

## Modern And Simple Society Education In Dealing With Socio-Cultural Changes, Modernization And development

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### Abstract

*Factors that cause socio-cultural changes are: Increase or decrease in population, changes in geographical environment, movement to new environments, contact with people of different cultures, natural and social issues, the birth or death of a leader, inventions/innovations. There are also several factors that impede change, for example the lack of intensive communication with other communities; slow science and technology development; very traditional nature of society ; there are interests that are firmly entrenched in society; negative prejudice against new things; fear of shakiness in society when changes occur; ideological barriers ; and the influence of custom or custom. The relationship between developed and developing countries. The necessity of developing education will open the door to the modern world, because only with education can socio-cultural changes be carried out, namely the development of knowledge, adjustment of values and attitudes that support development and mastery of various skills in using advanced technology to accelerate the process development. The theory of socio-cultural value orientation in this theory says that in society it can be seen where the orientation of values emphasizes a future-oriented view of time, a view of nature that emphasizes that natural laws can be known and mastered, a view that work is something that can give rise to more work, the view that all human beings are equal, are all value orientations that have led to progress.*



**Keywords: Modern Society, Socio-Cultural, Modernization, Development**

## **INTRODUCTION**

In human life there must be changes, both big changes and small changes, fast or slow changes, these changes can have a positive impact and can have a negative impact on humans, depending on how humans react to it. If we pay attention to our era today, we will find that the changes that have taken place are big changes and so fast, both in terms of socio-cultural issues and other problems. With these changes, it automatically becomes a challenge for society, especially in the world of education. In the face of such rapid and complex social change, nowadays everyone is increasingly required to improve their quality as a whole: physically, sensoryally, intellectually, morally, spiritually and socially. Only people who have such advantages will survive in facing these challenges. Islam provides instructions on how a person can be successful in dealing with social change by referring to the Qur'an and al-Sunnah .

In between the instructions of the Qur'an in dealing with change as the word of Allah *Subhanahu Wata'ala* in surah Ar Ra'd verse 11 follows:

Meaning: " *For him (man) there are angels who always take care of him in turn, from the front and behind him. They guarded it at the command of Allah. Surely Allah will not change the condition of a people before they change their own condition. And if Allah wills evil against a people, then no one can reject it and there is no protector for them besides Him* ". (QS Ar Ra'd: 11)

The guidelines from the hadith are as follows:

Meaning: " *(O Allah, I seek refuge in You from weakness, laziness, fear, ugliness in old age, and miserliness. And I also seek refuge in You from the torment of the grave and the disasters of life and death)* ". (Narrated by Bukhari no. 6367 and Muslim no. 2706).

With the guidelines of the Qur'an and Hadith and coupled with good education, it will create a society that is able to deal with changes in its life. It is well known that education is born along with human existence, even in the process of forming a society, education contributes to the processes of realizing the pillars of society. Through cultural inheritance and internalization of each individual, education exists in the form of cultural socialization, interacts with the values of the local community and maintains reciprocal relationships that determine the processes of change in the socio-cultural order of society in order to develop its civilizational progress.



The social aspect of education plays a very important role in education as well as the cultural aspects of education. In fact, it can be said that there is no education that does not include cultural elements. The material that children learn is culture, their way of learning is culture, so are their activities and the forms they work on are also culture. Broadly speaking, there are four sources of values, namely norms, religion, rules and regulations, and knowledge. Schools must pay attention to the development of these values in children at school. Wuradji said (1) schools as social control, namely to correct bad habits in children at home and in society and (2) schools as social changers, namely to select values, produce good citizens, and creating new knowledge and technology.

To realize the ideals of education really need the help of sociology. Sociological concepts or theories provide guidance to teachers on how they should foster students so that they can have habits of living in harmony, friendship, and close friendship with each other. Education is a form of embodiment of human art and culture that continues to change (develop) and as an alternative that is the most rational and allows for a change or development. And as previously stated that social change is a change that occurs in the structure and function of the social system, which includes education, because education exists in society, be it formal, informal, or non-formal education, and social changes that occur in society. a society is very influential on education, and education is no exception.

