

Social Reconstruction as an Effort to Restore the Concept of Educational Management

Indri

Faculty of Teacher Training and Education Muhammadiyah University of Surakarta, Indonesia

E-mail: ind693@ums.ac.id

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Abstract: *Social reconstruction theory in the world of education emphasizes that education must act as a tool for social transformation that encourages students to think critically, understand social problems, and contribute to creating a more just and inclusive society. This article aims to explore more deeply the concept of social reconstruction theory in its urgency in the field of education management. This research uses a normative approach. The results of the study show that social reconstruction and educational management are interrelated in an effort to create an education system that is responsive to social change, where educational management functions as a tool for implementing strategies that support social transformation through inclusive and relevant learning.*

INTRODUCTION

Social reconstruction and educational management have a significant relationship in forming a better society through the educational process. Social reconstruction emphasizes the importance of education as the main means of creating positive social change, by encouraging the values of justice, equality and inclusion (Adi & Usman, 2022). On the other hand, education management is responsible for managing the education system so that it runs effectively and efficiently, so that the goals of social reconstruction can be achieved. In this context, education management needs to support the development of relevant curricula, create a conducive learning environment, and ensure the participation of all stakeholders (Jin, 2019). With good management, education can function as a catalyst in encouraging social awareness and active involvement of students to become agents of change in society.

Social reconstruction theory is an approach in the social sciences that emphasizes the importance of social change through planned and organized efforts. In this theory, society is seen as an entity that is constantly changing, and education and other social institutions are considered to have a key role in encouraging change in a more just and democratic direction. This theory sees that social injustice, economic inequality and other social problems can be corrected by reconstructing the existing social structure (Kasuga, 2020). Supporters of this theory believe that social transformation must be carried out through individual and collective empowerment that focuses on critical awareness of social problems (Islam, 2021).

In the context of education, social reconstruction theory argues that schools and other educational institutions must be the main agents in this reconstruction process. Education is not only seen as an academic learning process, but also as a means to equip individuals with critical

thinking skills, social awareness, and the ability to actively participate in community life (Sukri et al., 2018). In other words, education must help students understand existing social structures and teach them ways to change them to make them more inclusive and fair (Jaili et al., 2024). Curriculum based on this theory usually includes learning that is relevant to real life, and encourages students to solve social problems and be involved in actions for change (Megawati & Zuchdi, 2020).

Furthermore, social reconstruction theory also seeks to create awareness of the importance of social justice in every aspect of life. This theory emphasizes the need for systemic change to overcome entrenched inequalities in various aspects, including education, economics and politics. This approach requires a collective commitment from all elements of society to carry out sustainable social change (Lasmawan et al., 2019). In essence, social reconstruction theory seeks to realize a vision of a more just and equal world, where individuals and social groups have equal rights and opportunities in determining the direction of their lives (Jain, 2018). Based on the above, this research aims to explore more deeply the concept of social reconstruction theory in its urgency in the field of education management.

RESEARCH METHOD

Research is a type of normative or library research. Normative research or library research is studies who studied various books references and research results previously similar ones useful to get theoretical basis for the problem which will be researched. Data collection through literature review is related to the research focus, in the form of literature and theory studies. The primary source of material in this research is various literature that directly discusses social reconstruction and educational management. Triangulation data analysis was used in collecting data; data reduction process; presentation; and drawing conclusions.

RESULT AND DISCUSSION

Educational management theory is an approach that focuses on managing resources and processes in educational institutions to achieve effective and efficient learning goals. This theory combines general management principles, such as planning, organizing, implementing and evaluating, with specific contexts in the world of education (Wijaya, 2024). In education management, school principals, teachers and administrative staff are expected to work together synergistically to create an optimal learning environment and respond to challenges that arise in the modern era. The main focus is on curriculum development, human resource management, and creating a conducive learning climate for students (Purbonuswanto et al., 2024).

In addition, educational management theory also emphasizes the importance of data-based decision making, which involves analyzing learning outcomes and evaluating educational policies to improve the quality and relevance of education. By using an evidence-based approach, educational management can identify areas that need improvement and design appropriate interventions. This theory also underlines the need for the involvement of all stakeholders, including parents and communities, in the education management process (Astutik et al., 2024). Thus, educational management theory does not only focus on administrative aspects, but also seeks to create harmonious collaboration for the sake of achieving better educational goals (Fadli & Miftah, 2023).

