Revitalization of Social Role Primary Education Teachers in Urban Communities

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ABSTRACT

This research departs from the problem that the existence of teachers, related to their status and role in society is not always in line with the predicate of the teacher who is attached when teaching at school. Therefore, this study aims: 1) to describe the social role of teachers in urban communities; 2) to describe the relevance of the role of teachers in schools among urban communities; 3) to describe the subjective responses of the surrounding community regarding the role of teachers in urban communities; 4) to describe the revitalization of the role of teachers in urban communities. This research is a case study using a qualitative descriptive approach. The data is collected through questionnaire, interview, and observation methods. Data analysis was carried out in descriptive stages including data reduction, data presentation, and conclusion drawing. This is based on the data analysis model of Miles and Huberman. While testing the validity of the data is by triangulation technique. The research respondents were elementary school primary school teachers in the city of South Tangerang. The results of the study explain that basic education teachers have a social role in South Tangerang urban communities, besides, the social role of basic education teachers is relevant to their role in the South Tangerang urban community, in carrying out their social role, teachers get support from the South Tangerang urban community, as well as revitalization the social role of primary education teachers in the South Tangerang urban community environment is done by time management, organizing performance, and support from the community, as well as strengthening the knowledge of teachers.

INTRODUCTION

Improving the quality of education is crucial for a nation's progress, requiring collaboration from various stakeholders. Schools, as formal institutions, are responsible for educating, training, and guiding young people for their future roles, while the community serves as the consumer of educational services (Mourad, 2017; Morreale et al., 2017; Thornhill-Miller et al., 2023). These two entities are interdependent, with schools and society sharing mutual interests (Martínez-Noya & Narula, 2018; Kumar et al., 2019; Castañer & Oliveira, 2020; Lee et al., 2023). Teachers hold a strategic and irreplaceable role in meeting societal expectations by shaping the desired personalities and values in students (Rose, 2023). Although technology's influence in education may grow in the next 10-15 years, it cannot fully replace teachers' functions. Teachers not only play a vital role within schools but also act as role models in the community, embodying appropriate behavior aligned with societal expectations. This makes it essential for teachers to uphold the responsibilities entrusted to them by society (Barus, 2015; Jamaludin et al., 2021; Zheng, 2022).

In rural community development, teachers often act as pioneers in social institutions, reflecting the high level of trust from both the community and local government. They are frequently chosen as partners for students during Real Work Lecture programs and as collaborators by village leaders. In urban areas, the role of teachers differs due to the distinct social structure, with teachers primarily

focusing on school activities (Adger et al., 2005; Abass et al., 2018). Community involvement tends to be more occasional, and teachers often seek extra income by teaching at multiple institutions. Urban society's individualistic nature is seen in limited neighborly interactions, such as fewer greetings and lower tolerance (Adger et al., 2018; Adzawla et al., 2020). Unlike urban teachers, rural educators have fewer opportunities for teaching-related extra income, often turning to farming, gardening, or trading. These activities are legally permitted under Article 35 of Government Regulation No. 38/1992, as long as they do not interfere with primary teaching duties (Arifin, 2020).

Teachers play a dual role as educators and community leaders, significantly impacting the nation by fostering student relationships and shaping future citizens (Archer et al., 2015; Piwowarski, 2020). After fulfilling their school duties, they remain active community members, retaining the respect associated with their titles, such as "teacher" or "father." This recognition extends their influence beyond the classroom, with society expecting them to engage in community life and share their expertise for the greater good. Teachers' special status comes with high expectations, not just as educators but as role models whose behavior should reflect community values and norms (Zhu et al., 2021). These expectations serve as standards that guide their conduct, as society relies on teachers to set a positive example. Their responsibilities extend beyond academic instruction to include acting as moral guides and community leaders, whose influence reaches various aspects of social life, shaping the attitudes and behaviors of those around them, especially their students (Zins et al., 2007; Rubie-Davies et al., 2014).

In recent weeks, the role of education has been marred by negative incidents within its own ranks, such as violence or intimidation between teachers and students or among students themselves. Misconduct by some teachers has damaged their image and undermined their authority in schools and the community. According to a Javanese saying, "when the teacher pees standing up, the students pee running away," highlighting the expectation for teachers to set a good example for others to follow. However, when teachers display negative behavior, it becomes ethically unacceptable and unworthy of emulation. To restore the respect and authority once held by teachers, it is essential to revitalize their role and reinforce the importance of setting a positive example. This recovery process aims to reaffirm the teacher's position as a model of good behavior and ethical standards, ensuring that their influence remains a force for good within education and the community.

