

Social Reproduction in Schools of Excellence from the Perspective of Pierre Bourdieu

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Abstract

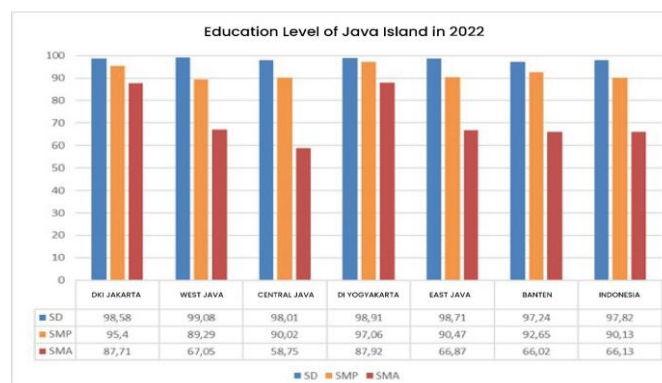
This research aims to prove the reproduction of social inequality that occurs in superior schools. The problem of educational inequality in schools is a complex problem that is influenced by various factors. In previous studies, there were differences in capital background in families, unequal distribution of educational resources, privatization of private schools and gender differences are some of the factors that influence educational disparities. This research uses a qualitative approach. Data collection techniques and methods use snowball, this method involves the use of initial informants to recommend and connect researchers with other potential informants according to research objectives. The object of the research was a final year student (grade 9) who attended a school labeled superior level in Magelang City, Central Java. The findings of this research indicate that students who experience educational inequality are caused by differences in capital owned in the same educational environment.

Keywords: *Education Gap, Pierre Bourdieu, School of Excellence*

Introduction

In 2022, the Organization for Economic Cooperation and Development (OECD) noted that Indonesia remained ranked 68 out of 81 in the country. Programme for International Student Assessment (PISA). Although there has been an increase in the ranking of education in Indonesia, there are still indicators of declining values. The decrease in indicator factors was due to the impact of the COVID-19 pandemic and learning loss (Nadiem, 2022).

Central Java is one of the provinces with the lowest education graduation rate on the island of Java. Even the data released by BPS compared to the national average, the average education graduation rate in Central Java province is still lower. In addition, there are interesting findings from BPS data as well, almost 40% of the number of students in Central Java who have completed their education in junior high school and continued to the high school education level. From the data findings of BPS, it is interesting to find out the gap in education in Central Java Province.



Data: BPS (processed by researchers)

The education gap in Indonesia is caused by several multicomplex factors. In previous studies these factors included differences in family income levels, (Abdullah et al., 2015) differences in the quality of education between rural-urban areas, differences in infrastructure and capital ownership, and gender differences (Setyadharna et al., 2021) (Sarah, 2022) (Mulyahati & Rasiban, 2021).

To explain more about these factors, this section will present literature relevant to the purpose of the study. The education gap is caused by several factors, first is geographical factors. The comparison of the number of cities with the number of villages in Indonesia still shows a considerable difference, with the number of villages far more than the number of cities. This causes the center of trade, government to good education is only centralized in urban areas. This climate creates an uneven distribution in the education sector and directly results in inequality. And BPS data (2022) shows that there are a total of: 8,562 villages/kelurahan spread across 576 districts in 35 regencies/cities in Central Java. (Setyadharna et al., 2021) (Vito & Krisnani, 2015) (Wahyuni et al., 2023).

The next factor that causes gaps in the world of education is the difference and contestation of capital in students in the scope of education. Pierre Bourdieu, in his theoretical framework describes social capital or cultural capital, as a sociological framework for studying the different forms of capital contributing to social mobility, inequality, and power dynamics in society. (Bourdieu, 2020) (Bourdieu & Wacquant, 2013) (Mills, 2021) (Nash, 1990) (Rogošić & Baranović, 2016).

The in-depth understanding of the concept of capital proposed by Pierre Bourdieu will be described in detail to be used as a theoretical analysis tool in this study. The first capital is cultural capital, encompassing cultural knowledge, skills, and resources inherited or acquired by individuals through the process of socialization. Students from "previllage" privileged backgrounds often have cultural capital that aligns with dominant cultural norms and values, giving them an advantage in an educational environment. (Huang, 2019;(Nash, 1990). In addition, cultural capital can be seen in the process of social interaction within the school. Students who are in a particular sociocultural environment tend to be together often compared to those who are not in the same environment.

