



## EDUCATION IN CONFLICT STRUCTURAL PERSPECTIVE

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**Abstract:** The study and analysis of the sociology of education initiated by Durkheim and Weber and their students' resumes. Social paradigm of education development initiated by the figures - figures from the world of education of the United States and also from European countries. In Indonesia alone, the study of sociology and sociology of education is long enough to be introduced, namely through the course on student teachers in colleges with the aim that students have the vision and mission as well as the ability to see the educational process sociologically .

In the sociology of education there are a variety of perspectives, including the perspective of macro-dimensional study (study objective approach) and micro-dimensional perspective study (study subjective approach). In studying the problem of education, sociology oriented macros will look at institutions, groups, educational and cultural structures. Theory - social theory is the study of the macro as functional structural theory, the structure of the conflict, Marxian, and dependent theory, tend to look at how education is organized, educational institutions are formed, and school culture is a socialized and developed educational system. setbacks in education sought an explanation

from behind the school and the structure of the system or the system or the structure of society. These studies look at how the educational system is developed, who benefits from the system, whether an education system that was developed to create a sense of justice

**Keywords:** Education, Perspectives, Structural Conflict

### Introduction

Structural theory of conflict emerged as the main critic of functional structural theory. Driven by dissatisfaction with functional structural, a number of thinkers try to fight back by building other traditions. Structural functional is considered to turn a blind eye to the conflict that is always inherent in every society, and more to see the community from the side of balance. (Ida Bagus Irawan, 2009: 15) .

In the eyes of the structural tradition of conflict, functional structural theory is too oriented toward the status quo (homeostatic) when in fact the community is full of tension and always has the potential to create conflicts while always being marked by changes. Moreover, functional structural icons are considered to ignore the practice of



the dominance of one group over another. Functional structural theory is accused of supporting the dominant group. Therefore in this journal the author describes the structural conflict, especially in giving perspective on education.

### Discussion

#### A. Inventor of Conflict Structural Theory

(Nikmah, 2003: 25)

He was Karl Marx, who was born in the city of Trier, Germany in 1818, who was the son of Heinrich and Henrietta, the descendants of a bourgeois and a Jewish clergyman. The whole family, including Karl Marx, was baptized in the church.

Karl Marx married Yenni, the son of Baron Van Westphalen, his own neighbor in 1843. He studied law in Bonn and Berlin. In Berlin, he was attracted to the philosophy of Hegel's idealism. After earning a doctorate in philosophy, he then chose activities in the field of journalism. It is difficult to categorize Marx's intellectual work. His famous work *Das Capitalist*, a work in the field of economics, brought him as a thinker known as a social scientist and political philosophy.

#### B. Background of the Social Context

##### Underlying Structural Theories of Conflict

The perspective that was born during a social crisis as a result of the emergence of the industrial revolution. Marx's initial thought was influenced by

the 19th century industrialization which gave birth to the opposite phenomenon between the suffering workers and the owners of the means of production which experienced a surplus of sweat and energy expended by the workers so that it can be concluded if conditions affect the flow This Marxism is the emergency of strong structural pressure on individuals. (Ida Bagus Irawan, 2009: 26)

Marx is a humanist. It hurts to see the suffering of the workers exploited by the capitalists. That sense of humanity motivated Marx to spark the desire to change the capitalistic order to be socialistic

#### C. Assumptions Underlying Conflict Theory

The theory of conflict rooted in Marx was built on the assumptions that (Abu Ahmadi, 2007: 54):

1. Change is a symptom that is inherent in every society
2. Conflict is a symptom that is always inherent in every society
3. Every element in society contributes to social disintegration and change
4. Every society is integrated over the control or domination done by a number of people over a number of other people

From this basic assumption of conflict theory then proposes a proportion that can be elaborated into a conflict strategy that can be described as follows:



1. Social life is basically an arena of conflict between and within opposing groups
2. Economic resources and political power are important matters that are contested by various groups
3. As a result of the typical appearance of the division of society into economic determinants and subordinated groups
4. The basic patterns of a society are largely determined by the social influences of groups that are economically a determinant group
5. Social groups and conflicts within and between various societies give birth to the forces that drive social change.
6. Because conflict is a basic characteristic of social life, changes in society are common and often occur

According to Karl Marx society consists of forces that drive social change as a consequence of the tensions and struggles of life. According to him the motivational forces in history are things that place humans in contact with others in a constant struggle to win their battle with nature.

