

THE ROLE OF SCHOOLS IN BUILDING EDUCATIONAL CIVILIZATION AS COLLECTIVE PROGRESS

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Abstract

This article discusses the role of schools in building an educational civilization as a foundation for collective progress. Education is understood not only as a process of knowledge transfer but also as a means of social transformation, character formation, and a driver of innovation. Schools function as socio-cultural spaces that instill ethical values, digital literacy, and critical thinking skills to face global disruption. By prioritizing inclusivity and collaboration, education can bridge socio-economic gaps and strengthen community cohesion. Challenges such as bureaucracy, disparities in quality between regions, and technological adaptation require sustainable strategies through visionary leadership, a character-based curriculum, and a culture of literacy. Teachers act as agents of change, encouraging learning innovation and the formation of public morals. In conclusion, an educational civilization is the primary foundation of an advanced and dignified nation, with schools as the driving force that produces an intelligent, integrated, and productive generation. Inclusive and sustainable education ensures collective progress that is fair, equitable, and oriented towards shared prosperity.

Keywords: Collective Progress, Educational Civilization, The Role of Schools



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INTRODUCTION

Educational civilization is defined as the process of developing knowledge, skills, and values that advance society as a whole, where education serves as a transformational means to address challenges such as social inequality and technological progress. (Harmonizing Teaching and Learning: Reconciling Schooling and Education with Civilizational Dialectics - Yahoo Search Results, n.d.) This concept emphasizes collective learning that involves social collaboration, not just individuals, to create an inclusive civilizational harmony. In the context of collective progress, education builds shared potential, ensuring equal access for all levels of society so that innovation and human values grow sustainably. (Beckmann & Klein, 2025) In Indonesia, challenges such as the fragmentation of social values and the acceleration of technology require education to evolve from merely transmitting knowledge to becoming an ecosystem that nurtures civilization. (Starnawski & Gawlicz, 2021) Collective progress depends on education that instills critical thinking, digital literacy, and cross-cultural understanding, so that the younger generation is ready to face global disruption. (Adiyono et al., 2024) Schools play a central role as agents of educational civilization development, transforming from administrative institutions into socio-cultural spaces that shape ethical and innovative character.

Inspiration from Ki Hadjar Dewantara emphasizes schools as "learning gardens" that liberate children's potential, rather than standardizing it, to support the sustainability of civilization. Teachers, in particular, act as agents of change by encouraging teaching innovation, implementing new curricula, and developing student character. (Dias-Lacy & Guirguis, 2017) The reality on the ground often shows schools trapped in bureaucracy, such as the pursuit of test scores, neglecting their role as agents of civilization. However, with visionary leadership, schools can create an inclusive ecosystem that fosters diversity of thought and human values. School strategies for building a culture of sustainable education involve integrated planning, such as the formation of environmental management groups, environmentally friendly policies, and a participatory curriculum. (Seechaliao, 2017)

This culture emphasizes ongoing reflection and improvement through inclusive leadership, open feedback, and continuous improvement to adapt to the 5.0 era. Participatory activities and management of supporting infrastructure ensure sustainability, developing environmentally conscious and responsible students. Collaboration between stakeholders, including the government and the community, is crucial for overcoming obstacles such as lack of support, so that the educational culture becomes a pillar of sustainable progress. (Nuryadi & Widiatmaka, 2023) Schools' contributions to improving human resource quality are reflected in indicators such as motivation, positive personality, and teacher skills, which improve overall school performance. Quality human resources create an effective learning environment, foster student character, and enhance the institution's reputation, all benchmarks for collective progress. This development ensures continuous educational innovation, preparing competent graduates for modern challenges. From a national perspective, Abdul Mu'ti emphasized teachers as agents of civilizational development, expanding the role of schools into the moral and spiritual realms. The fourth problem statement highlights this contribution as a key indicator, impacting national competitiveness. (Susilo et al., 2022).

