THE RELATIONSHIP OF CULTURE WITH EDUCATION
Conceptual Analysis Study of Efforts to Eliminate the Negative Impact of the Rapid Development of Science and Technology on the Quality of Student Education

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ABSTRACT

Education is an effort to change human mindset, character and competence towards a better life through teaching and training. Education is a civilizing process, namely instilling values and norms in the life order of the nation and state, making human beings virtuous, noble and cultured beings. In the midst of advances in science and technology, especially transportation and information technology, human culture is also experiencing very rapid development. The cultural invasion from various parts of the world was so massive, both positive and negative cultures. This research is qualitative research using the library research method, by searching and collecting research data in the form of selected, searched, presented and analyzed library data. The source of this research data is to look for library data whose substance requires philosophical and theoretical action. From these sources, the researcher then analyzed the results of the study through the following stages: collection, grouping, analysis, interpretation, and presentation of data. Based on the data analysis, the researchers concluded that in order to minimize the negative impact of this cultural invasion on the quality of student education, there are several things that must be done, namely: 1) The importance of parental supervision of their children's use of cellphones; 2) The rules of conduct in each school should also regulate the use of cellphones; 3) The government should make regulations that prohibit access to sites that lead to negative things such as porn sites, online games, online gambling, be firm in imposing sanctions on creators and spreaders of negative content, create technology capable of blocking negative sites; 4) Society must also be sensitive to negative things that happen around them, don't be indifferent.

Keywords: Culture, education and science and technology.

ABSTRAK

Pendidikan adalah upaya merubah pola pikir, karakter dan kompetensi manusia menuju kehidupan yang lebih baik melalui upaya pengajaran dan latihan. Pendidikan adalah suatu proses pembudayaan, yaitu menanamkan nilai-nilai dan norma- norma dalam tatanan kehidupan berbangsa dan bernegara, menjadikan manusia menjadi mahkluk yang berbudi luhur, mulia dan berbudaya. Di tengah kemajuan ilmu pengetahuan dan teknologi, terutama teknologi transportasi dan informasi kebudayaan manusia juga mengalami perkembangan yang

sangat pesat. Serbuan budaya dari baerbagai belahan dunia begitu massif, baik budaya yang positif termasuk budaya negatifnya. Penelitian ini adalah penelitian Kualitatif dengan menggunakan metode library research, dengan mencari dan mengumpulkan data penelitian berupa datadata kepustakaan yang dipilih, dicari, disajikan dan dianalisis. Sumber data penelitian ini mencari data-data kepustakaan yang substansinya membutuhkan tindakan secara filosofis dan teoritis. Dari sumber tersebut, peneliti kemudian menganalisa hasil kajian melalui tahapan berikut: pengumpulan, pengelompokan, Analisa, interpretasi, dan penyajian data. Berdasarkan Analisa data tersebut, peneliti menyimpulkan untuk meminimalisir dampak negatif dari serbuan budaya tersebut,terhadap kualitas pendidikan siswa ada beberapa hal yang harus dilakukan yaitu : 1) Pentingnya pengawasan orang tua terhadap penggunaan HP oleh anak-anaknya; 2)Tata tertib di setiap sekolah sebaiknya mengatur juga penggunaan HP.; 3) Pemerintah, seharusnya membuat regulasi yang berisi tentang larangan mengakses situs-situs yang menjurus kepada hal-hal negatif seperti situs porno, game online, judi online,tegas dalam memberikan sanksi bagi pembuat dan penyebar konten-onten negatif, menciptakan teknologi yang mampu memblokir situs-situs negatif; 4) Masyarakat juga harus peka terhadap hal-hal negatif yang terjadi di sekitarnya, jangan bersikap masa bodoh.
Kata kunci: *Budaya, pendidikan dan IPTEK.*

A. INTRODUCTION

Education is a strategic way in producing excellent human beings. The advancement of a nation lies in the high and low quality of education. Because only through education can the preparation of superior human beings be realized in a mass, planned, systematic and sustainable manner. The main function of education is to make people able to determine their own destiny, have a decent life and be able to contribute positively to society and the nation. UNESCO (1996:82) states: One of the main functions of education is to help humans to take control of their own development. Education must enable all human beings to determine their own destiny so that they are able to contribute to the progress of the society in which they live.