Marx followed Montesquieu and also Hegel, who led him to care about the view that society is a comprehensive whole. The social facts paradigm, a perspective that pays attention to the views of society is not

an aggregate of individuals but as a whole, and it is a reality that can be observed and measured. Therefore, many conflict theories use quantitative methods. By using units of analysis between class conflicts, Marx's perspective operates more in the objective realm.

#### D. Industrial Society and Educational

According to Marx, society develops according to the level of technological mastery and society is in the era of globalization. Cultural characteristics include (Ary Gunawan, 2000: 33):

1. Institutions where work activities are carried out by being organized are growing increasingly complex
2. The number of workers' organizational units is reduced, production is concentrated
3. In economic life, labor is mainly spread in three sectors, primary production, (mining, plantation, fishery) secondary production sector and professional services sector.
4. State government institutions tend to develop areas of legitimacy and responsibility, especially in the economic sphere
5. In the division of labor intensified both in the field of service



production and the profession with the leading characteristics of specialization.

6. New techniques in all areas of society especially followed by the emergence of new labor models in a new role in the community.
7. Changes in technology are mainly based on the application of scientific knowledge into the areas of production and encourage changes in the social and economic fields.
8. The rate of change is rapid and creates certain problems in preparing for the recruitment of new roles and status in the economic area

The characteristics above can be elaborated in more detail. For example a continuous increase in the number of companies has implications for the shrinking number of those working at home. The lesson to be learned from the developments as illustrated above is that the industrial economy community demands continuously a high proportion of workers with high qualifications and capabilities. One important thing from the meaning of the development of industrial society for education is no longer valid in the view that there is only a small number

of types of abilities that exist in society. Indeed, education has been faced with the need for quality workforce.

Community needs for education in the economy of industrial society are rooted in two realities, namely economic needs and the desires of the younger generation as well as the desires of their parents. With such a background, it is understandable why there has been an explosion of education lately, because education has turned into a determining factor in people's lives.

Education on the other hand is needed because of the reason for the needs of some people to get status with the privilege that accompanies it in life. This happens because of several reasons, partly because education inevitably increases the quality of output that can be given by educators. The values and norms of society that develops then place those who are aware of high literacy in a better position, which then pushes them to get a high education. The need for technical aspects in industrial society is easy enough to explain the community's need for education, the faster the technological changes needed to sustain people's lives, the



higher the community's need for education

#### E. Education, Social Stratification and Struggle

Marx's class theory departs from the thought that: "The history of all forms of society or the history of human civilization from then until now is the history of conflict between groups or between classes". For Marx, the basis of the stratification system depends on the relationship of human groups to the means of production. They called the class in this case is a group of people who m empunyai function and purpose of the same in the organization of production. (Ary Gunawan, 2000: 39)

In the context of capitalist society, Marx distinguishes two social classes, namely the bourgeois class and the proletarian class. The bourgeois class is the class that owns the capital and controls the means of production while the proletarian class is the working class whose life is highly dependent on the capital owners who employ them and who rule them. The bourgeois class can survive without the aid of the proletariat, but this does not apply otherwise the proletarian class cannot survive without the help of the bourgeois class . In this class of

proletarians tried to break away from dependence on bourgeois class dengana way of getting an education. Here then education is seen as an arena of struggle between classes. Therefore, in this case it is important to make people aware that education is important to realize a new society without oppression. Within the structure of education itself, curriculum reform is needed to support class struggle. In this case the teacher invites students to realize that class struggle is needed. Classroom learning is done with the critical inquiry method. ( Joseph, 2008: 34)

By viewing education as an arena for class struggle, the implications of this are as follows:

1. Implications for the way of defining education. In this case education is considered as an extension of the dominant group.
2. Establishing education priorities. In this case the education policy and process must be able to break the relationship with the culture of the dominant group.
3. Implications for educational strategies must instill an ideology of liberation.

