# CONCEPT OF EDUCATIONAL SOCIAL CONTACT IN FAMILY, SCHOOL AND COMMUNITY

**Muhammad Bustomi**[1]**; Abdullah Idi**[2]**; Karoma**[3]

[1,2,3]*Universitas Islam Negeri Raden Fatah Palembang, Indonesia*
*Corresponding E-mail: tomiatom1212@gmail.com*

## Abstract

*Educational social contact is a form of interaction that supports the learning process and character building of individuals, both in the family, school and community environments. This article aims to explore and elaborate the concept and important role of educational social contact in three main domains, namely family, school and community. Using a qualitative method based on a literature study, this research identifies and analyzes the various forms and impacts of educational interactions that occur in these environments. The results of the analysis show that educational social contacts that occur in families, schools and communities play a very important role in the formation of individuals' character, social skills and moral values. Family interactions, such as modeling, educational communication and character education, form the basis of child development. Schools as social agents develop students' academics and character through formal, non-formal learning and social interactions. Society introduces social norms, diversity, and the importance of cooperation and empathy. Participation in social activities, multicultural interactions and use of public facilities help individuals develop social skills to contribute to community life. These three environments complement each other in shaping individuals who are intelligent, good character and adaptive. These recommendations emphasize the importance of collaboration among family, school, and community in providing well-rounded educational social contact. By aligning efforts across these three domains, individuals are more likely to develop into adaptive, intelligent, and morally grounded members of society.*

**Keywords:** *social contact, educational contact, social interaction, educational interaction.*

## A. Introduction

Educational social contact activities play an important role in shaping the social, intellectual and character development of individuals, especially from early childhood to adulthood. Educational social contact refers to interactions that support the learning process and internalization of values and norms that apply in society (Firmansyah, SA, et al., 2024). The environment in which individuals grow up, including family, school, and

society, has different but complementary roles in shaping and directing individuals towards attitudes and behaviors that are in accordance with social expectations (Adnan, 2018).

The family is the first social environment that introduces children to basic values, such as morality, honesty, responsibility, and compassion (Nasution, 2019). In this context, parents and other family members act as models that children imitate. Forms of interaction in the family, from daily communication to guidance on ethics and morals, become the initial foundation in shaping children's personality and character. This educational social contact in the family provides an important first experience for children in understanding and responding to the world around them (Sumaryanti, 2017).

Schools, as formal education institutions, function as a complement to education in the family by providing a more structured environment to develop academic abilities, social skills, and values (Bafadhol, 2017). At school, individuals interact with peers, teachers and other staff in a context that supports collective learning (Firmansyah, 2013a). Educational social contact activities at school, such as group discussions, project cooperation and extracurricular activities, provide opportunities for students to learn about tolerance, discipline, responsibility, and critical and analytical thinking skills (Firmansyah, 2021b).

Society is a broader and heterogeneous social environment, where individuals have the opportunity to interact with a wide variety of people from different backgrounds (Amran, 2015). In society, individuals learn to adjust to broader values, such as gotong royong, solidarity and tolerance. Community activities, such as religious events, holiday celebrations and gotong royong, provide a vehicle for social learning that helps individuals understand their role in the larger community (Pratiwi et al., 2022). Through educational social contact in the community, individuals learn to appreciate diversity and strengthen social awareness and adaptability (Masbur, 2016).

These three environments (family, school and community) contribute differently but complement each other in shaping individuals who are not only academically intelligent, but also have strong character and good social skills. Given the important role of educational social contact in these three environments, this study aims to explore and understand more deeply how interactions within the family, school and community play a role in the social learning process that impacts on individual development. By analyzing these specific forms of educational social contact in each setting, the research will offer a comprehensive view of how family, school, and community interactions collectively influence individual social and character development.

**B. Method**

This research uses a qualitative approach with a literature study method to explore and analyze the concept of educational social contact activities that occur in the family, school and community environments. This method was chosen because it allows

researchers to gain an in-depth understanding of theories, concepts and various forms of educational interactions studied from a sociological and educational perspective. In addition, literature studies are suitable for identifying and elaborating on existing theoretical and empirical concepts, especially those related to the role of the social environment in shaping individual character and abilities (Yin, 2018).