In addition, no less important is also a cultural issue. Culture is so important for human life, because only humans are God's creatures who are endowed with the ability to create culture. Regarding the urgency of a culture for human life, David Landes (2000: 2) says that, it is character, mental attitude and cultural factors that make Chinese minority expatriate entrepreneurs excel in East and Southeast Asia, Indians excel in East Africa, Indians excel in East Africa, Lebanese predominate in West Africa, and Jews and Calvinists predominate throughout most of Europe, among many others.

Landes' statement above confirms that one of the factors that causes a nation to become a nation that is superior to other nations, for example the Jewish nation, is because it has superior culture, a culture of hard work, a culture of smart work, a culture of frugal

living, and so on. Conversely, what makes a country poor is precisely because they have a culture that is the opposite of a superior national culture.

The word culture actually comes from Sanskrit, namely the plural form of the word buddhi which means mind or reason. Elly M. Setiadi, et al. (2006; 27) argues that in English, the word culture comes from the word Culture, in Latin it comes from the word cholera. Colera means cultivating, working, fertilizing, developing the land (farming). Meanwhile, in Dutch, Cultuur means all human power and activity to change nature.

Still related to how important cultural factors are for human life, John Micklethwait and Andrian Wooldridge (2000: 85), states "there are ten characteristics/attributes of people who have high success, including: the courage to take risks; sincerity to face change; generous; make every effort to improve welfare; has a high tolerance for failure; tolerance for betrayal, character, morals, mental attitude and culture are factors that make certain nations different from other nations.

Between education and culture both are interrelated, the relationship between the two can only be distinguished, but cannot be separated. Education can form cultured human beings, and conversely the development of culture can also affect education, both in systems, materials, media, technology used and methods. From educated people, great world figures were born who were able to radically (fundamentally) change human civilization, such as the Prophets, philosophers and world rulers.

In this condition of mutual influence between culture and education, the influence of culture is not always positive, but also negative aspects are often involved in it. Based on this, there is concern that cultural development will negatively affect the quality of education. It is related to this problem that this research was conducted. The urgency of this research is to minimize the negative impact of cultural change caused by the rapid development of science and technology on the quality of education.

This is in line with previous research conducted by; Sudardja Adiwikarta in his book, Sociology of Education: Sociological Analysis of Educational Praxis, in one of his chapters discusses the Relations between Culture and Education, the core of the discussion concerns the basic understanding of culture, school culture and learning culture, cultural considerations in educational programs, multicultural education, and education in a changing culture. He did not specifically discuss the relationship between culture and education in terms of efforts to minimize the impact of culture on the quality of education.

Nasution, in his book Sociology of Education, in one of his chapters briefly discusses Society and Education, the discussion does not touch on the relationship between culture and education in terms of efforts to minimize the impact of culture on the quality of education. He only discussed school and community issues, getting to know society, value systems, power systems in society, school and community relations, community as a resource, environment and children's education, joint ventures, and an increasingly complex society. The novelty of the research lies in the aspect of efforts to minimize the negative impact of culture on the quality of education.

B. RESEARCH METHOD

This research is a qualitative research using the library research method, by searching and collecting research data in the form of selected, searched, presented and analyzed library data. The source of this research data is to look for library data whose substance requires philosophical and theoretical action. Literature study here is literature study without empirical testing (Muhadjir, 1998: 159). The data presented is data in the form of words that require processing to be concise and systematic (Muhadjir, 1998: 29). The data collection carried out in this study was to collect books about culture, education, technology and the impact of culture and information technology in the world of education. Then selected, presented and analyzed and processed so that it is concise and systematic. In this study using data analysis techniques in the form of content analysis (content analysis). Content analysis is a scientific analysis of the contents of a data message (Muhadjir, 1998: 49). So, as an analytical and comparative material for the role of culture in education.

C. RESULTS AND DISCUSSION

Culture

Koentjaraningrat, quoted by Sudarja Adiwikarta (2016: 124), states that culture is the whole behavior and result of human behavior that is regulated by a code of conduct, which must be obtained by learning and all of which are arranged in people's lives. Furthermore, Koentjaraningrat stated that culture consists of three components, namely, code of conduct, patterned behavior, and the result of the behavior itself.

Code of conduct is the part that regulates, controls and gives direction to behavior, which can be in the form of values, norms, laws or rules. Patterned behavior, in the form of concrete activities in various fields of life, such as farming, fishing, conducting presidential elections, dancing, singing, reading the Koran, interacting with each other, and so on. The results of behavior can be in the form of concrete objects such as buildings, irrigation networks, or abstract objects such as songs, dances, science and technology, ways of doing things, even rules which apart from having status as code of conduct can also be seen as results of behavior or results of work. (Sudarja Adiwikarta, 2016: 125).

