizations, industry sector, the private sector and government institutions as well as information technology industry to contribute for the development of ongoing educational systems and processes in accordance with the purpose of national education contained in Law No. 20 in 2003.

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