The data collected in this study came from secondary sources that included textbooks, scientific journals, scientific articles and previous research relevant to the theme of educational social contact. These sources were selected based on certain criteria, namely the relevance, topicality and academic quality of the publications. The books and articles used as primary sources are those that directly discuss the concept of social interaction in the context of education or character learning in the family, school and community environment. Scientific journals used as references were selected from trusted sources, such as journal articles that focus on the study of sociology, education, and social psychology.

The data analysis in this study was conducted in a descriptive-qualitative manner, with the aim of identifying, describing and analyzing the form and impact of educational social contact on individuals. The first step in this analysis was to read and understand the collected literature to determine the main relevant themes, such as the role of the family in character education, the influence of the school environment on social and intellectual development, and the contribution of society in the formation of social norms. From these themes, a categorization process was carried out to group similar and related information.

After categorization, the researcher conducted a data reduction process, which filtered relevant information and eliminated data that did not support the research focus. The results of this data reduction were then analyzed in depth to describe the patterns and relationships between educational social contacts in each environment (family, school, community) and their influence on individual development. This analysis technique involves in-depth interpretation of the data, with the aim of developing theoretical concepts that can explain the dynamics of educational social contact in various environmental contexts.

To ensure the validity and reliability of the data, the researcher used a source triangulation technique, where multiple literature sources were compared to ensure consistency of information (Ilhami et al., 2024). This technique helps to reduce bias and strengthen the conclusions drawn from the analyzed data. In addition, the researcher cross-referenced relevant theories and findings in the fields of education, sociology, and psychology. This cross-referencing is important to ensure that the concepts put forward in this study are in line with existing theories and enrich insights into the diverse dynamics of educational social contact.

## C. Finding and Discussion
## Types of Social Contact

1. Family

The family, in which there is a father, mother, and child, each of which influences each other, needs each other, and in which there is an interaction with each other. The family is a very important place between individuals and groups, and is the first social group where children become members, and the family is of course the first place to socialize children's lives, make contact with their siblings until the child enters school. According to sociologist William Fielding Ogburn, the family has a number of essential functions that are very important in the character building, education and well-being of family members. These functions not only fulfill basic needs, but also form the social and moral foundation that guides individuals in their lives (Firmansyah, 2024).

*First*, the function of affection. Affection is a basic function in the family that creates emotional bonds between family members. Through affection, family members feel valued, cared for and loved, which then forms a sense of confidence and security in themselves. Affection in the family also plays an important role in developing social skills, such as empathy and caring. Children who grow up in a loving environment tend to have better mental health, as well as the ability to build healthy relationships with others in the future (Hidayat, 2014).

*Second*, the economic function. The family functions as an economic unit that supports the material needs of its members. This economic function includes the fulfillment of basic needs, such as food, clothing, shelter, and health care. In addition, families are often a place for individuals to learn to manage finances, work and appreciate the value of money. In many families, parents are responsible for teaching children about financial planning, economic responsibility, and the value of hard work, which will prepare them for economic challenges outside the family (Puspitasari, 2012).

*Third*, the educational function. The family is the first school for a child, where he or she begins to learn values, norms and basic knowledge. Parents or caregivers act as the primary educators who teach life skills, ethics, language and culture. The educational function of the family helps the child understand social roles and responsibilities, and instills moral values that will guide him throughout life. With this role, families contribute greatly to the intellectual and character development of children, which is then continued and deepened in the school environment (Setiardi & Mubarok, 2017).

*Fourth*, the protection/protection function. The protection function in the family includes physical and emotional security. The family is tasked with protecting its members from danger and providing a sense of security, both from physical threats, such as illness or accidents, as well as psychological threats, such as stress and anxiety. With the protection function, the family becomes a safe haven where individuals can feel protected and free to express themselves. This emotional protection plays an important role in building self-confidence and mental endurance, which will be useful for children when dealing with the pressures of life outside the family (Fatimaningsih, 2015).