#### F. Education and Social Reproduction

Education is closely associated with social reproduction, ie how



society organized, prepared and grown. In Marxist pandas, education is considered a product of the bourgeois class in which the bourgeois class is able to control all the processes that exist in the education system. Thus, the bourgeois class will still be able to control the proletarian class. In other words, society in its social reproduction remains controlled by the bourgeoisie. On the other hand, Weberian thought that in a process leading to an increase in status, a technique or method called credentialism was needed. In relation to education as an arena of conflict, class struggle through the education system will be in vain as long as it does not change the political system and the economic system. This is because the class struggle arises from social inequality as a result of economic inequality.

In conflict theory, there will always be conflict, due to differences in access to life owned by each individual. This is justified by the existence of statistical data in 1992 which shows that individuals who have high incomes will be easier to access education. This shows that there is a correlation or correlation between one's economic ability with access to education.

Conflict will always occur along with individual differences in meeting their needs. Meeting the needs of life is always dominated by the bourgeois class who easily get access to meeting those needs. In the world of education, conflict theorists assume that the state is the master of education, where the state governs all aspects of education. No exception also creates regulations to legitimize the rights of the bourgeois class. This has become one of the causes of the world of education which actually creates injustice in society.

## G. Conflict Theorists

### 1. Paulo Freire

The political direction of Freire's education pivots on the choice of the oppressed. These oppressed can vary, oppressed authoritarian regimes, oppressed by social structures that are unjust and discriminatory, oppressed because of the color of the skin, gender, race, and so on. (Dewi Wulansari, 2007: 54)

There are at least two characteristics of oppressed people. First, they experience alienation from themselves and their environment. They cannot be autonomous subjects, but are only



able to imitate others. Second, they experience self-depreciation, feel stupid, don't know anything. In fact, when they have interacted with the world and other humans, in fact they are no longer empty vessels or empty vessels, but have become beings who know.

Freire's educational philosophy is based on belief, human nature has the capacity to change its destiny. Thus, the main task of education is actually taking students to be subjects. To achieve this goal, the process undertaken must assume two dual movements: raising students' critical awareness while trying to transform the social structure that makes oppression take place. Therefore, human consciousness is a dialectical process between self and the environment. It has the potential to develop and influence the environment, but it can also be influenced and shaped by the social structure in which it develops. For this reason the emancipation and transcendence of the level of consciousness must involve these two double movements at once. Ideality can be achieved if the learning process presupposes a

relationship between teacher / lecturer and students who are subjects, not subject-objects. However, this concept does not mean only making the teacher as a facilitator because he must be involved (together with students) in criticizing and producing knowledge.

Teachers, in Freire's view, not only become instructors who give instructions to students, but they must play themselves as cultural workers. They must be aware that education has two forces at the same time: as a cultural action for liberation or as a cultural action for domination and hegemony; as a medium to produce new social systems or as a medium to reproduce the status quo.

If education is understood as a cultural action for liberation, education cannot be limited to its function as a learning area in schools. It must expand its role in creating a more democratic public life.

Paulo Freire called the education process all this time a "bank system". In this system the teacher becomes the subject who has the knowledge that is filled in



students. The student is the "cup" and the object on which the teacher's "knowledge" is deposited. In a learning process like this, clearly there is no "two-way" communication between teacher and student. Educational practice like that is the perpetuation of the model will be the structure of oppression, the oppressed (students) and the oppressive (teacher).

Therefore, Paulo Freire offers the concept of "Problem Posing Education" which will enable the emergence of presentations, which are processes that involve teachers and students as subjects in education, they are united by the same subject. No more thinking and thinking, but thinking together. True knowledge for Paulo Freire is a necessity for rediscovery through continuous investigation of the world, with the world, and with others. In this process, the teacher and student must simultaneously become both teacher and student. Thus, dialogue becomes a necessity in the education process.

In this "Problem posing education", teachers learn from students and students learn from

teachers. Teachers become partners and partners who are involved and are able to stimulate the critical thinking power of their students. Thus, the two parties together develop their ability to critically understand themselves and the world where and with where they are. They will see that the world is not a static reality, but a process that "becomes" (becoming), an unfinished creature, which is in and with an unfinished reality. "Problem posing education" always opens the secrets of reality that challenge humans and then demands an answer to these challenges. Therefore, knowledge is involvement.