RESEARCH METHOD

This research uses a literature study approach as the main method, which is carried out by reviewing various relevant and credible written sources related to the role of schools in building educational civilization as collective progress. The research subjects include academic literature, official documents, and scientific articles that discuss concepts, strategies, and challenges in the development of national and global education. (Zed, 2025) The implementation of the research procedure begins with the identification and collection of

library materials through searches in trusted academic databases and digital libraries. The use of materials is based on the relevance and depth of the content, as well as its applicability in supporting the analysis of the role of schools in the context of civilization development. The main instrument used is a qualitative analysis framework that focuses on the interpretation and synthesis of information from various sources. (SOCIOLOGY, n.d.) Data collection is carried out documentary by selecting literature that meets the criteria of relevance and up-to-date. The analysis technique applied is a qualitative content analysis, which aims to identify patterns, themes, and relationships between educational concepts and practices that support collective progress. Through this process, researchers were able to compile a comprehensive picture of the strategies and roles of schools in building a sustainable education culture that is inclusive and adaptive to the dynamics of the times. (Semiawan, n.d.)

RESULTS AND DISCUSSION

The Concept of Educational Civilization in the Context of Collective Progress

The development of a nation is greatly influenced by the quality of its education system. Throughout history, societies that have achieved high levels of progress have generally been supported by well-planned, high-quality education oriented toward holistic human development. Within this framework, educational civilization is not simply defined as the existence of school institutions or high graduation rates, but rather as a system that instills values, shapes a culture of learning, and guides society toward collective progress. Therefore, a discussion of educational civilization becomes important when linked to the idea of collective progress. (Cahyani, 2009) Educational civilization can be understood as a condition where education becomes a primary pillar in building a civilized social structure. Its function is not limited to imparting knowledge but also encompasses character development, strengthening ethics, and developing social skills.

Civilization-oriented education seeks to develop all human potential, including intellectual, emotional, social, and moral aspects. (Sulaiman et al., 2018) Thus, education plays a role in shaping individuals who are not only academically intelligent but also mature in attitude and behavior. Collective progress refers to progress achieved collectively and felt by all members of society. This progress is not exclusive or only benefits certain groups, but rather equitable and inclusive. In this context, education must be able to bridge social and economic disparities. Access to quality education must be provided equitably so that every individual has an equal opportunity to develop. In this way, education functions as a tool for social mobility and strengthens social cohesion. (Jailani & Isma, 2024)

In practice, educational civilization has several important roles. First, education acts as a vehicle for social change. Through the learning process, society is encouraged to develop a more open, critical, and rational way of thinking. (Jailani & Isma, 2024) This transformation of mindset is essential in facing rapid changes, especially amidst globalization and technological advancement. Education that fosters critical thinking skills will produce an adaptive generation capable of providing solutions to various challenges. Second, education serves as a vehicle for the formation of public character and morals. (Ridwan et al., 2024) Progress in the economic and technological fields will lose meaning if not accompanied by moral integrity. Therefore, education must integrate ethical values into every learning process. Educational institutions are expected to instill honesty, responsibility, discipline, tolerance, and a spirit of togetherness. These values form the foundation for harmonious and equitable progress. Third, education plays a role in encouraging innovation and creativity. In an era of global competition, the ability to generate new ideas is a determining factor in national progress. (Mustikaati et al., 2025)

An education system that supports research, exploration of ideas, and skills development will produce productive and competent human resources. Innovations born from education not only impact the economic sector but also contribute to social and cultural progress. (Fadhuzzakiyy et al., 2025) Education that leads to collective progress must be inclusive and collaborative. Inclusivity emphasizes the importance of open access to education for all groups without discrimination. (Syalwa et al., 2025) Meanwhile, collaboration demonstrates that responsibility for education lies not only with schools but also involves families, communities, and the government. Synergistic cooperation among various parties will strengthen the role of education in building a civilized society. However, efforts to realize educational civilization face various obstacles, such as disparities in quality between regions, limited facilities, and a tendency for assessments to focus too heavily on academic aspects. Furthermore, the development of digital technology brings new challenges that require the education system to continuously adapt to remain relevant. (Nugraha et al., 2025)

As a strategic step, improving the competence of educators, equitable distribution of educational facilities, strengthening character-based curricula, and appropriate use of technology are important agenda items. A culture of literacy and research also needs to be continuously developed so that education can generate ideas and innovations that benefit the wider community. (Aryani et al., 2025) Thus, educational civilization, from the perspective of collective progress, emphasizes that education is the primary foundation for building a developed and dignified nation. Education that emphasizes holistic human development will produce a society that is intelligent, imbued with integrity, and productive. Ultimately, the progress achieved is not solely the property of specific individuals but rather a shared progress that strengthens social welfare and solidarity. (Mardliyah et al., 2025)

The Role of Schools as Agents of Educational Civilization Development.