*Fifth*, the recreation function. The recreational function in the family includes activities that are fun and strengthen the bonds between family members, such as going on vacation, gathering together, or celebrating special occasions. Through recreational activities, families can reduce stress levels, create happy memories together, and increase happiness and harmony. This recreational function also strengthens the bond between family members and helps them learn how to socialize in a positive atmosphere. Family recreation not only provides entertainment, but also plays a role in the formation of a unique family identity and culture (Wahidin, 2017).

*Sixth*, the function of social status. The family also plays a role in providing social status for its members. Family status includes factors such as social, economic and cultural backgrounds, which influence the way individuals are seen by society. Family status often determines a person's access to education, employment and social networks. Parents play a role in shaping and maintaining this status, for example by educating children to achieve academic and professional excellence and teaching them positive ethics in society. This family status then plays a role in building a sense of identity and self-worth for individuals (Hidayat, 2014).

*Seventh*, the religious function. Families are often the first place where children are introduced to religious values and practices. The religious function of the family includes spiritual nurturing, teaching moral values, and guidance in living life in accordance with religious beliefs. In families that uphold religious values, parents play a role in teaching children to respect beliefs and traditions, as well as instilling moral values, such as honesty, responsibility, and empathy. This religious function helps individuals to find a deeper meaning of life and becomes a foundation in facing life's challenges (Hidayat, 2014).

Taken together, these seven functions form a strong foundation for individual development within the family. The family acts as a support system that provides physical, emotional, and spiritual needs that are essential for individual growth and development (Pratama, 2024). Through this role, the family helps shape individuals who are not only ready to face challenges outside the family environment, but are also able to contribute positively to society.

2. School

Schools play an important role as a means of educational social contact that enables individuals, particularly students, to develop a range of social skills, character traits and knowledge that will help them function effectively in society. As institutions that combine academic and social learning, schools offer various opportunities for in-depth social interactions between students, teachers and the wider community (Firmansyah, 2013b; Ma'sum & Ristianah, 2023).

In this regard, according to sociologists, schools have a very important function as a means of educational social contact in the formation of civilized and integrated

individuals in society. The sociology of education views schools as places where individuals not only learn academic knowledge, but also develop social, moral and cultural skills essential for their social lives. Schools, in the sociological view, function as social agents that play a central role in shaping social behavior, identity, and social integration in society (Firmansyah, 2021a).

In connection with that, some school functions as a means of educational social contact, namely: *first*, schools as agents of socialization. Sociologists view schools as the main social agent that plays a role in the socialization of individuals, namely the process by which individuals learn and internalize the values, norms, and culture prevailing in society. In Emile Durkheim's view, education has an important function in maintaining social order and solidarity in society. According to Durkheim, schools function to transmit social norms and teach children to obey larger social rules. Schools not only teach practical skills, but also instill values that support social integration and social cohesion in society (Norlena, 2015).

*Second,* school as a place of social identity formation. School also serves as a place where individuals develop their social identity. Through interactions with classmates, teachers and other members of the school community, students begin to understand their role in the larger social group. This social identity is formed through an understanding of social class, ethnicity, religion and other factors that shape their social interactions. Talcott Parsons, a functionalist sociologist, emphasized that schools help form individuals who can function within the larger social structure by teaching the values and rules that exist in society. This process includes teaching about the different social roles that exist in society, for example, the roles of students, teachers, parents and other community members (Umar & Masnawati, 2024).

*Third*, school as social skills learning. In school, students not only learn academic knowledge, but also social skills that are essential for functioning in everyday life. These include communication skills, working in teams, resolving conflicts and abiding by shared rules. Schools provide a space for students to learn about social relationships in a more formal and structured context (Zulkipli et al., 2024). George Herbert Mead, a symbolic sociologist, developed a theory on how individuals form their self-identity through social interactions. According to Mead, these interactions play an important role in the development of individuals' understanding of themselves and their role in society. At school, students learn to understand themselves through feedback and social interactions with peers and adults (Firmansyah, 2024).

