

# REPRODUCTION OF SOCIAL INEQUALITY IN EDUCATION: A CASE STUDY OF PUBLIC ELEMENTARY SCHOOL STUDENTS IN KUALA DISTRICT, BIREUEN DISTRICT, ACEH PROVINCE

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**ABSTRACT:** This study aims to explore the reproduction of social inequality in public elementary school students. This type of research is qualitative research. The research was conducted at a public elementary school in Kuala District, Bireuen Regency. The informants of this research are school principals, teachers, education staff, and students. Data collection techniques include; observation, interview and documentation. Data analysis techniques consist of; 1) data reduction, 2) data display, and 3) drawing conclusions. The research results show that; a) social inequalities that occur in the realm of elementary school education include; differences in the quality or competence of teachers, lack of concern for each other, differences in social status, lack of school facilities and infrastructure, b) the impact of social inequality, namely violating school rules, students often go in and out of class, students often do not attend school, skip classes during class hours, litter the class, cheat, fight, and bullying, c) The role of teachers and school principals in preventing social inequalities is to provide guidance for students, conduct social visits for school members who have been struck by disasters, increase teacher competence in collaborating with parents of students.

*Keywords: Reproduction, Social Inequality, Education*

## 1. INTRODUCTION

Education is an effort carried out by humans in obtaining knowledge and being able to develop their potential through the learning process. Education as a step to know and understand every behavior and activity carried out by humans related to their daily lives [1]. The importance of education for the people of Indonesia as stated in the 1945 Constitution of the Republic of Indonesia which states that every citizen has the right to education and the government seeks and organizes a national education system that enhances faith, piety and noble character in the framework of educating the nation's life which is regulated by law. Formal educational institutions or schools are institutions of insight and knowledge, as well as supporting a bright future. Schools are assumed to be a more effective place to develop knowledge. Formal education aims to prepare students to enter society, school education has a myth that everyone has equal opportunities in education as if schools open equal opportunities for all levels. In this era of globalization and modernization, reforms in the field of education are carried out continuously in

order to be able to face various challenges according to the times. The challenges faced by the education system include issues of equity, quality, relevance and efficiency of education. One joint effort that is believed to be able to spur and build excellence in the quality of education is equal distribution of education in terms of facilities and infrastructure that support the educational process in any region or location throughout Indonesia [2].

In carrying out education in schools and in tertiary institutions, of course, it must be balanced with supporting facilities and quality teaching resources to support the effectiveness of the learning process so that they can access education and have extensive knowledge in pursuing education. In the current era of globalization, there are many favorite schools that already have standard technological facilities and qualified teachers. They can already access knowledge through technological media. Supporting facilities and infrastructure so as to make students comfortable with a learning atmosphere that can foster learning motivation in improving the quality of human resources. However, until now

not all educational institutions in each region have access to quality education as expected. Education with quality facilities and infrastructure and teachers is mostly only in urban areas that are easily accessible by the government [3].

Basically the existence of a school cannot be separated from the influence of the social forces of its audience, namely students, parents and teachers. In fact, a school cannot be separated from the culture of the social environment of the school's connoisseurs [4]. The reality is that schools no longer just exist within the framework of the myth that has been held by the community that it is a vehicle for seeking knowledge for all levels of society. However, schools now have a new culture that creates social inequality. Because what is happening now is that since they were still in elementary school, students have been encouraged to excel in order to be ranked in class so that from an early age they start competing for places at every level of the educational process because it promises a social position in the future. This happens and even becomes entrenched due to an imbalance in a school education institution. In addition, the names of schools and institutions are also used as tools to be traded [5]. This kind of condition creates injustice in society, because children from lower middle class families cannot compete due to economic limitations, even though these children have greater potential [6]. Based on observations of researchers in the field, it was found that social inequality that often occurs in public elementary schools, kuala district, bireuen district is influenced by differences in competence between teachers in teaching, differences in teacher social status, limited school facilities and infrastructure, and acts of bullying.