According to Selo Soemardjan and Soelaman Soemardi (1964; 113), culture is all the works, feelings and creations of society. Community works produce technology and material culture that are needed by humans to master the natural surroundings, so that their strengths and results can be devoted to the needs of society. According to E.B. Taylor (1924:1), culture is a complex whole which includes knowledge, belief, art, decency, law, customs, and other abilities and habits learned by humans as members of society.

Based on the opinions that have been stated above, it can be concluded that culture is the totality of human products both in the form of thoughts, feelings and results of work, both in the form of objects and in the form of non-objects.

The factors that cause cultural change include population growth, changes in the geographical environment, new discoveries (innovations) in science and technology, contact with other cultures, the emergence of new needs, and social movements (Sudardja Adiwikarta (2016: 127) With this rapid change, what is valid today may become useless a few moments later because it has been replaced by a new and different one. It is quite possible that an object that is now very valuable, a moment later becomes trash that must be disposed of.

Humans and the Geographical Environment

In connection with this sub-topic, there are three theories used, namely the theory of geographical determinism, geographical probability or posibilism and human and technological determinism (Sudarja Adiwikarta (2016: 129-130). According to the theory of geographical determinism, geographical conditions are the determining factors of culture. That is, the culture that takes place in a society depends entirely on the geographical environmental conditions of the area concerned. The strength or influence of other factors is absent or completely ignored. For example, the types and models of clothing used in hot climates are different from areas with cold climates. In areas where it rains a lot, there is a ceremony to ward off rain, while in areas where it seldom rains, a ceremony to ask for rain occurs. Furthermore, according to this theory, human physical and mental conditions are determined by geographical conditions. People from areas that have four seasons (temperate climates), among others, have a mentality of like hard work, thrifty, like to save, and have concern for the future because they were educated by their geographical environment which is not friendly and always challenging. It's different with people from the tropics who have a fixed climate throughout the year. They don't get challenged to give birth to such a mentality, they don't feel the need to work hard, scrimp and save because the next day is quite secure.

According to the theory of probabilism (possibilism) geography, geographical factors do not play a role as a determining factor, but only provide possibilities, whether they are used or not, and ways to take advantage of these possibilities depend on the human factor. For example, in Indonesia, within a geographical environment, there are vast oceans rich in fish, but we have not made maximum use of them as an economic resource.

According to the third theory, human and technological determinism, humans are no longer dependent on geographical environmental conditions. Here humans and their technological capabilities are the determining factor, while the geographic environment is completely under human control. Through the ability of science and technology that is owned and developed, humans can be separated from dependence on their geographical environment, they can even create their own environment that is needed.

Education

Many experts provide definitions of education. From the various definitions or meanings of education, these include the following: Definition of education according to Law Number 20 of 2003 concerning the National Education System In Chapter 2 Article 1 paragraph 1 it is explained that education is a conscious and planned effort to create a

learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed himself, society, nation and State (Depdiknas RI 2008: 3). According to Moh. Suardi (2017:1)

Citing the Big Indonesian Dictionary (KBBI), MOh. Suardi stated that education is a process of changing the attitude and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, According to Ali Maksum (2016:3)

Etymologically, education has the equivalent of education in English, al-Tarbiyah, al-Taklim, al-Takdib and al-Riyadah in Arabic. As for terminology, education is the process of changing the attitudes and behavior of a person or group in an effort to mature humans through teaching and training of people, this is the process of humanizing humans from the time it happened until the end of their life through various knowledge which is conveyed in the form of teaching gradually, where the teaching process it is the responsibility of parents and society towards self-approach to God so that they become perfect human beings. According to Thanksgiving (2020:78-80)

The meaning of education in Greek, paedagogie which means education, and pedagogia which means association with children. The Germans see education as erziehung which is equivalent to educare, namely awakening hidden strengths or activating a child's strength or potential. Terminologically, Syukurman (2020: 82) states that education is a conscious, planned and tiered effort carried out by people or the state to hone and activate one's potential.

Based on some of these meanings, it can be concluded that education is an effort to change the mindset, attitude or character and competence of humans towards a better life. Thus, education is the key to the growth and development of a culture.