The Islamic education management concept integrates modern management principles with Islamic values and teachings to create a holistic learning environment. In this context, educational management does not only aim to achieve academic goals, but also to build students' character and morals in accordance with Islamic teachings (Fatihatussa'adah et al., 2024). Islamic education managers, such as school principals and teachers, are expected to facilitate students' cognitive, affective and psychomotor development, as well as direct them to understand and apply religious values in everyday life. With this approach, Islamic education aims to form individuals who are not only academically intelligent, but also have strong ethics and social awareness (Rusiana et al., 2024).

Furthermore, Islamic education management also emphasizes the importance of collaboration between various stakeholders, including parents, communities and religious institutions, in supporting the educational process. This includes creating a harmonious relationship between school and community, where parents are involved in their children's educational development, and the community contributes to providing resources and moral support (Prasetiyo et al., 2023). Thus, the concept of Islamic education management does not only focus on administrative aspects, but also prioritizes active participation from all parties to create an education system that is sustainable, responsive, and in line with the demands of the times, while still adhering to the principles of Islamic teachings.

Social reconstruction theory in the world of education emphasizes that education does not only act as a means of transferring knowledge, but also as an agent of social change (Mahatika et al., 2022). This theory holds that the education system must be designed to help students understand existing social issues, as well as teach them how to actively participate in improving the conditions of society (Genor, 2005). Supporters of this theory believe that education can be a powerful tool for forming a more just and democratic society, by instilling values such as equality, justice and social responsibility in the younger generation (Purwanto & Wahyuni, 2020).

In its implementation, social reconstruction theory encourages reforms in the curriculum and teaching methods. A curriculum oriented towards social reconstruction will prioritize critical education, where students are invited to think analytically about the social phenomena they face every day (Mayne, 2014). Apart from that, this approach also encourages problem-based learning which involves students in solving real problems in society. The teacher acts as a facilitator who guides students in discussions and critical reflection, not just as a presenter of material (Mutisya et al., 2021). In this way, education becomes more contextual and relevant to social needs.

Social reconstruction theory also attempts to overcome the injustices that exist in the education system itself. Education systems often reflect existing social structures, including inequalities of access and opportunity. This theory challenges this system by seeking a more inclusive and equitable education, where all students, regardless of socio-economic background, can get equal opportunities to develop (Anisa, 2022). In other words, social reconstruction theory not only criticizes the conditions of society, but also provides solutions through educational transformation that is oriented towards creating a society that is more equal and responsive to social challenges.

The urgency of education that returns to the concept of social reconstruction is increasingly relevant amidst complex global challenges, such as economic inequality, climate change and technological disruption (Pratami et al., 2021). Conventional education often focuses on mastering academic knowledge without encouraging students enough to understand and

respond to social problems around them (Zuga, 1992). The concept of social reconstruction emphasizes that education must be a means of forming a generation that is able to think critically, have social awareness, and be actively involved in efforts to change society. Thus, education based on social reconstruction not only equips students with academic skills, but also with a deep understanding of social dynamics and their responsibilities as agents of change (Istaryatiningtias et al., 2021).

Education that returns to the concept of social reconstruction also plays an important role in creating an inclusive and just education system. Many current education systems still reflect broader social inequalities, where access to and quality of education is often determined by social and economic status (Gaudelli & Laverty, 2018). The social reconstruction approach invites educators and policy makers to focus not only on academic achievement, but also on how education can function as a tool to reduce inequality and promote equality of opportunity for all. By prioritizing social inclusion, education can be a transformative force that opens up access for marginalized groups and creates a more just society.

In addition, social reconstruction-based education invites students to be directly involved in solving real social problems. A learning model that emphasizes critical discussion, problem solving, and social action provides students with the practical skills they need to contribute effectively in Society (Kandemir, 2021). In the current context of globalization and rapid change, the younger generation needs to be encouraged to think beyond local boundaries and understand global challenges. By returning to the concept of social reconstruction, education can prepare individuals who are not only academically intelligent, but also able to understand the complexity of the world and have a strong commitment to positive social change (Monaziroh & Choirudin, 2021).