Education is a process of universal activity in human life because wherever and whenever in the world there is an educational process. Education is also a communication process which contains a transformation of knowledge, values, and skills both taking place inside and outside of school. Education in general aims to help humans discover their human nature, meaning that education must be able to realize a complete human being [7]. Education also functions to carry out the hostage process of the whole human being. Education is one of the main means that needs to be managed systematically and consistently based on various theoretical and

practical views that develop in life [8]. So it can be concluded that education is a process of teaching and learning in a scope in which there are teachers and students.

Law no. 20 of 2003 concerning the national education system article 3 which states that national education functions to develop dignified national character and civilization in order to educate the nation's life, aims to develop the potential of students to become human beings who believe and fear allah, are healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible country. Social inequality through schools is a real picture of the condition of people in underdeveloped areas and far from urban centers. At this time the government is doing a lot of efforts to equalize education, but it seems that these efforts have not yet been realized seeing that until now there are still many gaps in the world of education in indonesia, both in terms of quality and facilities. Social inequality itself is interpreted as a situation that is not in accordance with expectations, there are differences that are so striking and can be seen very clearly [9]. Through school everyone hopes to improve their lives both economically, culturally, and position in the social hierarchy. Education is closely related to the transmission of knowledge, attitudes, beliefs and skills and other aspects of behavior. School is a place to gain insight and knowledge for students to achieve a brighter future. Basically the existence of a school cannot be separated from the influence of the social forces of its audience, namely students, parents and teachers [9].

Currently schools have a new culture that creates social inequality. Things that happen like this are that since they were still in elementary school, students have been encouraged to excel in order to be ranked among the best in class. So that from an early age they start competing to fight over the place at every level of the educational process that they are currently undergoing because it promises a social position in the future. This happens and even becomes entrenched due to an imbalance in a school education institution. In addition, the names of schools and institutions are also used as tools to be traded. This kind of condition creates injustice in society, so that children who come from lower middle class families cannot compete directly due to economic

limitations, even though these children have potential or more supportive achievements [10].

Argue that the reality that has occurred so far in Indonesia is related to education, there are still many social inequalities that occur in society to obtain education due to economic and cultural factors [9], [10]. For remote areas or locations that are difficult to access, the education process does not take place optimally. Attention from the government regarding education is not necessarily fulfilled like areas that are easily accessible by the government. This is an irony of life that is happening in Indonesia, on the one hand education is a right regulated by the 1945 constitution of the Republic of Indonesia, but in reality education itself cannot be enjoyed by society as a whole or maximally. So it can be concluded that social inequalities that occur in an education are still ongoing in the social life of society [11]. Other forms of social inequality such as the problem of the quality of student resources at school. If a school can manage student resources, there will be no gaps between students. It can be from gaps due to weak student knowledge that will have an impact on the learning process at school, social relations between students and will result in inferiority in the social environment of the school and the social environment outside of school. Therefore, teachers and school principals and staff must be more serious about seeing and providing policies on the issue of social inequality among students in the school environment where they work. This study aims to explore the reproduction of social inequality in the realm of elementary school education

## 2. METHOD

This type of research is qualitative research. This research was conducted at the Kuala District public elementary school which consisted of 1 Kuala State Elementary School, 2 Kuala State Elementary School, 3 Kuala State elementary school, 4 Kuala Elementary School, 6 Kuala Elementary School. Research informants namely: principals, teachers, education staff, and students. Data collection techniques include observation, interviews and documentation. Data analysis techniques include; 1) data reduction, 2) data display, and 3) drawing conclusions.

## 3. RESULTS AND DISCUSSION

Social inequality is a state of social imbalance that exists in society so that it makes a difference. Social inequality is a difference that occurs in real social life and becomes a problem for some humans [2]. The ever-changing

education system, ever-changing curricula and policies to create an educational status in Indonesia that is not getting higher, this triggers social inequality. Social inequality occurs in the implementation of the curriculum at school. The curriculum has a contribution to build the reproduction of social inequality in society. Social inequality is influenced by demographic, economic and educational factors. Demographic factors can be seen in the population of the young pyramid. Economic factors are reflected in the economy where the rich get richer, the poor get poorer, while the educational factor itself includes subjects and objects in education.