Furthermore, the second is social capital. According to Bourdieu helps explain how social interactions, relationships and social norms affect social stratification and individual opportunities in society social capital is a form of capital that is not entirely related to material wealth (can be added or seen with the naked eye), but rather to the network of social relations, norms, values, and beliefs held by individuals or groups. Social capital in education includes: access to education, academic achievement, educational orientation and parental involvement. (Bourdieu & Wacquant, 2013) (Nash, 1990).

And last, third is economic capital. Bourdieu considered his theory of social capital to be a form of capital that transcends not just economic capital (Decent, 2013). Although Bourdieu emphasized the importance of social and cultural capital in shaping social structures, he also recognized that economic capital can influence the accumulation of social and cultural capital. (Bourdieu, 2020) (Edgerton & Roberts, 2014) (Rogošić & Baranović, 2016).

SMP Negeri 1 Magelang has a number of historical stories related to the struggle during the colonial period (school official page). The building was first erected on March 11, 1912 and was originally used as MULO Government or Meer Uitgebreid Lager Onderwijs owned by the government. During the Dutch East Indies era in Magelang City, there were only four secondary schools, including MULO (Meer Uitgebreid Lager Onderwijs), Christian Foundation School, Perguruan Taman Siswa High School, and MOSVIA High School (Midlebare Opleiding School Vor Inlandiche Ambtenaren).

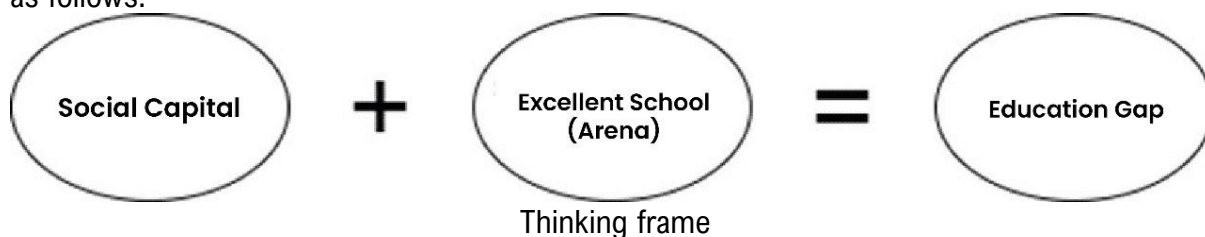


Source: Personal Documentation

As one of the oldest schools in Magelang City, SMP Negeri 1 has an important role in producing competent and qualified next generations. Besides, the school has several times become the main destination of the Magelang community either in the city or district. In 2019, this school received the title of the best graduating school with an average subject score above 92.

Previous research has identified a number of factors that prove the existence of educational disparities. However, more in-depth research is still needed related to excellent schools. This research will explore and answer the issue of educational gaps that occur in excellent school environments.

With reference to the above, the frame of mind, and research questions are formulated as follows:



Method

This research will use a qualitative approach. This approach was chosen because the data collection process is more open, flexible, and context-oriented, with a focus on understanding the context, experiences, and individual points of view of students (Creswell & Creswell, 2017) (Neuman, n.d.). And this research uses the phenomenological method. The phenomenological research method was chosen because the main focus is on the subjective experiences of the informants, who in this study were students at SMP 1 Magelang City. This approach allows researchers to better understand the perspectives and direct experiences experienced by students in the context of their school environment. So by using this method, researchers can dig deeper into how students feel and interpret situations, events and interactions that occur at school. Apart from that, the phenomenological method also pays attention to the history or development of the phenomenon being studied, which allows researchers to understand the context and evolution of students' experiences while at school.

The number of informants in this research was 8 people taken in each class totaling 4 classes. The proportion of student informants in this study was balanced, consisting of 4 males and 4 females, all of whom were in grade 9 (Moleong, 2012). The process of selecting informants in this research follows several selection criteria and considerations that underlie the number. First, this research selected 8 informants to ensure adequate representation of the various perspectives and experiences of students at Leading Schools from Pierre Bourdieu's perspective. So with that many informants, it is hoped that it can provide diversity in the data obtained. Informant selection criteria include:

1. Gender Representation
 4 males and 4 females were selected to ensure a balanced perspective from both genders in describing social reproduction in superior schools.
2. Grade and Level
 All informants were selected from 9th grade to ensure consistency in their school experiences. Selecting specific classes can also help focus analysis on important periods in students' school experiences.
3. Suitability to Research Objectives
 Informants were selected based on their ability to provide relevant and in-depth insight into the phenomenon of social reproduction in superior schools. Thus, informants were selected based on the researcher's observations of social interactions, participation in school activities, and possible influences on social dynamics in the school environment.

