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SOCIAL INEQUALITY FACING EDUCATION AS AN IMPACT OF THE GLOBALIZATION ERA

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Abstract

This era of globalization and modernization, renewal in the field of education is carried out continuously in order to be able to face various challenges according to the times. The challenges facing 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 through facilities and infrastructure that support the educational process wherever the region or location throughout Indonesia. The role of government and society is needed to give encouragement to citizens that education has an important meaning and noble goals, especially making the Indonesian people have good quality in the eyes of the world. Social inequalities related to education must be minimized and even resolved so as not to become a prolonged conflict in the community. Efforts to deal with social inequalities in education in the era of globalization are linked to the study of science in the form of ontological, epistemological and axiological studies. The three methods are basically both discussing the nature, only departing from different things and having different goals

Keywords : Social Inequality, Education, Globalization Era

Introduction

Education is an effort made by human beings to acquire knowledge and develop their potential through learning processes and/or other methods in which society recognizes the process. Education as a measure to know and understand every behavior and activity performed by human beings relating to their daily lives. Indonesia has declared the importance of education for all Indonesian citizens, as has been enshrined in the Constitution of the Republic of Indonesia of 1945 that every citizen has the right to education and the Government endeavours and organizes a national education system that enhances faith, and dignity and morality in order to illuminate the life of the nation regulated by law. Therefore, the entire component of the nation is obliged to illuminate the life of a nation which is one of the goals of the Indonesian state. A formal educational institution or school is an institution of insight and science, as well as an advocate of a bright future. Schools are assumed to be more effective places to develop science. Formal education (school) aims to prepare pupils for entry into society, school education has the myth that everyone has the same opportunity in education as if school opened up the same opportunities for all layers. In this era of globalization and modernization, innovation in the field of education is being carried out continuously in order to be able to meet the challenges of the times. The challenges faced by the education system include the issues of decentralization, quality, relevance and efficiency of education. One of the joint efforts that is believed to be able to drive and build quality education excellence is the dissemination of education through means and means that support the educational process in any region or location throughout Indonesia. The impact of globalization on the development of education in Indonesia with the emergence of International Level Schools (SBI) with several factors namely competitiveness demands in management technology and human resources as a consequence in the era of globalisation. Governments and/or local governments shall organize at least one

educational unit at all levels of education developed in international level educational units. The philosophy of existentialism believes that education should nourish and develop the student's existence as optimally as possible through facilities implemented through a dignified educational process as well as developing the students' talents, interests and abilities. In addition to the impact of globalization on the standardization of these institutions above, the social disparity in the world of education is seen from another aspect, namely the seriousness of improving the quality of national education is quite promising with the presence of a special budget for education of 20% of APBN as well as many educational programmes to alleviate the cost of education for the economically unable people through the School Operational Assistance Fund (BOS), but on the fact that the high cost of the education must be the burden of the unable community so that children and their families can carry out the educational process to a high level. It's expensive, for a society with a good economy it's not a problem. That is what is the problem of the social disparity that exists in Indonesian society. The education programmes launched by the government do not seem to be distributed as quickly as possible, as many people expect to get maximum education. The reality of what has been happening in Indonesia is related to education, there are still many social gaps in society to obtain education because of economic and cultural factors. For remote areas or hard-to-access locations, the educational process is not running optimally. The government's attention to education is not immediately met, as are the areas easily accessible by the government. This becomes the irony of life that is happening in Indonesia, on the one hand education is a right recognized by the Constitution of the Republic of Indonesia in 1945, but in reality education itself is still not able to be by the society fully or maximum.

Research Methodology

This study uses a method of sociological jurisprudence to evaluate the interrelationship of empirical aspects. The research methods carried out in this program began with the collection of initial data of descriptive methods. Preliminary information obtained later will be searched for the root of the problem and then presented in theoretical form by obtaining material support from related library information of a relevant nature. This research program will conduct direct research on the institute or object of its research. Data sources are the sources from which research data can be obtained. Data sources used in this research include:

1. Primary data, is the basic data necessary in the research that comes from respondents and informants and is the primary source of data that the researcher obtains from respondent and informant.
2. Secondary data is the data that supports primary data and is a supplement to primary Data. This secondary data are data from the research library, which consists of 3 (three) legal materials namely: (a) Primary legal materials are legal materials whose nature is binding in the form of regulations of applicable legislation and are related to the issues discussed, among other things, the Basic Law of the Republic of Indonesia of 1945 and the Law No. 20 of 2003 on the National Education System (b) Secondary legal material is legal material whose character explains the primary law material, where secondary law materials are literature, the results of research (journals, scientific works) (c) Tertiary legislative material is the legal material as a supplement to the two previous legal materials, which are the legal dictionary and dictionary of the Indonesian language.