According to Taylor, culture is a complex totality that includes knowledge, beliefs, art, law, morals, customs, and the abilities and habits acquired by people as members of society (Imran Manan, 1989). Hasan (1983) for example says culture contains: (1) norms, (2) folkways which include habits, customs, and traditions, and (3) mores. Meanwhile Imran Manan (1989) shows the five cultural components as follows: (1) ideas, (2) ideology, (3) norms, (4) technology, and (5) objects. Culture can be grouped into three types, namely: (1) General culture, for example Indonesian culture, (2) Regional culture, for example Javanese, Balinese, Sundanese, East Nusa Tenggara culture and so on and (3) Popular culture, namely a culture that is the average duration is shorter than in the two previous types of culture.

The functions of culture in human life are: (a) Succession of descendants and caregivers of children, (b) Development of economic life, (c) Cultural transmission, (d) Increasing faith and piety to God Almighty, (e) Social control, (f) ) Recreation. The efforts of the Indonesian people to eradicate ignorance by mandating nine years of basic education are an effort to prepare society to face the changes that are taking place. Along with the changing needs of the community for



education that is able to equip themselves with knowledge and skills that can later be used or practiced in real life, social changes as a result of changes in educational orientation will also occur.

If we look at social change as a result of technological developments, it is very easy for people who are not religious to access the internet to use it for negative things, we can also witness a lot of fraud, dishonesty, and many negative actions that are contrary to norms Islam is the impact of social change, so an education system is needed that can prepare humans (society) not to commit these acts. Another impact of social change on education is the continued development of curricula that are able to answer the challenges of change, it also has an impact on changes in quality-oriented education management systems, namely the demand for continuous improvement in the quality of learning leading to superior learning so as to produce good output. quality.

## **DISCUSSION**

### **Education in Modern Society**

Talking about education cannot be separated from the perspective and approach used. To view education as a whole, a systems approach is needed, so that education is seen as a whole and is no longer partial or pragmatic. According to the SPN Law no. 20 of 2003, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and Country.

Before discussing the expected form of education for modern Indonesian society, we will look at the existing education at the primary, secondary and tertiary levels. Formal education at the primary and secondary levels is based on a curriculum that is structured based on subjects which are often a collection of subjects that are quite large and do not have a strong relationship with one another. Curriculum content is more oriented towards quantity (amount of subject matter) rather than quality. The target of teaching is to discuss a large number of topics rather than deepening and application.

Teaching in the classroom is oriented towards instructional / teaching objectives that have been prepared in advance and is less oriented towards individual student differences and their level of ability. Therefore, the purpose of teaching is more a measure of the teacher's success in presenting teaching material than a measure of the level of understanding of students



/ students. Evaluation of teaching success is also more oriented to teacher success. Evaluation of student success is carried out using multiple choice tests that only measure students' ability to choose the correct answer. Student success is measured by a score of 0 to 100. However, this score cannot be used by the teacher to state whether students with 100 students are students who are more critical, or can defend their opinions better than students who score 60.

In class teaching students are less trained to develop critical, independent, and responsible attitudes. Also, students receive less training to develop the ability to design systematic steps in solving complex and new problems. The same thing is often found in lectures at the tertiary level. The system of dictation and exams that only ask questions that have already been discussed has caused many students to become individuals who rely solely on their ability to memorize.

Current education is also less oriented towards the real needs of the job market. There are many complaints about college graduates who are less able to adapt easily when they enter society. Education is also still compartmentalized and less integrated. From the discussion of modern societies, we see that there is hope that individuals in modern society are able to think critically, be independent, able to apply and develop their knowledge, and be open-minded. We need to think about changes in education to prepare these individuals.

Educational experts, scientists and bureaucrats in Indonesia also expressed their opinions regarding education in the future (modern) Indonesian society. Prof. Harsya Bahtiar, Director of Balitbang Department of P and K (Kompas, 11 August 1990, p. 4), argues that modern education is oriented towards active students/students, in the sense that the role of students/students is greater in choosing interests and professional directions, being aware of what who will be selected, become the subject of education, active in forming understanding, critical, creative and innovative.

Ismael Saleh, former Minister of Justice (Kompas, October 4, 1990, p.6), is of the opinion that education in law faculties must be oriented toward meeting the need to increase mastery of the knowledge required for various professions or legal practitioners in accordance with social developments and changes. politics, and economics. Law faculty instructors must be future-oriented and think based on research and teaching methods and be interdisciplinary. This opinion is reinforced by rof. MOhtar Kusumaatmaja (Suara Pembaruan, 12 February 1992, p.8), which stated that future law faculty graduates must acquire knowledge relevant to the realities found in society. Law faculty graduates must be prepared to be able to solve practical problems in



society and easily adapt to the jobs they are involved in. Education in the law faculty must adapt to changes that occur in society.