As for the aspect of how education is obtained, it has been widely recognized that there are three channels of education namely formal, non-formal and informal education. Formal education is education that is obtained by following programs that have been planned and structured by an institution, department or ministry of a country such as in schools and colleges.

While non-formal education is education that is obtained from everyday life from various experiences experienced or learned from other people, including the mosque environment, majlis taklim, course institutions, and so on. Informal education is education that is obtained when humans are in a family environment. So, the family environment is the first and foremost educational environment before getting education from other environments.

Relationship Between Culture and Education

1. Education Functions in General

The function of education according to UNESCO (1996:82) is as follows: One of the main functions of education is to help humans to take control of their own development. Education must enable all human beings to determine their own destiny so that they are able to contribute to the progress of society in which they live.

Education is an effort to improve the quality of human resources. Education is one vehicle in building quality human resources. In the 1945 Constitution: The government seeks and organizes a national education system that increases faith and piety as well as noble character in the context of educating the nation's life, which is regulated by law. Law No. 20 of 2003 concerning the National Education System states that: National education functions to develop capabilities and form dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.

One of the core elements of the 1945 Constitution and National Education System Law No. 20 of 2003, is that national education functions to develop abilities and shape the character and civilization of a dignified nation. The purpose is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, health, knowledge, ability, creativity, independence, and become democratic and responsible citizens. Based on the 1945 Constitution and the Sisdiknas Law, the government strives to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to Dewantara (1962: 70) there are five principles in education, namely: the principle of independence; Giving independence to students, but not freedom that is free, open (as I wish), but freedom that is guided by nature, both in individual life and as members of society. Natural Nature Principles; Basically, humans as creatures that are one with the nature of nature, cannot be separated from the rules of the game (sunatullah), each person is given the freedom, left alone, guided to develop naturally according to his nature. Cultural Principles; Rooted in the nation's culture, but following the foreign culture that has advanced according to the times. World progress continues to be followed, but culture itself remains the main reference (identity). National Principles; Fostering national unity, feeling one in joy and sorrow, the nation's struggle, while respecting other nations, creating harmony with other nations. Humanitarian Principles; Educate children to become humane human beings in accordance with their nature as God's creatures.

Based on the description above, both the 1945 Constitution, the National Education System Law and the concept of education put forward by Ki Hajar Dewantara all three contain the concept that education in Indonesia aims to form Indonesian people who are pious, intelligent, and skilled or competent in their respective fields. In a sense, the concept of education in Indonesia is not only aimed at forming cognitively and psycho-motorically competent human beings, but also human beings with good morals and positive character.

2. Education as a Civilization Process (Socialization)

Education is part of culture. The world of education is practically inseparable from cultural values. Education is a civilizing process, namely instilling values and norms in the life order of the nation and state, making human beings virtuous, noble and cultured beings.

Every child who is born into the world is initially cared for by their parents, cared for and taught ways to live and develop life and life, so that later they can become independent members of society. This process is called socialization. Socialization is the process of social education and learning to prepare an infant to become a full member of society. He is educated and taught to know, understand, live and be good at doing all actions that are considered good, and avoid all things that are prohibited by society (Sudardja Adiwikarta, 2016: 136). Education about ways of life and instilling cultural values that parents do for their children so that they become members of society who are independent and accepted by the surrounding environment, implies that education functions as a process of socialization.

After the child becomes an adult, he is obliged to look after, and nurture and teach other people, especially his offspring, the ways of life that he got from his parents and the community where he lives. This socialization process runs from generation to generation. It is through this educational process that a culture is maintained and maintained and even developed. Through cultural inheritance and internalization in each individual, education comes with the function of cultural socialization, interacting with local community values and maintaining reciprocal relationships that determine the processes of change in the socio-cultural landscape of society in order to develop the progress of its civilization.

Socialization transforms an individual into a citizen, transforms a person from an asocial being into a social being. New residents in a community/society (babies and new arrivals) must experience a process of socialization (culturing), namely the prevailing culture in their community. Infants learning the culture of their original community is called enculturation, whereas newcomers learning a foreign culture is called inculturation or acculturation.

In the current era of globalization there is no culture that is completely original, there must have been a mixture of foreign cultures. In fact, when compared, the proportion of foreign cultural components carried by a community may be far greater than the original cultural components, especially in modern societies. So in general education acts as a socialization process which includes enculturation, inculturation, maintenance, and cultural change.