Social reconstruction theory is important in solving problems in the world of education because it offers a holistic and critical approach to issues of injustice and inequality that often hinder access and quality of education. By emphasizing the role of education as a tool for creating social change, this theory encourages the creation of a more relevant and inclusive curriculum, as well as the development of teaching methods that stimulate students' critical awareness and active participation. In addition, social reconstruction highlights the importance of community involvement and collaboration between various stakeholders in creating a supportive learning environment, so that existing systemic obstacles can be overcome (Dewi, 2022). Thus, the application of this theory can help create an education system that is more equitable, empowering and responsive to community needs.

Several things can be improved with social reconstruction theory, including: the world of education which includes inequality of access, learning outcomes and participation of students from various socio-economic backgrounds can be improved by applying social reconstruction theory. This theory emphasizes the importance of creating a more inclusive and fair educational system, where all students, regardless of social or economic status, have equal opportunities to achieve academic success (Reichenberger, 2005). With educational data analysis that focuses on inequality, social reconstruction theory can guide improvements in educational policy and practice, such as providing broader access for marginalized student groups and addressing systemic barriers that cause such disparities (Mahmudi et al., 2020).

Apart from that, data showing disparities in the quality of education between schools in urban and rural areas can also be improved through this approach. Social reconstruction theory

encourages educational management to identify the underlying causes of these disparities and develop intervention strategies aimed at improving the distribution of educational resources and facilities. This can include increasing teacher training, improving school infrastructure, and increasing community involvement in the education process, all of which contribute to improving the quality of education in various regions.

Furthermore, data regarding the low level of student participation in the teaching and learning process, especially among students from minority groups, can be overcome with an approach based on social reconstruction theory (Sabrina et al., 2022). This approach encourages the development of curricula and learning methods that are more relevant to students' social realities, so that they feel more involved and motivated to learn. By applying the principles of social reconstruction, educational management can create a learning environment that is inclusive, empowering, and focuses on developing students' social awareness, which ultimately contributes to increasing participation and overall learning outcomes (Jaya, 2020).

Social reconstruction theory has a very important role in restoring the management of Islamic education, especially in the context of facing complex modern challenges. By emphasizing the values of justice, equality and active participation, this theory encourages Islamic educational institutions to adapt and respond to developing social issues. Through this approach, Islamic education management can identify and overcome various injustices that may occur in the education system, thereby creating a more inclusive and empowering learning environment for all students, regardless of their social and economic background.

Furthermore, the application of social reconstruction theory in Islamic education management also allows the development of a more relevant and contextual curriculum. By integrating Islamic values into critical and reflective learning, students are encouraged to not only understand religious teachings, but also to apply them in everyday life and in the broader context of society. This can increase students' social awareness and encourage them to be involved in efforts to improve social conditions around them, which is in line with the principles of Islamic teachings about social responsibility and concern for others.

Finally, social reconstruction theory also contributes to increasing community participation in the management of Islamic education. Through collaboration between schools, parents and the community, education management can create a more transparent and accountable system. This approach not only strengthens relationships between all stakeholders, but also ensures that the education provided meets the needs and expectations of society. Thus, the application of social reconstruction theory in the management of Islamic education can produce an education system that is more adaptive, responsive, and capable of creating a generation that is ready to face future challenges.

CONCLUSION

Social reconstruction theory has a crucial role in restoring education management, especially in efforts to create an education system that is more fair, inclusive and responsive to social challenges. By emphasizing the importance of education as an agent of social change, this theory encourages educational management to not only focus on administrative efficiency, but also on curriculum renewal, professional development of educators, and increasing school community participation in the learning process. This approach helps create a more relevant

educational environment for students and society, as it instills critical awareness and social engagement. Therefore, the integration of social reconstruction theory in educational management can produce a system that is more progressive, empowering, and oriented towards sustainable social transformation. Social reconstruction theory is very important in the management of Islamic education because it provides a framework that allows educational institutions to overcome social challenges and injustices faced by students. By integrating the principles of social reconstruction, Islamic education management can create a curriculum that not only emphasizes mastery of science and religious teachings, but also encourages students to think critically about relevant social issues. This approach allows students to realize their role as agents of change in society, while strengthening the values of justice and solidarity. Through the application of this theory, Islamic education can be transformed to become more responsive and inclusive, ensuring that all students have equal opportunities to develop, as well as contributing to the improvement of social conditions around them.

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