*Fourth*, school as a means of social control. Schools have a function as a means of social control, which is to discipline students and teach them about the importance of complying with social norms. Through rules and policies implemented in schools, such as rules about classroom behavior or how to interact with friends, schools teach students about social boundaries that must be respected (Ali & Firmansyah, 2023). This social control is very important in preparing students to play a role in the larger society in a way

that is in accordance with social norms and ethics. Max Weber emphasized the importance of rationalization in modern society, where schools serve to teach students the skills necessary to adapt to a more rational and efficient social and economic structure (Firmansyah, 2024). In this case, schools serve to prepare individuals to function within larger social systems, which often require adherence to strict rules and self-control.

*Fifth,* schools as developers of social mobility. Schools also function as a means for social mobility, which is the process by which individuals can move from one social class to another, either vertically or horizontally. In the sociological view, education is considered as one of the main ways to improve one's social status. Students from families with disadvantaged socioeconomic backgrounds can obtain an education that can help them achieve a better social position in the future. Pierre Bourdieu, a French sociologist, developed the concepts of "social capital" and "cultural capital" that explain how education and social experiences gained at school can affect one's social position. According to Bourdieu, schools have an important role in modifying and expanding students' cultural capital, which in turn can contribute to their social mobility (Arifin, 2010).

*Sixth,* school as a place to learn the values of democracy and justice. Schools also serve to teach the values of democracy, justice and human rights. In the context of sociological education, schools are not only places to transmit existing values, but also to develop critical attitudes towards social injustice and provide opportunities for students to engage in democratic processes. Through activities such as class discussions, student elections, or student organizations, schools teach students about the importance of participation in broader social processes (Norlena, 2015). Antonio Gramsci, a Marxist thinker, argued that education has a role in maintaining or changing the power structure in society. In this view, schools serve to develop critical consciousness among students, so that they can understand social injustices and work to change them (Ma'sum & Ristianah, 2023).

*Seventh,* school as a link between individuals and society. Schools serve to connect the individual to the wider society. Through education, individuals are given the knowledge and skills needed to function in society. Schools also teach students about the history, culture and social structures that make up their society. Thus, schools become a place to introduce individuals to their social roles and the importance of contributing to the well-being of society (Norlena, 2015).

Based on the above description, sociologists view schools as a means of educational social contact that has many dimensions. Schools are not only a place to learn knowledge, but also a place to develop social skills, morals and values that shape individuals who are ready to contribute to society. As an agent of socialization, schools play an important role in preparing students to adapt to a larger social life, as well as teaching them about the norms, values and social roles they must live by.

3. Community

Society is a group of individuals who live together in an organized social system, share common norms, values and culture, and interact with each other in various social contexts. Society can be viewed as a larger social system that includes various interrelated institutions and structures, such as family, school, workplace, religion, and government. These social interactions are carried out in order to fulfill individual needs, create social order, and ensure collective survival (Hanafy, 2015).

According to sociologists, society has a very important function as a means of educational social contact in the formation of individual identity, understanding of social norms, and the development of social skills needed to live in society. Society, as a larger social structure, not only acts as a place where individuals live social life, but also as an arena for the process of socialization and internalization of values that underlie social life (Biringan, 2021; Sari, 2023).

In this regard, several functions of society as a means of educational social contact according to the views of sociologists, namely: *first*, primordial and secondary socialization. Society functions as the first and main socialization agent after the family. This socialization process occurs in two stages: primary (primordial) socialization that occurs within the family and other small spheres, and secondary socialization that occurs through interactions with larger social groups, such as schools, peers, workplaces, and communities (Ma'sum & Ristianah, 2023). Through this process, individuals learn basic values, norms, and social roles that will shape their behavior in society (Listari, 2022). Emile Durkheim, a prominent sociologist, emphasized that education and socialization that occur in society help maintain social solidarity and social integration. In his view, society has an important role in transmitting the social norms needed to maintain social order and prevent disorganization (Firmansyah, 2024).

*Second*, the formation of social identity and social roles. Society helps individuals form their social identity and understand their position within the larger social structure. George Herbert Mead suggested that self-identity is formed through social interaction, where individuals process feedback from others and conform to social expectations. These interactions allow individuals to understand their social roles in various social contexts (for example, as children, friends, workers, or other members of society) (Firmansyah, 2024). In society, individuals learn about their social roles based on age, gender, ethnicity, social class and other factors that influence their position. Society provides an arena where individuals can identify themselves, verify their identities, and understand the rights and obligations that come with those social positions (Listari, 2022).