Schools are not simply places for learning to read, write, and count. More than that, schools are social institutions that play a crucial role in shaping the direction of civilization's development through the educational process. In the context of community development, schools serve as strategic spaces for instilling the values of knowledge, morals, and character that will shape future generations. Since the early development of modern educational thought, world educational figures have emphasized the crucial role of schools in social life. John Dewey emphasized that schools are social institutions that not only transfer knowledge but also foster democratic attitudes, critical thinking skills, and the ability to interact within society. Meanwhile, Émile Durkheim viewed schools as a crucial means of socializing social values and norms to the younger generation, thereby creating order and stability in society.

According to Kullah & Yasin (2024), education acts as an agent of social change, shaping the awareness and quality of individuals within society. In this context, schools play a strategic role as agents of educational civilization development because they not only transfer knowledge but also instill values, norms, and culture in the nation's future generations. Schools serve as spaces for social transformation that shape students' mindsets, attitudes, and responsibilities, enabling them to contribute to social life and support the advancement of civilization.

According to Kullah & Yasin (2024), educational institutions have a strategic function in fostering social change through the internalization of constructive values and norms. This demonstrates that schools are not solely oriented toward academic achievement but also play a role in fostering critical, tolerant, and adaptive attitudes toward changing times. Thus, schools become a driving force for change, helping to create a more advanced, competitive society capable of facing global challenges.

According to Nasir et al. (2023), school empowerment strategies, as an effort to improve educational management, contribute to creating a professional, accountable, and quality-oriented education system. Therefore, effective, participatory school management based on continuous evaluation is crucial to supporting a conducive learning environment. Empowering school management is key to improving the quality of human resources and strengthening the role of schools in developing educational civilization.

According to Utami & Nurlaili (2022), optimizing the role of schools through interactive analysis can strengthen character education as the primary foundation for developing students' personalities. Character education instilled in schools, such as the values of honesty, discipline, responsibility, and social concern, is an essential foundation for building a dignified civilization. Furthermore, strengthening character through the active involvement of all school members and the inculcation of positive values in daily life will foster a conducive and sustainable school culture. Thus, schools play a role not only in intellectually enlightening the nation's life, but also in forming a generation with integrity, ethics, and a moral commitment to social life.

School Strategies for Building a Culture of Sustainable Education

A school's strategy for building a culture of sustainable education is a complex endeavor and requires a holistic approach. (Murtafik et al., 2025). Essentially, a culture of sustainable education must become part of the identity and values embraced by the entire school community, from the principal, teachers, and students, to parents and the surrounding community. To achieve this, schools need to integrate sustainability principles into every aspect of educational activities and policies.

One key strategy is to develop a school vision and mission that explicitly affirms a commitment to sustainability. This vision must motivate the entire school community to play an active role in maintaining environmental, social, and economic sustainability. (Nor et al., 2026). Furthermore, schools must implement a curriculum that focuses not only on academic aspects but also incorporates sustainable values, such as wise natural resource management, social awareness, and responsibility for the future. Developing this culture also requires the active involvement of the entire school community through sustainability-oriented activities, such as waste management programs, tree planting, and social activities that support the surrounding community. Schools must be role models in implementing sustainable practices, for example by reducing energy and water use, and recycling waste.