Based on the background presented, this research addresses several key issues related to the social role of elementary school teachers in urban communities. First, how do elementary school teachers fulfill their social roles in urban settings? This includes their involvement beyond teaching duties, such as participation in community activities and serving as role models outside of school. Second, to what extent is this social role relevant in the current context of urban society? The research aims to understand whether the traditional role of teachers as social leaders still has a significant impact amid the changing social structure and more individualistic lifestyle of urban communities. Third, the study will explore the community's responses to the social role of elementary school teachers. How do people perceive the contributions and presence of teachers in their everyday social lives? Finally, the research will discuss efforts to revitalize the social role of elementary school teachers in urban areas. This includes strategies to enhance the teachers' influence and positive image within society, ensuring they continue to be respected and relied upon as community role models.?

RESEARCH METHODS

The qualitative case study design used in this research follows a structured methodology for data analysis, employing the three-step flow model proposed by Miles and Huberman, as detailed in Sugiyono (2012). This model provides a systematic approach to qualitative data analysis through the stages of data reduction, data display, and conclusion drawing or verification. The continuous nature of this iterative process is designed to ensure that data analysis is thorough and exhaustive, progressing until saturation is reached, indicating that no new insights are being uncovered (Miles & Huberman, 2009; Sugiyono, 2012). Data reduction is the first stage in the analysis process, where the raw data collected from various sources, such as questionnaires, in-depth interviews, observations,

and document reviews, is systematically sorted, simplified, and organized. The purpose of data reduction is to condense the data without losing essential information, making it more manageable for analysis. According to Miles and Huberman (2009), this step involves coding, categorizing, and selecting the most relevant data that directly pertains to the research questions. It helps in filtering out unnecessary details and focusing on significant themes and patterns that emerge from the data. As stated by Moleong (2007), data reduction is a crucial step in ensuring the quality of qualitative analysis by concentrating on meaningful content that contributes to the research objectives.

Data Display: Once the data has been reduced and organized, the next step is to present it in a format that allows for easy interpretation. Data display involves arranging the data in visual or narrative forms such as tables, charts, graphs, or detailed descriptions. The goal is to provide a clear overview of the findings that can highlight relationships, patterns, or trends within the data. This structured presentation helps the researcher to understand the data more comprehensively, facilitating deeper analysis. By displaying the data effectively, the study can draw attention to particular aspects of the findings that are crucial for answering the research questions. Conclusion Drawing and Verification: In this final stage, the researcher interprets the displayed data to draw conclusions. This involves identifying patterns, establishing relationships, finding similarities and differences, and connecting the findings back to the research objectives. The conclusions drawn from this analysis are then verified through triangulation, which is an important process to ensure the validity and reliability of the results. Triangulation, as discussed by Moleong (2007), involves cross-checking the findings using multiple data sources, theories, and methods. By comparing the information gathered from different techniques and perspectives (e.g., interviews, observations, and documentation), the researcher can confirm the consistency and credibility of the conclusions.

The integration of triangulation throughout the analysis process allows for a more robust and credible approach to qualitative research. By combining different sources and methods, the study not only ensures comprehensive data coverage but also mitigates potential biases that might arise from relying on a single data source. The systematic use of data reduction, display, and triangulation provides a rigorous methodological framework that supports the study's objective of understanding the social roles of elementary school teachers in urban communities. Overall, this approach ensures that the qualitative analysis is not only methodical but also flexible, allowing for adjustments as new insights emerge. This dynamic process ultimately leads to a more nuanced and accurate understanding of the research topic, making the findings more reliable and applicable to real-world contexts.