Suharsono Sagir (Pikiran Rakyat, 20 Agustug 1990, p. 8) sees the important role of mathematics and language education in modern society. Mastery of mathematics and language is very important because good mastery of language makes a person able to communicate, express ideas, and be able to read and write. Mastery over mathematics makes a person able to, 1) think logically, rationally and systematically, 2) choose alternatives, 3) think creatively innovatively, and 4) calculate, measure, read and interpret data, look for functional casual relationships, analyze, formulate symptoms and constraints.

Suharsono Sagir further stated that mastery of language and mathematics is important because 1) in modern society mastery of science and technology is dominant, 2) the selection of ready-to-use staff is mostly oriented towards those who have good mathematical and language abilities. Therefore, future education should be 1) integrative, combining verbal, scientific, reasoning, innovative skills with a moral, tolerant, open and professional attitude, and 2) increasing awareness of social, environmental and community issues.

Prof. BJ Habibie (Pikiran Rakyat, February 5, 1992, p. 1) hopes that the modern education curriculum can be market-oriented, that is, it is oriented to existing needs and has great absorption in employment. Education should be able to give birth to critical, innovative people, not just memorizing or having a degree. Umar Khayam (Suara Merdeka, 30 October 1991) also believes that education must be oriented to the market economy.

There must be progressive education, which in addition to being oriented towards skilled and modern knowledge, is also capable of conducting research and development. The mass media also tries to capture the general views that exist in society regarding education in modern society, including: 1) that education must be related to real life (Suara Pembaharuan, 6 May 1992, p. 2) education must be oriented towards global development, industrial competition and trade (Pikiran Rakyat, 26 November 1990).

### **Education in Simple Society**

In the culture of simple society, formal educational agents include family and relatives. Meanwhile, schools appear relatively late in a simple community environment. Simple people don't need institutions in education to achieve skills and expertise that are minimally needed by



simple people. Simple people don't need individuals who are experts in guiding so that their teaching results are full of the needs of the lives of the people around them.

Comparison of Modern and Simple Public Education, ie

1. In a simple society, teachers practice what they teach, whereas in a modern society, teachers cannot all become executives because they don't have anything else to teach.
2. Teachers in simple societies are very attached to their students, members of their kin and also to what they teach whereas in modern societies they are not directly involved with the success or failure of their students, lacking a life or death incentive to teach effectively.
3. In a simple society teaching and learning becomes easier because teaching objects can always be obtained while in modern society it is generally difficult to obtain.
4. Modern society teaches their children more knowledge than simple society, modern society has more teaching methods and spends more time in formal teaching.

Looking at the tendencies and orientations of modern society as discussed in the early part of this chapter, here we will discuss two applications in the field of education in Indonesia. First, future education must educate the whole human being, in the sense of preparing Indonesian individuals who have intact personal values, are critical, and equipped with knowledge and skills. The inculcation of religious and moral values is very important, especially considering the trend of the increasing number of families where both parents work, and the increasing number of families with only one parent. Busy working parents have very little to interact with their children. As a result, value education for their children is mostly left to caregivers, or even ignored altogether. Second, education must produce human beings who are critical, independent, and able to develop themselves. This goal is a very heavy task, it cannot be designed and implemented in an instant. This task is very dependent on the education system, the attitudes of teachers/lecturers and students, as well as prevailing cultural values. For example, educating a critical attitude requires teachers/lecturers to be open-minded, have extensive knowledge through reading and research. In addition, it also requires a great attitude of curiosity from students. Therefore, in teaching active interaction between teachers and students is very important.

### **Socio-Cultural Change**

Every society in its life must experience changes. Based on its nature, the changes that occur are not only towards progress, but can also lead to setbacks. The social changes that have



occurred have existed since ancient times. There are times when the changes that occur take place so quickly that it confuses the people who deal with them. Social change is a symptom inherent in every society. The changes that occur in society will cause a mismatch between the social elements that exist in society, resulting in a pattern of life that is not in accordance with its function for the community concerned.

Furthermore, in the literature on social and cultural life, several important terms always appear as a reflection of the dynamics of human life from the past to the present. This dynamic reflects the process of change, both slow and fast. There are changes that are evolutionary and there are changes that are revolutionary. Evolutionary changes take thousands or hundreds of years, a continuous process of change from lower, simpler forms to higher, more complex forms. Meanwhile, revolutionary changes are changes that take place in a shorter time, are sudden, radical and comprehensive (Manan, 1989: 49).