*Third,* education through practical experience. Society also serves as a place where individuals obtain social education through direct experience. Talcott Parsons suggests that education in society takes place not only through formal institutions such as schools, but also through daily life experiences. Interaction with various groups in society provides opportunities for individuals to learn about the social skills needed to function in a shared

life. This process includes various forms of informal teaching that include understanding social norms, ethics, how to interact with others, and how to solve problems in social life. Experiences such as participating in community events, working together in social organizations or helping with social activities teach interpersonal, communication and teamwork skills (Listari, 2022; Ma'sum & Ristianah, 2023).

*Fourth,* the function of multicultural education and tolerance. A diverse society provides multicultural education directly. Max Weber saw society as a place to understand the dynamics of power and social class that occur within it. In a plural society, individuals learn about diversity, be it in terms of culture, religion, ethnicity or political views. The experience of living together in a multicultural society teaches the values of tolerance, respect for differences, and the importance of respecting individual rights. Through social interactions with different groups, individuals in society are taught to accept and appreciate differences, and to work together despite discrepancies (Listari, 2022). This is a very important aspect in building an inclusive and harmonious society.

*Fifth,* the development of social skills and work ethics. The community serves as a place to develop the social skills needed to adapt to wider social life. These include skills in communicating, cooperating, resolving conflicts and understanding group dynamics. Pierre Bourdieu came up with the concept of "social capital" which refers to the network of social relationships that form resources that individuals can utilize in their social lives. In addition, communities also teach work ethics, such as the values of responsibility, discipline and honesty, which individuals can acquire through work experiences within the community. These experiences help individuals adapt to the demands of social life, whether in the context of work, education or personal life (Suprajogo, 2017).

*Sixth,* the development of citizenship and social participation. Society also provides civic education which is essential for shaping individuals as active and responsible members of society. Antonio Gramsci saw education as a process that involves empowering individuals to understand and participate in their political and social lives. Through activities such as elections, social organizations, and community activism, individuals learn about their rights as citizens, social obligations, and how to participate in the democratic process. This process helps individuals understand the importance of their involvement in social and political decisions that affect their collective lives, and teaches them how to bring about positive social change (Listari, 2022; Suprajogo, 2017).

*Seventh,* education in democratic values and social justice. Society serves as an arena where individuals can be educated about democratic values, justice and human rights. Through everyday experiences, individuals learn about how society operates, how laws and policies are implemented, and how individuals can play a role in fighting for social justice. Society becomes a place to form critical attitudes towards injustice and educate individuals to engage in efforts to achieve social justice (Ma'sum & Ristianah, 2023)

*Eighth,* the function of social control. Society also functions as a place to teach social control, namely the ways individuals adjust to the prevailing norms and rules. Émile Durkheim stated that social control is a mechanism that regulates and maintains order in society. In society, individuals learn about the boundaries of acceptable behavior, through formal and informal means (Suprajogo, 2017). This helps maintain social stability and prevent the emergence of behaviors that damage social order.

Based on this description, it can be concluded that society has a very important function as a means of educational social contact that allows individuals to learn and develop in various aspects of social life. Society acts as a socialization agent that teaches individuals about social norms, cultural values, interpersonal skills, and their social roles in society. Through direct experience and interaction with various social groups, individuals develop social identity, social skills, and an understanding of their rights and obligations as members of society. As such, society serves as an enriching space for social education that is essential for a better social life.

**Educational Social Contact in Family, School and Society**
1. Educational social contact in the family

Educational social contact in the family environment occurs through various daily interactions that are full of educational values and guidance. The family, as the first social unit an individual experiences, plays an important role in introducing values, norms and skills that form the basis of character building and basic knowledge. This process takes place naturally and continuously, including communication activities, behavioral guidance, and basic skills training needed for children to adapt to the wider environment.