3. Education as a Process of Cultural Innovation

The global era has forced the world community to compete globally as well. To win the competition in the global era, various requirements are needed. Ron Ashkenas, at all. (2002: 358) states that: To become a learner towards a global initiative there are 3 aspects that must be prepared, namely human resource (HR) training; organizational

structure development; and system organizational processes. Included in HR training are language and cultural sensitivity training, standardizing forms and procedures, setting up overseas presence through joint ventures, and contracting people in cross-border work relationships.

One of the interesting things from the above statement in terms of the function of education for culture is that to win competition in the global era, human resource training is needed. This means that education holds the key in cultural development. Because only a nation that has superior human resources will be able to control the development and formation of world culture.

Empirical reality shows that one of the reasons why western countries such as the United States, England, France and other developed countries have high culture, especially material culture, such as their ability to produce high-tech goods. The answer is, because they have high-quality human resources that are superior to developing countries or poor countries. Because of that, they are able to win the competition at the global level. The next question is, why do they have superior human resources? Because they have a superior education system too. This shows that how education plays an important role in innovating the culture of a nation or a country.

4. Education as a Process of Cultural Transformation

Education is a process of civilizing humans so that education and culture cannot be separated. Education aims to build the totality of human capabilities both as individuals and members of society. The process of cultural transformation can be done by introducing culture, incorporating cultural aspects into the learning process. Culture is the basis of educational praxis, so not only the entire educational process is inspired by national culture, but also all elements of culture must be introduced into the educational process.

School or formal education is one of the channels or media of the acculturation process. Other media are family and other institutions in society. It is in this context that education is referred to as a process for "humanizing humans" to be precise "humanizing young humans." In line with that, anthropologists and other social scientists see that education is an effort to civilize and socialize humans as we are familiar with the process of enculturation (culturation) and socialization (the process of forming the personality and behavior of a child to become a member of society so that the child is recognized by the community concerned).

In this sense, education aims to shape so that humans can show their behavior as cultured beings who are able to socialize in society and adapt to the environment in an effort to maintain survival, both individually, in groups, and society as a whole. Cultural education of character and other cultural values. Implementation of the boarding system can also mean developing the conditions and atmosphere of the boarding school in educational praxis. Specifically for the teacher of the pondok system, it may be a demand. With this system, prospective child educators will live up to a demand. With

this system, prospective educators will be able to implement cultural principles in educational praxis.

Education is a process of civilizing humans so that education is very important for the transfer of culture. Education aims to build the totality of human capabilities, both as individuals and members of society. As a vital element in civilized human life, culture takes its constituent elements from all sciences which are considered truly vital and indispensable in interpreting all that exists in one's life. People who don't know culture don't know their own people. Therefore, we must preserve and maintain culture by incorporating cultural elements into the educational process. So cultural elements should be included in the educational process so that the output of education is not only knowledge but ready to live in society.

5. Based Education and Culture-Oriented

Based Education and Culture-Oriented is a model for preparing educational plans- as well as their implementation-by taking into account cultural values and behaviors that live and apply in society. Culture is the closest part of human life to everyday life, and almost every human activity is inseparable from cultural elements.

According to Sudardja Adiwikarta, (2016: 138-139) there are three things that must be considered in preparing a Culture-Based and Oriented education plan. First, shared values or common values which are the most basic cultural components. Value is a view of something, whether it is considered good or bad, right or wrong, important or not important, useful or not, and so on which is used as a guide or joint choice by members of society in behaving.

Both local wisdom or local wisdom. Local wisdom is values and ideas that are wise and full of wisdom, internalized and followed by members of the community and constitute the cultural identity of the community concerned. Third, about special culture or subculture. Specific culture or subculture is a style and pattern of life that applies to a particular social unit, such as agricultural culture among farmers, livestock culture among breeders, artist culture among art communities.

Culture-Based and Oriented Education, designed to take into account these indicators. For example, for a class at a high school located in an agricultural area, the teaching material to be studied is taken from what is commonly practiced by the community around the school. For the economy, for example, the theme of raising catfish is taken. Meanwhile, for the social sciences, the theme was chosen, the mental qualities that farmers need to have in order to be successful (successful farmers). Thus, Culture-Based and Oriented Education is always oriented towards the culture around schools. Therefore, it is inevitable that the design and implementation of Education-Based and Cultural Orientation requires teachers who are creative and innovative.