## 2. Bowles & Gintis

Samuel Bowles and Herbert Gintis (1976) are the way political economists in the United States analyze school goals in American society. They both wrote a book called *Schooling in capitalist America*. The theory of Bowles and Gintis says that education is a means to perpetuate domination, applicable both to liberal Western societies and to





socialist Eastern bloc societies . Nevertheless, the Gintis analysis further addressed the educational system in force in the United States. The principle of education as a means to perpetuate domination is also called "direct reproduction" or direct reproduction, which in a special sense means the effort to continue and perpetuate a capitalistic social system.

The education system that takes place in a school is no different from what happens in employment in a capitalist society, that is, there are efforts to emphasize discipline, perseverance, accuracy, dependence on superiors, etc. not to independence and creativity.

### 3. Louis Althusser

Althusser's analysis is in line with Bowles and Gintis analysis, namely that education aims to maintain and strengthen the relations of capitalist production in the form of exploitation relations. The difference is that Althusser views education as state equipment in capitalist society.

In traditional conflict theory there is what is called an economic system as a basic structure (infrastructure) and other living systems such as politics, law, education, culture, government of the State as a superstructure (superstructure). (Ida Bagus Irawan, 2007: 42)

This ideological false awareness is perpetuated through educational institutions, bureaucracy, security forces, mass media propaganda that continuously shape citizens' awareness to be equal to the awareness of the ruler of the interpreter of meaning. This is why consciousness seems to be democratic even though it is pseudo and fake. It can last forever because the alternative center of mind in constructing its own meaning is silenced.

### 4. Pierre Bourdieu

Bourdieu developed the concept of cultural considerations (cultural arbitraries) each society has its own cultural considerations that cannot be explained with logical ability. For example,



why does one community denounce polygamy while another accepts it, why does this society accept lineage following the mother's line while one follows the father's line.

He rejects the theory that the attainment of higher education from the middle and upper classes is a result of superiority or genetic differences, and puts forward the argument that in fact this happens is determined socially by cultural traits that benefit children of such groups that are obtained at home and when they start school.

Cultural considerations were passed on through socialization. In heterogeneous societies, there are many patterns of cultural considerations belonging to the dominant social class.

Bourdieu recommends that education reform focus on providing cultural capital to the working class or lower economic community.

#### 5. Ivan Illich

Ivan Illich has a more extreme picture in his

Deschooling Society (1982) or "Free and School". Illich said that school is a place where children are pressured and forced to learn things they don't want or like, even though good learning is what happens in a free environment that allows students to choose their own learning. Next Illich suggested that the school system be dissolved because it was ineffective.

#### H. Conflict Theory and Its Implications for Education

Understanding Marx's view that social start-up must look at class theory, namely, "The history of human civilization from then until now is the history of dissension and conflict between classes." Marx always saw that human relations occur from the relationship of each position to the means of production. Marx believes that the position in the structure is very encouraging in an effort to improve their lot by showing the existence of the bourgeois class and the working class . ( Bunyamin Maftuh, 2008: 43)

From these explanations, according to the Marxian educational sociologist, the class conflict is the object of study (education). From



them there are points raised, first that education is focused on the changes that are built and grow without the pressure of the dominant class or the ruler, namely by changes in awareness of the dominant class . Secondly education is directed as an arena for class struggle, teaching liberation, class awareness, and resistance to the bourgeoisie. Among the points of study object are:

1. Conflict and exploitation
2. Power and strength to maintain social status
3. Continuous struggle between dominant and subordinate groups
4. Education as an extension of the strength of the dominant group
5. Education created a hierarchical social order
6. Breaking the link between school organization / structure and economic power
7. Awareness and resistance development is taught in schools
8. Change the structure of the school / work / community
9. Free the curriculum of dominant ideology
10. Develop education as liberation

In this conflict theory it is clear that the dominance of the bourgeoisie is in control and policy, they easily

obtain social status in society. For example in the 90s there was a study that concluded that during the 90s the backwardness of education was determined by the economic status of parents.