Based on this description, it can be seen that socio-cultural change is a symptom of changing social structures and cultural patterns in a society. Socio-cultural change is a common phenomenon that occurs at all times in every [society](#). The change occurs in accordance with the nature and basic nature of humans who always want to make changes. Hirschman says that human boredom is actually the cause of change.

Gillin and Gillin stated that social change is a variation of accepted ways of life, whether due to changes in geographical conditions, culture, population dynamics and composition, ideology, or because of new discoveries in society. Samuel Koenig explained that social change refers to the modifications that occur in patterns of human life. These modifications occur due to internal or external causes. Next, Selo Soemardjan explained that social change is all changes in social institutions in a society that affect its social system, including values, attitudes, and patterns of behavior among groups in society.

So, from this description, it can be concluded that social change is a change in elements or social structure and human behavior in society from certain conditions to other conditions. Socio-cultural changes usually occur due to encouragement from several factors both from within the community (internal) and those from outside the community (external). Internal factors, are factors of change originating from within society, for example (1) changes in demographic aspects (increase and decrease in population), (2) conflicts between groups in society, (3) occurrence of social movements and/or rebellions (revolution), and (4) new inventions, which include (a) discovery, or the discovery of new ideas/tools/things that have never been discovered before (b)



invention, refinement of inventions on discoveries by individuals or a series of individuals, and (c) innovation, namely the application of new ideas or new tools to replace or complement existing ideas or tools. External factors, or factors originating from outside the community, can be in the form of: (1) cultural influences from other societies, which include processes of diffusion (spreading of cultural elements), acculturation (cultural contact), and assimilation (cultural marriage). , (2) wars with other countries or societies, and (3) changes in the natural environment, for example caused by disasters.

### **Modernization and Development**

Modernization is the process of being modern. The term modern comes from the word *modo* which means the present. Thus, modernization can be interpreted as a way of life that is in accordance with the current situation, or the current context. If the way of life of a society is inherited from their ancestors or generations of predecessors, the society is called a traditional society. The term tradition comes from the word *traditum* which means inheritance. The emphasis on modernization is on technology and social organization.

Schhood in Manan (1989:56) argues that modernization is the application of existing scientific knowledge in activities or aspects of people's lives. Modernization of society covers all aspects of life in a comprehensive manner such as education, social relations, the legal system, state administration, agriculture, and information.

Alex Inkeles and David Smith put forward the characteristics of modern individuals, as follows: Having a *state of mind* that is open to new experiences, having the ability to form and respect opinions, forward-looking, planning, believing in science, having confidence that everything can be calculated, appreciate others for their achievements, have an interest in the political issues of society, pursuit of facts and information.

Development is a form of directed and planned social change through various policies aimed at improving people's lives. The Indonesian nation, as stated in the preamble to the 1945 Constitution, has included its national development goals. Community welfare is a condition that has always been the ideal of all nations in this world. Various theories about development have been put out by many western social experts, one of which is also adopted by the Indonesian nation in its development program is the theory of modernization. Modernization is the response of western social scientists to the challenges faced by second world countries after the end of World War II.

The direction of socio-cultural change, modernization and development that will be aimed at by all nations around the world is to increase the desired welfare or prosperity. Living in the present and future world leads to the mastery of science and technology.

## **CONCLUSIONS**

From the discussion of modern societies, we see that there is hope that individuals in modern society are able to think critically, be independent, able to apply and develop their knowledge, and be open-minded. We need to think about changes in education to prepare these individuals. In the culture of simple society, formal educational agents include family and relatives. Meanwhile, schools appear relatively late in a simple community environment. Social change is a symptom inherent in every society. The changes that occur in society will cause a mismatch between the social elements that exist in society, resulting in a pattern of life that is not in accordance with its function for the community concerned. Modernization is the process of being modern. The term modern comes from the word *modo* which means the present. Thus, modernization can be interpreted as a way of life that is in accordance with the current situation, or the current context.

Development is a form of directed and planned social change through various policies aimed at improving people's lives. The Indonesian nation, as stated in the preamble to the 1945 Constitution, has included its national development goals. Social changes that occur in a society are very influential on education in particular, but not all social changes that occur have a positive impact, but there are also social changes that produce negative consequences for the world of education.

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