Result & Discussion

Factors Causing Social Discrepancies Against Education

The education enshrined by the Basic Law of the Republic of Indonesia of 1945 becomes the fundamental right of all Indonesian citizens to access education equally and to the maximum, as a constitutional right then the State in this case the government that is responsible must be fulfilled the right to receive such education well. The problems that have always arisen include the lack of attention of the government in providing the means and resources of education distributed to the remote, outermost and remote regions that are still within the territory of the United States of the Republic of Indonesia. A government program that has provided education funding of 20% of APBN and with various programmes that facilitate citizens' access to adequate educational facilities is not as expected. It takes government seriousness as a stakeholder and policymaker to be able to improve the quality of education as a measure to create adequate, intelligent and capable human resources to compete with foreign nations to face the challenges of life in the future. Education is the most frequent thing to observe and highlight, because through the education carried out will have an impact on generations in advancing their people. Through education can create a young generation that has the ability and skills in science that support development in all fields. There are advances in science and technology that are accompanied by increasing globalization and have their own impact on the world of education because education itself is a part of a culture that cannot be freed from the influence of globalisation. Geographically, the Indonesian people are composed of several islands, so that each of

the islands is separated by the waters and forests that exist. As a consequence on the island state, the government is able to provide economic development to the citizens of its country, as well as in the field of education. However, so far it has not been realised such development, especially with regard to education such as facilities and facilities, teachers, citizens' interest / motivation for the importance of education. If compared to areas where accessibility is expected, then development is well-developed. That's what becomes the social gap of society to be accepted, the different quality of education becomes ironic as a serious problem to solve. Therefore, it is necessary to raise the factors that are causing social disparities in the field of education. Some of these factors are explained as follows:

1. Low quality of school facilities; materials as one of the promoters of the need for sustainable education become important parts, such as school buildings, learning media, library facilities, laboratories, and others. The learning capacity has been degraded or low, especially for those living in remote areas. If compared to the physical qualities that are in the big cities, they have adequate facilities, starting with building construction, complete learning media, and so on The low quality of teachers; the quality of education can be determined by the human resources (teacher/teacher / lecturer) who have competence in conducting education to pupils, teachers (teachers) becoming the hope for pupils to be able to transfer science well. Teachers who have experience and ability will be able to create a young generation to be intelligent and well-qualified. This situation is worrisome when compared to remote areas, where the availability of teachers or teachers is still far from what should be needed.

2. Infrastructure factors; Infrastructure is one of the factors that influence the success of education maintenance. The infrastructure aspects related to the achievement of education are not only the number and physical condition of the school, but also the accessibility to the school location that provides facilities for the pupils.

3. Quantity and quality of books (reference); Books or references are elements that can help students and teachers to facilitate the learning process of teaching. Availability and quality books become important for the sustainability of education, as stated that every compulsory educational unit has means that include furniture, educational equipment, education media, books and other learning resources, used materials, as well as other supplies necessary to support the orderly and sustainable learning process.

4. Costly education costs; education costs become a reference in getting education with their respective quality, like expensive school costs will get a lot of very adequate facilities as a support, otherwise cheap costs only have a support facility. There is a budget given by the government that is expected to provide cost relief especially for middle-to-bottom economies. But the reality is, it hasn't been possible to maximize the budget and it has not been announced.

5. Standardization of Education: National Standard School (SBN) and International Standard Schools (RSBI).

This factor has become a highlight of the impact on the social disparities that occur in society. If the grouping of such schools has an impact on the quality and service provided, the government as the policy maker must be based on the constitutional basis that education is a citizen's right, which means that the fulfilment of the right to education must be equal without any difference between one and the other. The government's policy on RSBI creates a striking gap in the quality and service of education. Basically, the quality of good education is not just for a group of people, but for all the children of the nation. Based on the above factors concerning the social disparity in education, there is a need for the seriousness of government and the role and society to unite in improving the quality of education.Governments have an obligation to be able to provide needs that support the educational process from urban areas to remote or remote areas.The role of society is necessary to give incentive to citizens that education has an important meaning and a noble purpose in particular to make the Indonesian nation have good quality in the eyes of the world. The social gaps related to education must be minimized and even resolved so as not to become a prolonged conflict in society.