6. Efforts to eliminate the Negative Impact of Culture on the Quality of Education

The implications of changing a cultural system that is adhered to in society also results in changes to the implementation of education, both in the form of positive and negative influences. The development of science and technology (Science and

Technology), has helped and simplified human life systems a lot. Advances in science and technology in the field of transportation, for example, have facilitated the mobility of people from one region to another and from one country to another. In such a circulation of human life, whether we realize it or not, whether we like it or not, there will be a mutual cultural influence between one region and another, even between one country and another. For example, social interactions between ethnic groups in Indonesia, such as interactions between Javanese and Sundanese, Batak and Ambonese, Minang and others, there is an exchange of words in vocabulary, in clothing, in a variety of types of food, and etc.

Advances in the field of information technology have an even greater influence, for example with the discovery of computer technology, the internet, mobile phones, and so on, many have changed the pattern of life and human cultural systems. Among the positive impacts of advances in information technology are as follows: 1. Providing convenience in accessing information, 2. Facilitating the communication process. 3. Facilitate learning media for students and teachers.4. Save time when searching for information. 5. Bring up various discussion media for students. 6. Make it easier for students to innovate in research development. 7. Learning facilities are increasingly diverse with the emergence of learning platforms. 8. Internet media can facilitate students in doing assignments. "Providing easy access to information is one of the positive impacts of science and technology progress in the field of education."

The negative impacts on the world of education are in the field of education including the following: 1. Students use cell phones too often and can cause health problems. 2. Lack of interaction by students. 3. Bringing up an instant culture that makes the long learning process abandoned. 4. The emergence of foreign cultural influences that are different from Indonesian culture. 5. Increasing crime on the internet that can be done by anyone, including students. 6. It will make the task easier because it can be easily done through the help of the internet. 7. Raise a feeling of laziness to learn because too often play social media. 8. Make it easy for students to cheat during exams. If examined further, surely there are still many positive and negative impacts caused by the advancement of this information technology. In relation to efforts to eliminate the negative impact of the use of information technology for education, it is necessary to do the following: 1. Parental supervision of their children's use of cell phones needs to be continuously carried out. Because without strict supervision, the use of mobile phones among children will be very easy to misuse, for example being used to access pornographic sites, online games and so on. 2. The rules of conduct in each school should also regulate the use of cell phones in schools for students. For example, it stipulates that during study hours students are prohibited from using cellphones, if parents or students need communication, then it must be via the teacher, or a designated school employee. 3. The government, both central and regional governments, should protect the nation's next generation from the negative impacts of science and technology progress by making regulations that prohibit access to pornographic sites, online games,

online gambling, and applications that lead to negative things. 4. The government must also be firm in terms of giving sanctions to makers and spreaders of pornography, online gambling, online games and sites that lead to other negative things. It is hoped that such firmness from the government will create a deterrent effect for the perpetrators. 5. The government must also try its best through information technology experts to create technology that is able to block sites that endanger citizens, especially students and students such as pornographic sites, online gambling and so on. 6. The community must also be sensitive to negative things that happen around them, for example when someone in their environment is drunk, gambling and various other negative actions they should immediately reprimand them together or report them to the authorities. Leaving behavior, ignoring the negative things that happen in their environment, will eventually threaten the life of society as a whole.

D. CONCLUSION

Education is an effort to change the mindset, attitude or character and competence of humans towards a better life through teaching and training. Thus education is the key to the growth and development of a culture. The world of education is practically inseparable from cultural values. Education is a civilizing process, namely instilling values and norms in the life order of the nation and state, making human beings virtuous, noble and cultured beings.

In the midst of advances in science and technology, human culture is also experiencing very rapid development. The invasion of cultures from various parts of the world, especially through the rapid development of transportation technology and information technology, has made barriers between countries and even between continents almost non-existent. What happened in Europe, America and other parts of the world, in a relatively short time can be witnessed in our country. Also in terms of culture... In order to eliminate the negative impact of cultural invasion, especially the negative impact of the rapid development of transportation and information technology, there are several things that we must do, namely: 1) Parental supervision of the use of cell phones by their children needs to be continuously carried out. 2) The rules of conduct in each school should also regulate the use of cell phones in schools for students. 3) The government, both the central and regional governments, should make regulations that prohibit access to porn sites, online games, online gambling, and applications that lead to negative things. 4) The government must also be firm in terms of imposing sanctions on creators and disseminators of negative content; 5) The government must also try its best through information technology experts to create technology capable of blocking negative sites; 6) The community must also be sensitive to negative things that are happening around them, they should immediately reprimand them together or report them to the authorities, don't even let them or ignore them.

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