Results

The informants in this study were students from SMP Negeri 1 Kota Magelang. Detailed information about informants can be found in the table below:

	Age	Gender	Class	Origin of Tinggal House	Amount of Allowance (per day)
They report to Inform B	15 Years	Man	9A	Middle Magelang	Rp 15.000-20.000
They report C	15 Years	Woman	9A	Middle Magelang	Rp 15.000-20.000
Inform D	15 Years	Man	9B	South Magelang	Rp 15.000-20.000
They report e	14 Years	Woman	9B	North Magelang	Rp 5.000-10.000
F Reports	15 Years	Man	9C	North Magelang	Rp 5.000-10.000
Inform G	14 Years	Woman	9C	South Magelang	Rp 15.000-20.000
H Reported	15 Years	Man	9D	Middle Magelang	Rp 15.000-20.000
	15 Years	Woman	9D	North Magelang	Rp 5.000-10.000

Based on the identification table above, it is classified based on geographical aspects and economic capital. In general, economic capital refers to material aspects that are physically visible or have economic value. The next data findings contain the results of interviews from several informants who can be identified as the findings of this study. (Bourdieu & Wacquant, 2013)

Geographically, North Magelang is the poorest area in Magelang city compared to 2 sub-districts in other Magelang cities Central and South (Magelang City Government Data in 2022).

My father was a mas farmer, and a housewife. I was an outstanding student in elementary school, so my father put me in SMP 1 so that I could get good facilities, yes facilities that were not accepted at home. - Information D

A day I was only given pocket money of approximately 7000 mas, the next day if there was still left, I was not given anymore. Even though that kind of money only runs out for transportation and snacks once in the rest hour. - Informan E

When I went to school, I went alone using angkot mas not delivered by my parents. Because dad only has 1 motorcycle, and it's for work and taking my sister to school. If you say it's far away, it's quite 30 minutes from school, but taking an angkot also saves money round trip only runs out of 6 thousand. My pocket money of only 8,000-10,000 is still left over and enough for other purposes. – Informant H

Important information found from the three informants included geographical location, family background, school motivation, and social capital owned. All three informants can be categorized as part of the lower classes of society who seek to improve their social status or achieve upward social mobility through education.

The next data came from interviews with students from Central Magelang and South Magelang, in contrast to students from North Magelang.

My father's job was a civil servant in Magelang city government. I was accepted into this junior high school because it has become a family downturn. My father used to be an alumnus here, as well as my mother who is currently a housewife. – Informant A

My pocket money a day is 20,000 mas, my father's job is a food entrepreneur near Magelang city square. If you answer your question, if my pocket money runs out or there is still some leftover, it will definitely be given again. In addition, after school, I also still have private lessons at home mas – Informant C

My house is far away in South Magelang near Akmil, there is still a complex called Pancaarga mas. So if I go to school it takes me about 30 minutes, and it happens to be my father using a car. – Informant F

The background of the parents, the amount of pocket money (economic capital), and the geographical location where the three informants lived showed that they came from upper-middle class society. Findings from interviews suggest that education is considered a tool to maintain and perpetuate a certain social status. This reflects that getting the best education in Magelang City is considered a heritage that is passed down from generation to generation.

Discussion

Based on the research results, it is found that the education gap in SMP Negeri 1 Kota Magelang is reflected through limited economic capital and access to education facilities, transportation and infrastructure, as well as motivation and perception towards education.

There is a clear educational gap between students from different regions in Magelang city. Students from North Magelang, known as the poorest area, tend to face limited economic capital and access to education facilities. This poses its own challenges in obtaining quality education, given the limited resources available in the region. This result is supported by the research of Randa & Sentosa (2021) which states that there is a causal relationship between education inequality and income inequality in Indonesia, so it can be said that during the study period high or low education inequality in Indonesia can affect income inequality in Indonesia. Conversely, high or low income inequality in Indonesia may affect education inequality in Indonesia. This is because a person's education will affect the income they earn. The higher the education, the greater the income received and vice versa, the lower a person's education, the lower the income received. In addition, income also affects the education achieved. Because when a person's income is low, the opportunity to achieve higher education is smaller than the

population with a high income. The ability of the community to obtain income makes education in each village experience gaps (Anwar et al., 2019).

Indonesian society still has a high poverty rate and a low school enrollment rate. On the other hand, the right of access to education in Indonesia has been legally regulated regarding the right of access to education. Contextually, the legal basis for the right of access to education in Indonesia is in line with the values of humanity and equality. However, in practice, there are still problems in the field (Anwar, 2022).