RESULTS and DISCUSSION
This The Role of Social Teachers of Primary Education

The social role of a teacher is intrinsically linked to the teacher's competencies, which serve as qualifications required to fulfill the teaching profession effectively. Competency, as described by Keymet (2010), citing the views of scholars such as Katane, Gupta, Bridge, Hansen, James et al., and Stoffels et al., encompasses a broad range of attributes necessary for professional success. Competencies are essentially defined as a combination of knowledge, skills, and experiences that manifest through an individual's activities, attitudes, values, motivations, and beliefs. These competencies are crucial for succeeding in a job and include not just professional skills but also pedagogical and cultural understanding. Competency in the context of teaching goes beyond basic skills and knowledge, incorporating aspects such as attitudes and values that influence a teacher's behavior and approach to education. It also includes motivation, which drives teachers to continually improve, as well as trustworthiness, pedagogy, and cultural awareness, all of which shape the quality of education delivered to students. Keymet (2010), further references the findings of Delphi's research, which categorizes teacher competencies into four main areas. These are: Curriculum Competencies, which involve understanding and effectively delivering the content of the school curriculum; Lifelong Learning Competencies, which pertain to the teacher's ability and willingness to continually update their knowledge and skills; Social-Cultural Competencies, which require sensitivity and adaptability to the diverse social and cultural backgrounds of students; and Emotional

Competencies, which involve managing emotions and using them positively to enhance the learning environment (Eisner, 1965; Cheung & Rensvold, 2002).

From the theoretical explanation, legally formally, it is regulated in Law No. 20 of 2003 concerning the National Education System as well as in the National Education Standards that teachers actually have the competencies mentioned above, but in the context of Indonesia the definition of competency above is classified into four competencies include: pedagogical, professional, personal and social competence. One of the competencies of teachers including at the level of basic education is the ownership of social competencies, social competencies owned by teachers can encourage optimal social role of teachers. The true social role of the teacher can be implemented not only in schools where the teacher carries out his professional duties especially at the level of basic education, but also manifests in the community environment (Mijakoski et al., 2022; Riyanto & Sayer, 2022). Teacher profession is a profession that has land and time that has been defined, limited in space and time that has been determined based on the regulations of the teaching profession in the Law on Teachers and Lecturers, in Law No. 20 of 2003 the National Education System, and can refer to National Education Standards that describe standards as an educator and even reach the standards of learning in the classroom including at the level of basic education.

Beyond the formal responsibilities within the school environment, the teaching profession extends into a broader social context, where teachers take on important social roles that reflect their social competencies. This means that teachers are not only educators in a formal sense but also community members who engage in social activities and contribute to societal development. Their presence in the community is linked to their professional identity, whether consciously recognized or not, positioning them in a role that aligns with their status as educators. Mulyasa (2008) further explains this concept by describing teachers as "social officers." This designation suggests that teachers act as representatives of the community, serving not only to educate but also to embody the community's values and expectations. The social role of a teacher, therefore, goes beyond the classroom, as their responsibilities include acting as role models, engaging in community initiatives, and supporting social development. This "social function" of the teacher highlights the dual aspect of the profession: fulfilling formal educational duties and simultaneously serving as influential figures within the social fabric of the community. In this capacity, teachers contribute to shaping societal norms and attitudes, and their influence extends beyond academic knowledge to encompass moral and cultural guidance. The recognition of teachers as social officers emphasizes the importance of their social engagement, suggesting that their impact on students and the community is interconnected, ultimately enhancing their role as agents of change and development within society (Kartajaya et al., 2019; Pheeney, 2023; Esteva, 2023).

The research findings indicate that teachers occupy a significant social position within the community, allowing them to actively engage and contribute beyond their formal teaching duties. However, to achieve an optimal social role, it is essential for teachers to have not only a long tenure in the profession but also a stable residence within the community. The data from the research, which involves 88 elementary education teachers, show that the majority—76%—have been working as primary education teachers for at least six years. This extended period in the profession, combined with living in the same community, allows them to build meaningful relationships and establish a deeper connection with the local residents. The extended duration of working as a teacher contributes to the development of social bonds and trust within the community. Teachers who have been present for a longer time are more familiar with the cultural, social, and economic dynamics of the area, enabling them to address the needs of the community more effectively. Their involvement often extends beyond the classroom, participating in social activities, community events, and local initiatives, which enhances their influence and integration within the community. Moreover, living in the community they serve provides teachers with the opportunity to interact with parents, community leaders, and other stakeholders regularly, reinforcing their social presence and role. This dual connection—both as educators and community members—enables teachers to act as bridges between the school and the broader society, promoting educational values while also contributing to social

cohesion and development. As a result, their long-term engagement in the community allows them to fulfill their social role more optimally, reflecting the intertwined nature of their professional duties and social responsibilities.