*First,* learning through modeling. Parents and other family members become role models for children in understanding the behaviors, attitudes and values expected in society. Children learn through observation and imitation of the behavior of parents or other family members. For example, when parents show politeness, respect for others, or help others, children will absorb and imitate these behaviors. Through this model of learning, children gradually internalize values such as honesty, discipline, and empathy, which they will later apply in social interactions outside the family (Hidayat, 2014).

*Second,* daily communication that contains educational value. Communication between parents and children is not only an exchange of information, but also a means of instilling values. When talking to children, parents can incorporate moral, ethical, or educational value messages into the conversation. For example, when discussing school topics, parents can encourage children to be honest, responsible, or try their best. This communication also creates opportunities for parents to provide feedback or corrections to children's attitudes and behavior, so that children can understand what is right or wrong, good or bad (Hidayat, 2014; Ma'sum & Ristianah, 2023).

*Third,* moral guidance and teaching social values. Families have a major role in shaping children's morality, including in terms of honesty, responsibility and justice.

Parents often provide moral guidance through stories, parables or advice, which teach children to recognize and appreciate positive social values. For example, through stories or fairy tales, children learn about kindness, courage, or caring for others. This moral guidance is important to provide a strong foundation for children in understanding the concept of right and wrong (Hidayat, 2014; Ma'sum & Ristianah, 2023).

*Fourth,* teaching life skills. The family is the first place for children to learn basic life skills, such as communication, cooperation and problem-solving skills. Parents or other family members can teach children how to express opinions, negotiate and adapt to different situations. For example, parents can teach children to communicate their feelings well, listen to others patiently, or contribute to household tasks. These life skills help children build confidence and social skills that they will need in the wider environment, such as at school or in the community (Hidayat, 2014).

*Fifth,* character education through direction and discipline. Discipline is an important part of educational social contact in the family. By setting clear rules and boundaries, parents help children understand that there are consequences for every action. Parents usually apply a positive discipline approach that provides an understanding of expected behaviors and why certain behaviors are not acceptable (Firmansyah, Ferianto, et al., 2024). Through this discipline, children learn to respect rules, exercise self-control and take responsibility for their actions. The process of character education through discipline helps children understand the importance of order and ethics in social interactions (Ma'sum & Ristianah, 2023).

*Sixth,* joint recreational activities that reinforce positive values. Recreational activities, such as playing together, eating together, or going on vacation, provide opportunities for families to strengthen emotional relationships while conveying certain values. In these activities, parents can instill the values of togetherness, cooperation, and mutual respect. For example, when playing, children are taught to share and tolerate, while eating together allows parents to instill the values of simplicity, gratitude and togetherness. These activities help children develop a sense of attachment and responsibility to the family and the wider community (Ikhwansyah et al., 2023; Ma'sum & Ristianah, 2023).

*Seventh,* teaching religious values and family traditions. In many families, religion and traditions are part of the education that is instilled early on. Parents usually introduce children to religious values, such as sincerity, love and respect, and teach them how to worship or follow family traditions. These religious values and traditions provide children with moral and spiritual guidance that shapes their identity and becomes a reference in facing life's challenges (Hidayat, 2014).

Through educational social contact as described above, the family acts as the main institution in shaping children's character, morality and social skills. As the first social environment experienced by an individual, the family provides an emotional, intellectual and moral foundation that is very important in the formation of a child. The interaction

processes that take place within the family not only serve to fulfill children's basic needs, but also play a more profound role in directing the development of values, attitudes and skills that will equip them throughout life.

2. Educational social contact in school

Educational social contact in the school environment occurs through various interactions that are structured and designed to shape students' academic, social and character abilities. School is not only a place to learn science, but also a place for students to develop moral values, social skills, and adaptability in a wider environment. Several ways of how educational social contact occurs in the school environment such as through interactions between individuals with individuals, individuals with groups, and groups with groups of school residents.

*First*, teacher and student interaction as a direct learning process. Teachers act as educators and role models who model behavior and guide students in understanding important values, such as honesty, discipline, and responsibility. Through daily interactions in the learning process, teachers teach not only academic material but also ethical values and good behavior (Firmansyah, 2020). Teachers give appreciation for positive attitudes and provide direction when students make mistakes, which shapes students' understanding of appropriate attitudes and behaviors in the social environment (Ma'sum & Ristianah, 2023).