Education is related to the development and changes in students' conditions through the transmission of knowledge, attitudes, beliefs, and skills. Basically the existence of a school cannot be separated from teachers, students and parents. A student arrives at school using his own personality and brings the culture of his respective environment using an exclusive style that depends on his social status. That way, they will be friends with people from the social class they come from. Therefore, schools cannot be separated from the culture and social environment and can cause social inequality. Factors that cause social inequality in the field of education. Namely the low quality of school facilities; low quality of teachers, infrastructure factors; the number and quality of books, the high cost of education, standardization of education, namely national standard schools and international standard schools [2].

Factors causing social inequality in public elementary schools in Kuala District are caused by; there are differences in the quality or competence of a teacher, namely differences in teacher competence, 2) lack of concern among peers, namely not having a sense of caring between one teacher and another teacher so that they do not want to collaborate with fellow teachers at school; 3) differences in social status, namely differences between certified teachers and non-certified teachers, and also teachers with civil servant status and honorary teachers, where their duties are the same but their income is different; 4) limited school facilities and infrastructure, 5) different treatment by leaders. The impact of social inequality in schools results in social problems in schools in the form of; violating school rules, students often go in and out of class, students often disturb their friends, students often do not attend school, skip classes during class hours, litter the class, cheat, fight, and acts of bullying.

Social gaps in schools reflect cultural differences. Bourdieu, with the concept of habitus, enriches the relations of social classes by

incorporating cultural, symbolic, moral, psychological and bodily dimensions. Habitus is the result of skills that become practical actions (not always realized) which are then translated into abilities that seem natural and develop in certain social environments [2]. The concept of habitus shows that a person's skills in responding to challenges are conditioned by their environment and are influenced by their routine actions. Those habits and skills work like a program of creative ability and strategic reach. So even though there are deterministic factors that burden student representation, habitus still takes creative and strategic abilities into account. So the possibility remains open that students and poor environments can succeed in learning.

Basically the existence of a school cannot be separated from the influence of the social forces of its audience, namely students, parents and teachers. In fact, a school cannot be separated from the culture of the social environment of the connoisseurs of the school. The reality is that schools no longer just exist within the framework of the myth that has been held by the community that it is a vehicle for seeking knowledge for all levels of society. However, schools now have a new culture that creates social inequality. The current condition of students has been encouraged to excel in order to be ranked in class so that from an early age they start competing for places at every level of the educational process because it promises a social position in the future. This happens and even becomes entrenched due to an imbalance in a school education institution. In addition, the names of schools and institutions are also used as tools for trading [13]. Conditions like this create injustice in society, because children from middle to lower families cannot compete due to economic limitations, even though these children have greater potential [12].

Education is a process of universal activity in human life because wherever and whenever in the world there is an educational process. Education is a communication process which contains a transformation of knowledge, values, and skills both inside and outside of school. Education in general aims to help humans discover their human nature, meaning that education must be able to realize a complete human being [7]. The role of the school principal in overcoming social inequalities at public elementary schools in kuala district, bireuen regency in overcoming social problems through; conducting coaching for students, conducting social visits for school residents who have been struck by disasters, increasing teacher competence, establishing cooperation with parents of students. The role of the teacher as an educator is roles related to the tasks of providing assistance and the tasks of

supervising and coaching as well as tasks related to disciplining children so that the child becomes obedient to the rules of the school and the norms of life in the family and society.

#### 4. CONCLUSION

The conclusions in this study are; a) social inequalities that occur in the realm of public elementary school education in kuala district, bireuen regency include; differences in teacher quality or competence, differences in social status, limited learning facilities and infrastructure, b) the impact of social inequality, namely violating school rules, and acts of bullying, c) the role of teachers and school principals is to provide guidance for students, conduct social visits for school members who have been hit by a disaster, improve teacher competence in collaborating with parents of students.

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