Based on the form of social roles described above, that indeed the teacher has a dual social role, namely social role as a model for students, and social role as community relations in the community. This was also explained by Rohmad (2005) that teachers have a community role for schools. Teachers can be assigned by school principals to carry out matters related to community assignments, for example home visits, and create work programs that have an impact on school popularity. In addition, teachers have the role of community leaders. As a community leader, it is proven by the form of role above that teachers can become community leaders or even become teachers for the community. Activities that illustrate the character of teachers in the basic education level in the community include being a priest, recitation leader, carrying out tasks and functions to the RT, pioneering activities for children and parents in the community and others. It is clear, as also expressed by Burhanudin (2007) that the behavior or actions carried out by teachers in schools and in the community become something very important. What teachers do or don't do is a role model for the community. In this position the teacher must show excellent behavior. If the community knows that certain school teachers can be role models in the community, the community's trust in the school will be greater which in the end will help the school be greater and in the end the community's positive assistance or support for the school will be even greater.

The influence and respect that a teacher commands within the educational setting and the broader community are closely tied to adherence to a code of ethics specific to the teaching profession. This code of ethics serves as a framework of rules and guidelines designed to uphold the integrity and conduct expected of teachers. It outlines the standards of behavior that teachers must observe, ensuring that their actions align with the values and expectations of the community. The ethical guidelines aim to shape teachers into individuals who are respected and viewed as morally commendable by society. David (2003) supports this view by highlighting that a teacher's capacity to maintain their social role and character within the community is rooted in their adherence to, or deviation from, the established code of ethics. When teachers violate this code, they risk diminishing their authority and undermining the trust placed in them by the community. The ethical guidelines are not just formal rules but are reflective of the community's expectations and aspirations for educators. The code embodies the collective will of society, emphasizing the qualities and behaviors that a teacher should exhibit to be considered a positive role model. Therefore, compliance with the code of ethics is not merely a professional obligation but also a moral duty that teachers owe to the community. It serves as a foundation for fostering trust, respect, and a positive image. By following the ethical standards, teachers contribute to the development of a supportive and value-driven educational environment, where their role extends beyond imparting knowledge to include shaping the character and values of the students and the community at large. The code of ethics thus functions as a bridge between the professional expectations of teachers and the social standards upheld by the community, reinforcing the integral role teachers play in both spheres.

Relevance Of Social Role of Basic Education Teachers

The social role of primary education teachers extends beyond the classroom, connecting deeply with their professional identity as educators. As Bruece (1992) points out, teachers possess social competence, which involves not only the ability to educate students academically but also to prepare them to become responsible and active members of society. This competence equips teachers to guide and support the community in addressing future challenges, positioning them as role models for students who can observe and learn from the teacher's example of social engagement. Consequently, teachers are expected to contribute to both community development and educational progress through various social programs and initiatives.

This relevance of teachers' social roles is evident in the behavior of elementary education teachers in urban communities, such as those in South Tangerang. The data indicates that teachers actively participate in community activities, albeit to varying degrees. Around 20% of primary

education teachers consistently engage in social activities when those activities are aligned with their teaching profession. Another 14% of teachers frequently take part in community events, while the largest group, 40%, sometimes participates in social roles within their local environment. Additionally, about 12% of teachers are involved in community activities, but only to a limited extent, contributing according to their capacities. However, there is a small segment, approximately 13%, who do not engage in any social activities in their communities, and some teachers have not provided information regarding their involvement in community social roles.

The findings align with the views expressed by Saudagar (2011), who argued that primary education teachers carry a social responsibility that goes beyond the confines of the classroom. Their role involves not only teaching but also collaborating with other educational stakeholders and community members to address social needs and foster collective growth. This expanded social responsibility gives teachers opportunities to engage more deeply in community life, promoting social cohesion and shared educational goals.

Moreover, UNESCO's perspective, as cited by Harbison (1962), underscores that teachers are not merely educators but agents of change who can inspire understanding, tolerance, and ethical behavior within society. They are tasked with developing students' moral and character formation, which is reflected in meaningful life experiences within the community. Thus, the role of teachers encompasses nurturing well-rounded individuals who are prepared to contribute positively to society, extending their influence from the school into the broader social environment.