*Second,* group learning activities to develop cooperation skills. Group learning is an important tool to develop social skills and cooperation abilities among students. In group learning, students are invited to share ideas, work together, and respect the opinions of others. They learn how to negotiate, overcome differences of opinion and resolve conflicts in a constructive way. These skills are very important in social life because they teach students to work together with others who have different views or backgrounds (Ikhwansyah et al., 2023; Ma'sum & Ristianah, 2023).

*Third,* extracurricular activities as a means of self-development. Extracurricular activities, such as sports, music, art, debate, or other clubs, provide opportunities for students to develop their interests and talents. Through these activities, students not only learn specific skills but also develop leadership abilities, responsibility and discipline. They also learn to appreciate differences within the team, abide by rules, and celebrate successes together. Extracurricular activities shape students to be more courageous, confident, and able to overcome challenges (Ma'sum & Ristianah, 2023).

*Fourth,* the implementation of school rules to build discipline and responsibility. Schools have rules that govern student behavior, such as punctual attendance, dress code, and rules in interacting with friends and teachers. The application of these rules teaches students to be disciplined and responsible for their actions. When students break the rules, they are invited to understand the consequences of these actions, which helps them learn

to understand the importance of order and discipline in social life (Ma'sum & Ristianah, 2023).

*Fifth*, character building through school programs or activities. Many schools have character building programs, such as moral education, self-development, or social service activities. These programs are designed to internalize social and moral values, such as tolerance, mutual cooperation, empathy, and honesty. For example, social service activities teach students to care for others, while moral education instills good ethical and moral principles. Through this program, students are invited to understand their roles and responsibilities as part of society (Ma'sum & Ristianah, 2023).

*Sixth*, social interaction with peers as socialization practice. At school, students have many opportunities to interact with peers in a controlled setting. Through these interactions, students learn how to establish friendships, resolve conflicts and express their feelings in a good way (Firmansyah et al., 2023). Peers provide a place for students to try out different social roles and develop the communication skills needed to interact in society. These interactions are important for shaping adaptability and other social abilities (Ma'sum & Ristianah, 2023).

*Seventh*, evaluation and appreciation in developing motivation and self-confidence. Evaluation of learning outcomes, such as test scores, awards, or recognition from teachers and schools, helps students understand their achievements and provides motivation to improve. Appreciation given to students who excel or show positive attitudes builds confidence and encouragement to keep trying. Through this evaluation process, students learn about the importance of effort, perseverance and responsibility for the results they achieve (Ikhwansyah et al., 2023; Ma'sum & Ristianah, 2023).

*Eighth*, a multicultural and diverse environment for learning tolerance. Schools are places where students from different backgrounds gather, whether in terms of religion, ethnicity or socio-economic status (Kanada, 2024). This diverse environment teaches students to understand and appreciate differences. Students learn how to interact with others who may have different views or beliefs. With activities that introduce the values of togetherness and tolerance, students are invited to avoid discrimination and contribute to building an inclusive environment (Ma'sum & Ristianah, 2023).

Through these various educational social contacts in the school environment, students not only gain knowledge, but also social skills and values that are important for interacting in society. The school becomes a place where students can develop themselves holistically, preparing them to become individuals who are not only academically intelligent, but also have good character, capable social skills, and awareness of their role in the wider society.

3. Educational social contact in society

Educational social contacts in the community take place through various interactions between individuals and groups that include family, friends, organizations,

and social institutions. The community environment is a space for individuals, especially children and adolescents, to learn and understand the norms, values and social skills that they will use in their daily lives. Society provides opportunities for individuals to apply the values and skills learned in the family and school environment in a broader context, with more diverse social challenges and complexities (Ma'sum & Ristianah, 2023).

Some of the ways in which educational social contact occurs in the community are: *first*, the interaction between citizens to develop mutual respect and cooperation. In community life, individuals often engage in activities that require cooperation and mutual respect, such as service work, mutual aid activities, or community events. Through these activities, each individual learns the importance of supporting each other and working together to achieve common goals. The values of solidarity, togetherness and mutual respect are formed from direct experience in completing tasks together and contributing to the collective good (Listari, 2022).