So there is at least the fact that conflict theory applies in Indonesia. The lower classes will not be the same as getting an education compared to the middle and upper classes , for example, First the learning that the middle class has ever had will never be understood by the lower classes , because there is a difference in the experience they get. Secondly, in reality kelas below could be as easy as getting an education than class medium easily without instead of other responsibilities in mempeolehnya. Third, the reality of the State that all knowledge is determined by the authorities, therefore the proletarian class which in fact is the object of a policy of scientific gain is not in accordance with the facts, and at the same time is not part of the student's desires and expertise.

### **Analysis**

Conflict theory is very useful in explaining situations involving conflict, but there is very little linking in curriculum issues with capitalism



and very little empirical data that can be used as a basis for the theoretical claims submitted. This theory cannot explain a number of realities that occur in several segments of society which turned out to be able to build a social system that is in harmony and experiences such a strong unity. According to critics of this theory that conflict theory only invites people to be pessimistic. His view is deterministic as if there is no room for individuals to break down structural constraints.

At school, the existence of the status quo of students is highly applied. The grouping of students from the proletarian class and also students from the bourgeois class is very real. In addition, teachers can also create inequality where it is not uncommon for teachers to teach that the experience of the world of education at home. For example, with the advice of tutoring, giving enough home study assignments, reducing the time to study at school with meetings, meetings, and so on. This is not in accordance with the fact that not all parents are classified as middle class or bourgeois class. There are also parents of students who belong to the proletarian class or even very poor. This causes the lack of students to

study at home or follow special tutoring because they are always busy helping parents to meet their living needs. Besides teachers, the intervention of students belonging to the bourgeois class or also student bodies or units in schools can also cause imbalances in the world of education. For example, in the presence of a study tour or study visits schools intansi or more advanced students considered burdensome sting of proletariat difficulty in economic This is what then conflict theory assumes that the world of education is not free from conflicts between classes, which will always create social inequality. The world of education which is considered capable as a solution to class struggle, is precisely considered in vain, because there is a very strong education system that is dominated by the roles of the bourgeois class .

From the condition of our country today the development of the world capitalist economic system greatly affects Indonesia's education today, where education today does not speak to humanize or educate the nation's life (alenia 4th opening of the 1945 Constitution), but education today is made into a commodity where speaking profit and loss. So it's no



wonder many students are prone to dropping out of school, with the cost of education today more expensive. With the high cost of education indirectly the government is letting go of its hands and responsibilities in the education sector. and the government indirectly mapped the bourgeoisie class and the proletariat class where only children from the bourgeoisie class or financiers can access education today, while the children of farmers, fishermen, farm laborers, urban poor etc. cannot access education with easy, because there is no guarantee of education from the government regarding salaries that benefit the proletariat

The theory of conflict in the world of education is very clear in explaining the social conflicts that exist in education. However, conflict theory cannot explain the existence of a solution or opportunity from the existence of the conflict. Conflict theory is too focused on the conflict and also emphasizes the existing class system that must be accepted by individuals, without explaining the solutions offered to overcome inequality that occurs. This is because the pessimistic attitude instilled by conflict theory to individuals or students that the individual is

confronted with reality is structurally related to the role and social status in society.

### **Conclusion**

Structural theory of conflict emerged as the main critic of functional structural theory. Driven dissatisfaction with structural-functional, a number of thinkers tried to bring "opposition" by way of establishing another tradition. Structural functional is considered to turn a blind eye to the conflict that is always inherent in every society, and more to see the community from the balance side.

The originator of this theory was Karl Marx, who was born in the city of Trier, Germany in 1818, was the son of Heinrich and Henrietta, the descendants of a bourgeois and a Jewish cleric. The whole family, including Karl Marx, was baptized in the church.

Among the adherents of this theory are Bowles & Gintis, Paulo Freire, Louis Althusser, Pierre Bourdieu and Ivan Illich. The theory of conflict in the world of education is very clear in explaining the social conflicts that exist in education. However, conflict theory cannot explain the existence of a solution or opportunity from the existence of the conflict. Conflict



theory is too focused on the conflict and also emphasizes the existing class system that must be accepted by individuals, without explaining the solutions offered to overcome inequality that occurs. This is because the pessimistic attitude instilled by conflict theory to individuals or students that the individual is confronted with reality is structurally related to the role and social status in society.

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