Furthermore, it is crucial for schools to build partnerships with various external parties, such as government agencies, community organizations, and businesses, to expand the impact and strengthen the sustainability of their programs. Continuous coaching and training for teachers and staff is also key to enabling them to integrate sustainability values into the learning process and school management. (Prayoga & Ubaidillah, 2025)

In this context, continuous evaluation and improvement are part of the strategy, ensuring that the culture of sustainability that has been established can continue to develop and adapt to changing times. Schools that consistently implement these strategies will be able to shape a younger generation that is aware of the importance of sustainability and capable of becoming agents of positive change in society. Thus, a culture of sustainable education is not merely an ideal, but a reality embedded in every aspect of school life. (Stefani & Meylina, 2024)

School Contributions in Improving the Quality of Human Resources as an Indicator of Collective Progress

Schools play a strategic role in improving the quality of human resources (HR) as an indicator of collective progress, through a structured formal education process. This contribution is not limited to cognitive knowledge but also to the development of holistic competencies encompassing affective and psychomotor aspects. Thus, schools become agents

of social transformation, contributing to increasing the nation's competitiveness in the era of globalization. The following are some of the roles of schools in improving the quality of education and human resources to realize collective progress:

1. The strategic role of schools in human resource development.

Schools are formal institutions with a strategic role in improving the quality of human resources (HR). This function is not limited to the transfer of knowledge but also encompasses the formation of holistic competencies involving cognitive, affective, and psychomotor aspects. Thus, schools function as agents of social transformation that support the nation's collective progress amidst the currents of globalization. (INFANTIA: Journal of Early Childhood Education, n.d.)

2. The cognitive dimension as a foundation.

The primary contribution of schools to human resource development lies in the cognitive domain. A systematically designed curriculum enables students to acquire fundamental knowledge as well as critical thinking, analytical, and problem-solving skills. These competencies are essential for facing ever-changing economic and social dynamics, enabling school graduates to adapt to the demands of the times. (Supiyadi, 2025)

3. Character formation as an ethical pillar.

In addition to intellectual aspects, schools also play a role in internalizing moral and ethical values. Character education programs integrated into intracurricular and extracurricular activities shape individuals who are responsible, possess integrity, and demonstrate social awareness. Thus, schools not only produce academically intelligent graduates but also possess strong character as the foundation of a civilized society. (Ludung et al., 2025)

4. The social impact of character education.

Consistent character education can reduce social disparities and increase community cohesion. Individuals with ethics and integrity will more easily build harmonious social relationships, thereby creating a collective environment conducive to development. This demonstrates that schools contribute directly to social stability and national progress. (Hidayah et al., n.d.)

5. Integration of vocational education.

Modern schools increasingly emphasize the importance of vocational education as a bridge between education and the world of work. Through practical training and collaboration with industry, students are equipped with technical skills relevant to job market needs. Thus, school graduates have a high level of employability, while also supporting increased national productivity. (Aji et al., 2025)

6. Effectiveness of vocational education on welfare.

The vocational approach has proven effective in optimizing the utilization of human resources. Technically competent graduates are able to contribute directly to improving collective economic welfare. This demonstrates that education functions not only as a means of individual development but also as an instrument of national economic development. (Setiawan, 2025)

7. Inclusivity as an indicator of progress.

Schools' contribution to the quality of human resources is also realized through the implementation of inclusive education. With effective human resource management, including teacher development through continuous training, schools can ensure equitable access to education for all levels of society. Inclusive education is a crucial indicator of collective progress because it reduces social inequality and maximizes demographic potential. (Inclusive Development as an Instrument to Overcome Economic Inequality and Discrimination - Consensus, n.d.)

8. Innovation in learning methodologies.

Schools encourage pedagogical innovation through the application of technology, project-based learning, and collaborative approaches. Teachers, as the primary catalysts, are required to continuously improve their professional competencies. This innovation not only increases the effectiveness of learning but also prepares the younger generation to face global challenges, including the Fourth Industrial Revolution. (Innovative Approaches in Modern Education: Bridging Theory and Practice - Consensus, n.d.)

CONCLUSION

Educational civilization, which focuses on holistic human development through instilling values, establishing a culture of learning, and guiding society toward shared progress, is the primary foundation for building a developed and dignified nation. Inclusive and collaborative education can bridge socioeconomic gaps, encourage innovation, and build strong character. By addressing various challenges through improving educator competency, equitable distribution of facilities, strengthening character-based curricula, and utilizing technology, educational civilization can realize inclusive and sustainable collective progress.

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