Community Perception of Teachers 'Social Role

Being a teacher is indeed a profession that is not only owned by the school but is also expected by its community. Including in South Tangerang, when asked why was it motivated to play an active role in community activities? It is clear that the teacher does his role because it is based on the obligation as a citizen, then chooses to do it. Besides that, there are factors in the teacher who has a desire to help the community environment in accordance with their abilities. External factors are the teacher given the opportunity to play an active role in the community, or given the mandate and given the confidence to be actively involved in the community. Besides that, the teacher also plays an active role in the community because he has a desire to be useful in the community according to his portion as a teacher that one of his motivations is that his social activities can be used as a forum for friendship between communities.

The active participation of teachers in urban communities stems from the inherent expectations of the teaching profession, which views teachers not only as educators but also as role models within the broader community. This role goes beyond simply setting an example for students; it extends to being a figure of influence and inspiration within the local social environment (Keiler, 2018; Naeem et al., 2023). The idea is that a teacher's responsibilities are not confined to the classroom but include embodying the values and principles they teach, thereby setting a standard for the community as a whole. Moreover, the active involvement of teachers in social activities is seen as a core responsibility associated with their profession. Being a teacher is not just about delivering lessons and managing a classroom; it involves taking on the role of an educator within the community. Teachers are expected to participate in community initiatives, contribute to social development, and be visible representatives of educational values in daily life. This expectation aligns with the belief that teachers are key figures who help bridge the gap between educational institutions and the community. As Mulyasa (2008) suggests, a teacher often serves as a reflection of the school's profile, acting as a symbol of the institution's values and quality. In this sense, teachers function as ambassadors for the school, representing its ethos and fostering positive community relations. Their conduct, both inside and outside the school, influences how the institution is perceived, making it essential for teachers to uphold a strong, positive image that aligns with the educational goals of their school. Therefore, the active social role of teachers reinforces their status not only as educators but also as community leaders who embody the ideals of their profession and contribute to the fabric of society.

The active role of the teacher in the community as well as the factors that encourage it either from oneself or from the environment, apparently also get a positive response from the surrounding

community, even indeed the community awaits an active role in the community. This is as when the teacher is asked about the community's response to their social role, that the social role of the teacher in the community gets a place in the community's environment, the proof is that all the roles performed by the teacher in the community are responded to well, enthusiastic, supported by the program implemented, and if there are problems it can be solved by well. The activities carried out by the teacher are always followed by the surrounding community, both by children, adolescents, and parents, depending on the segmentation of their activities. The teacher in the heart of the community is considered as someone who has the ability to everything, although it is argued that not all someone masters all knowledge, but it is certain that teachers who play an active role in their environment will have a place in the hearts of the community to be heard and obeyed or followed (Scardera et al., 2020; Salmivalli et al., 2021).

The issue of the ability of teachers to play an active role in the community, amidst its primary role in carrying out teacher training in schools, that in essence teachers have the ability to play an active role in the community, amidst its role as a teacher at the level of basic education. The thing that underlies that for teachers the ability to play an active role in the community becomes its own development, and there is a motivation for the use of the knowledge it has in the community not only in schools, especially that schools are actually part of the social elements. On the basis of internal motivation, then as difficult as any time available, the teacher has the space and time to try to involve in social activities in the environment, what is important for teachers is their ability to manage time.

This time arrangement is usually adjusted to the time of school holidays or after hours of returning home activities at school or even if there are social activities the teacher can later to carry out community activities. So, then the problem at that time in carrying out teacher assignments at school with social roles could actually be carried out by the teacher depends on the intentions of the teacher, if his intention for the purpose of his social role in the community, of course his social activities could be carried out well especially if because of his role in the community it became important for the teacher.

Revitalization Of the Social Role of Basic Education Teachers

The social role of teachers in the community, while crucial, is not without its challenges. A significant obstacle is the issue of time management, as teachers often struggle to balance their professional duties with community engagement. Rahim (2021) emphasizes that time constraints, especially for teachers involved in full-day schooling, pose a substantial barrier to actively participating in social activities. Despite these difficulties, many teachers remain committed to fulfilling their roles in the community, driven by a sense of responsibility and positive intentions. They recognize that as members of the community, it is essential to take part in various social activities, thereby embodying the values of service and leadership that their profession demands. To address these time-related challenges, teachers have adopted strategies that enable them to continue engaging with their communities. These strategies often involve prioritizing tasks, managing their time efficiently, and seeking support from their schools. The willingness of schools to encourage and support teachers in their community roles underscores the belief that teachers play a vital part in the social fabric, not just within educational settings but also in society at large. This support includes providing flexibility in schedules and recognizing the importance of community involvement as an extension of the teaching profession (Purnama & Asdlori, 2023; Albikawi, 2023).