*Second*, participation in social organizations and institutions as a venue for learning social values. Various organizations in the community, such as youth groups, religious organizations, or social institutions, provide opportunities for individuals to actively participate in social activities. Within these organizations, members learn organizational, leadership, and conflict management skills, as well as acquire values such as social responsibility and Justice. This experience in organizations also helps individuals to better understand their role in society as well as the importance of contributing to community building (Listari, 2022).

*Third,* multicultural interaction to develop tolerance and respect for diversity. Societies are usually made up of individuals with diverse backgrounds, religions, and cultures. This social contact with people from different backgrounds helps individuals to understand and appreciate diversity. Through this interaction, individuals learn the importance of tolerance, openness, and mutual respect for differences. This multicultural experience is important to form individuals who are broad-minded and able to live harmoniously in a heterogeneous society (Listari, 2022).

*Fourth*, social and volunteer activities as empathy and caring learning. Many individuals are involved in social activities, such as social assistance programs, community service, or other volunteer activities, which directly contribute to the well-being of the community. Through this activity, they learn about the importance of empathy, caring, and social responsibility towards others, especially those who are less fortunate. Participation in volunteer activities also teaches organizational skills and the ability to communicate with various groups of people (Listari, 2022).

*Fifth*, the development of social skills through neighbor and community relationships. Relations between neighbors are an intensive and continuous form of social interaction, in which individuals can help each other, maintain the safety of the environment, and create a harmonious environment. In these interactions, individuals learn the importance of social skills, such as good communication, conflict resolution, and

mutual aid. Relationships with neighbors also provide a sense of security and attachment that strengthens social cohesion in society (Listari, 2022).

*Sixth*, the use of public facilities as a venue for socialization and instilling social responsibility. The community provides various public facilities, such as parks, libraries, or meeting halls, which are places of social interaction for residents. In using these facilities, communities learn about the importance of keeping facilities together, obeying rules, and being responsible for their behavior in public spaces. The use of public facilities is also an opportunity for citizens to interact with others, form social networks, and develop social interaction skills in public spaces (Ikhwansyah et al., 2023; Listari, 2022).

*Seventh*, traditional events or ceremonies as a means of cultural education and preservation of traditions. Communities often hold various traditional events or ceremonies that introduce local cultural values and traditions to the younger generation. Through participation in these events, individuals, especially children and youth, learn about their cultural identity, social norms, and values that are respected in the community. This traditional event also strengthens a sense of belonging and pride in the local culture, which is an important part of self-identity in society (Listari, 2022).

*Eighth*, non-formal education in society as the development of skills and knowledge. Non-formal education, such as skills training, courses, or seminars held in the community, helps individuals to develop practical knowledge and skills that are useful in everyday life. For example, job skills courses, entrepreneurship training, or health seminars provide opportunities for community members to learn independently. Non-formal education is also a place of social interaction where participants can share experiences, discuss, and support each other in the learning process (Ikhwansyah et al., 2023; Listari, 2022).

Through various forms of educational social contacts in the community environment, the individual not only gains new knowledge and skills, but also understands the prevailing social values. The community environment provides tangible experiences that help individuals apply values and skills acquired from family and school into broader and complex contexts. Thus, educational social contacts in the community play an important role in forming individuals who are empowered, have a tolerant attitude, and are able to contribute positively to community life.

### E. Conclusion

Educational social contacts that occur in the family, school and society play a very important role in the formation of character, social skills and moral values of the individual. In the family, daily interactions, such as learning by example, communication that contains educational value, and character education, provide a solid foundation for child development.

The school as a social agent supports the academic development as well as the character of students through various learning activities, both formal and non-formal, as

well as teaching social values through interaction with teachers, peers, and extracurricular activities. Meanwhile, society as a wider social space introduces individuals to social norms, cultural diversity, as well as the importance of cooperation and empathy.

Through participation in social activities, multicultural interactions, and the use of public facilities, individuals can develop essential social skills to contribute positively to community life. Overall, these three environments complement each other in forming individuals who are not only intelligent, but also have good character and adaptability in various social situations.

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