The role of the economy in schools is also one part of the source of education that makes children able to develop cognition, affection, psychomotor to become a reliable workforce and able to create their own jobs, have a work ethic and can live frugally. Apart from supporting the economic education process, education also functions as a subject matter in economic issues in human life (Widiansyah, 2017).

In addition, the availability of education facilities and teaching staff is one of the factors determining the quality of education. Equitable development and especially access to education has not been realized in order to provide facilities/ infrastructure, the quality of teaching staff, community motivation and teachers of the importance of education. Access to education is only realized in some accessible educational institutions such as urban areas (Sinta & Wahyuni, 2017). Through equity and improving the quality of educational facilities and teaching staff, it is expected that it will have a positive and significant impact on improving the quality of education and human resources in Indonesia (Purwanti, 2022).

The education gap is also reflected in access to transportation and other supporting infrastructure. Students from North Magelang often experience problems in reaching school, while students from Central and South Magelang tend to have better transportation access.

Transportation is defined as the transfer of goods and people from the place of origin to the destination. So that with these activities, there are three things, namely the cargo being transported, the availability of vehicles as a means of transportation, and the existence of roads that can be traveled. The process of moving from the movement of the place of origin, where the transportation activity begins and to the destination where the activity ends (Silondae, 2016). For this reason, with the transfer of goods and people, transportation is one of the sectors that can support educational activities.

Infrastructure is no less important than education and health, infrastructure is a means (physical) support so that the economic development of a country can be realized. Infrastructure also shows how much equitable development occurs (Safira et al., 2019).

Infrastructure is one of the factors that influence the success of education delivery. Infrastructure aspects related to the achievement of education are not only the number and physical condition of schools, but also the accessibility to school locations that provide convenience for students. This is contrary to areas that are in remote areas, so that access to schools is difficult to reach and tends to hinder the smooth learning process of students (Hidayat, 2017). Educational infrastructure is expected to create adequate buildings and facilities in accordance with the demands of the market and the world of education (Ritonga, 2017).

The education gap is also reflected in the motivation and perception of education. Students from North Magelang tend to view education to improve their social status and achieve upward social mobility. On the other hand, students from Central and South Magelang often view education as a legacy that must be preserved and maintained. This result is also supported by Pusparini et al.'s research (2022) which states that students' intrinsic motivation and their perceptions of physics subjects determine their learning outcomes. The better the learning motivation, the higher the learning results achieved, on the contrary, the lower the use of learning motivation, the lower the learning results achieved (Rosdiana, 2022).

Motivation is a source of strength from both internal and external factors that drives a person to carry out activities (Fajarsari, 2020). This encouragement or energy is a mental and physical movement to act, so that motivation is a force that moves humans to act in their actions which have certain goals. Motivation consists of: a) quality motivation, namely the encouragement that arises in a person to have and improve the quality of himself and his abilities in the field he will pursue so that he can carry out his duties properly and correctly. b) Career motivation is a person's expertise or professionalism in his field of knowledge which is assessed based on work experience that will contribute to the organization (Budiarso et al., 2015).

A good teaching method will make the teaching and learning process effective so that students can be motivated to learn. However, sometimes students are less motivated and lazy to learn because of poor teaching methods (Sahidin & Jamil, 2013). The success of an education is not always determined by physical factors such as school facilities and/or teachers. Non-physical factors such as motivation and perception have been shown to play an important role in determining educational success (Singkam et al., 2019).

In this context, the findings suggest that the education gap is not only related to access to education resources but also to perceptions and motivations. Future research could delve deeper into how these factors interact with each other and how these patterns can be improved to reduce the education gap in Magelang city.

Conclusion

This research reveals a complex education gap in Magelang City, which is reflected in various aspects such as socio-economic background, geography, and perception of education. Students from poorer areas, such as North Magelang, tend to face limitations in economic capital and access to educational facilities, which affects their ability to obtain quality education.

In addition, this gap is also evident in access to transportation and other supporting infrastructure, where students from more remote areas often face obstacles in reaching school. On the other hand, students from more developed areas such as Central and South Magelang tend to have better access to educational support facilities.

Furthermore, the education gap is also reflected in the motivation and perception towards education. Students from poorer areas often see education as a means to improve social status, while students from more developed areas are more likely to see education as a legacy to be preserved. This shows that efforts to reduce the education gap in Magelang City need to pay attention not only to access to educational resources, but also perceptions and motivations for education itself.

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