Apart from time constraints, teachers face challenges related to the demands of their school workload, which can often be overwhelming. However, these challenges do not deter teachers from engaging with the community. Teachers' resilience and their ability to organize their time and performance effectively help them overcome these barriers. Moreover, the support from schools is instrumental in reinforcing teachers' roles as community participants, confirming that teachers indeed have significant opportunities to engage in social activities despite the obstacles (Gu & Day, 2013). Efforts to revitalize teachers' roles in the community are further motivated by the expectations and encouragement from the community itself. When community members actively seek teachers' involvement, it serves as a powerful motivator for teachers to participate in social activities. This

external encouragement helps reinforce the teacher's social role, making it more likely that they will continue to be involved. From a theoretical perspective, the activities teachers engage in are not only socially relevant but also serve as practical applications of their professional skills, thereby aligning their social roles with their educational responsibilities.

To maintain their active participation in the community, teachers often employ various strategies. These may include setting priorities, managing their schedules to accommodate both professional and social commitments, negotiating terms for involvement, and engaging in consultations with community members. Such approaches not only help teachers fulfill their community roles but also enable them to integrate their professional and social responsibilities more effectively (Alexander, 2020). The motivation behind these efforts is the teachers' intrinsic desire to contribute positively to the development of their local areas and to be of service to others. This engagement not only benefits the community but also provides a continuous learning experience for the teachers themselves, allowing them to grow personally and professionally. Critically, while these strategies highlight the dedication and adaptability of teachers, they also bring to light the systemic issues that need addressing. The dual demands placed on teachers—managing full-time teaching responsibilities while being active community members—suggest a need for better structural support within the educational system. Schools and educational policymakers should consider implementing more flexible schedules, providing resources for time management training, or recognizing community involvement as part of the teacher's professional duties (Agyei & Voogt, 2014; Hennessy et al., 2022). Such measures could alleviate some of the pressures faced by teachers, allowing them to more fully embrace their social roles without compromising their primary responsibilities.

In conclusion, while teachers do face significant barriers in fulfilling their social roles, particularly concerning time management and workload, their commitment to community involvement remains strong. The support from schools and encouragement from the community play a crucial role in enabling teachers to overcome these challenges. However, there is a need for more systemic efforts to facilitate teachers' community engagement, ensuring that their dual roles as educators and social leaders are sustainable and effective.

CONCLUSIONS

Basic education teachers in South Tangerang play a significant social role through both collective and individual community activities. Collectively, they participate in mutual cooperation, while individually, they engage in specific events such as tutoring or study sessions. Their social role aligns with the needs of the urban community, often initiated by the teachers themselves or through invitations to contribute to educational activities organized by the community. The South Tangerang community supports teachers by encouraging their involvement and facilitating activities. Revitalizing the social role of these teachers involves managing time, organizing their workload, leveraging community support, and strengthening their knowledge. It is recommended that teachers continue to engage in community activities by efficiently managing their time, optimizing their performance, making the most of community support, and enhancing their expertise.

Theoretically, the findings reinforce the concept that the social role of primary education teachers extends beyond formal education, encompassing social responsibilities within the community, in line with theories that view teachers as agents of social change and community leaders. Practically, this research suggests several actionable steps to enhance teachers' social roles in urban settings like South Tangerang. Schools and stakeholders should provide training on time management and performance improvement to help teachers balance their social responsibilities. Local communities can strengthen their support by facilitating more social activities involving teachers, such as informal education programs or study groups. Additionally, teachers should be encouraged to continuously improve their knowledge and skills through ongoing education and community-based training to increase their contributions to society. Together, these strategies can optimize the social role of teachers, making them not only educators but also key drivers of social progress in their communities.

For future research, it is recommended to explore the social roles of teachers in different urban and rural settings to compare how varying community dynamics affect teachers' engagement. Additionally, studies could focus on the impact of specific training programs aimed at enhancing teachers' social competencies and time management skills to better understand how these interventions influence their effectiveness in community roles. Research could also examine the role of school policies and administrative support in facilitating teachers' participation in social activities. Finally, investigating the perceptions of community members regarding teachers' social roles can provide valuable insights into how teachers' contributions are viewed and how their roles can be further optimized for greater social impact.

ACKNOWLEDGEMENT

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