Analysis of the Pathway to the Exploration of Science (Ontology, Epistemology and Axiology) on the Social Gaps in Education as the Influence of the Globalization Era

Education is a means to acquire knowledge of something, an educational institution is a container for the inheritance and preservation of values and knowledge. The issues that arise in the world of education must be resolved immediately so as not to become a problem that is rooted in the lack of efforts and strategies in resolving them, especially in the social gap towards education. In this discussion, the author will present an effort to address the social disparity towards education in an era of globalization associated with the prestige of science in the form of ontological, epistemological and axiological expression. The three methods are basically the same as discussing the truth, just starting from different things and having different purposes anyway. Therefore, ontology is the science that deals with the existence, which is the ultimate reality in both physical/concrete and spiritual/abstract

forms, while Suriasumantri, that ontology discusses what we want to know, as far as we want, or an examination of the theory of "there". Where in the ontological expression will answer some questions, namely: (1) Whether the object of science to be investigated (2) How the truth of the object exists (3) How relations between the object and the human captivity (such as thinking, feeling, and sensing) that gives knowledge. In the ontological study that the reality of man is a subject of education (power of teacher/teacher and student participation), the reality that man as a special creature of creation-beings Allah SWT other. The role and how human behavior can be acquired through education to be implemented. Therefore, by understanding the ontological aspects of such education, it is expected to raise the awareness of educators and learners to play their role and function in the survival of education in the midst of the rapidly evolving human civilization as in the era of today's globalization. Epistemological apek is derived from the word "episteme" meaning knowledge, and "logos" meaning science. Epsitemology or the theory of knowledge is a branch of philosophy that deals with the essence and environment of knowledge, its concepts and foundations, and responsibility for the statement of knowledge possessed. Epistemology is a discussion of the methods used to obtain knowledge. In epistemology discuss questions such as: (1) How the procedure is (2) What things should be observed in order to obtain the right knowledge (3) What is true (4) What the criteria are.

Epistemological studies in the field of education require, among other things, what knowledge should be given to the student and how to acquire knowledge, as well as how to transmit the knowledge. In the epistemological angle, what is supposed to be the knowledge to be given the student? It is related to the knowledge of the necessary needs of the student, for example, the treatment between students with high intellectual abilities and the standard, it is connected with the facilities that support the educational process. How to gain knowledge in the world of education How to acquire knowledge in accordance with the needs of the student should be the same, in any circumstances as citizens acquire the same right to receive education as enacted in the UUD of the State of the Republic of Indonesia in 1945. The competence of the human resources (teacher/teacher) must be sufficient so that the knowledge transmitted to the student is comprehensible to the maximum.How to communicate it? This question is related to the teacher's competence as well as the methods or styles of teaching they apply. Actually, today's model of passive lectures is no longer the standard, but there are methods that can be given: learning while doing. (learning by doing). The axiological aspect is derived from the Greek axios which means value, and logos means science. The definition of axiology according to Jujun S. Suriasumantri is the theory of value that relates to the usefulness of acquired science. While Wibisono argues that axiology is values as a refuge of ethical and moral truth as the normative basis of research and excavation as well as the application of science. Religion is the guidance of science to the real purpose of understanding the reality of the world and the existence of God, so that man is aware of the truth of his creation. The important value in this aspect is that man is able to restore science to its right path, so that he becomes a blessing and grace for man also with the universe. The value and implication of axiology in education is that education tests and integrates all values in human life, because to be able to say something good is not an easy thing, let alone to assess in depth the values of human existence on this earth.

Conclusion

Based on the results of the research and discussions raised, it can be concluded that:

1. Factors that cause the social disparity in the field of education, among the following:
    a. Low quality of school facilities.
    b. Lower quality of teachers.
    c. Infrastructure factors.
    d. Number and quality of books (reference).
    e. Expensive cost of education.
    f. Education standardization is National Standard Schools (SBN) and International Level School Rintisan (RSBI).
2. In the face of the social gaps in education in an era of globalization associated with the outline of science as an ontological, epistemological and axiological outline. The three methods are basically the same as discussing the truth, just starting from different things and having different purposes anyway. The ontological aspect is about the role and how human behavior can be acquired through the education to be carried out. The epistemological aspect in the field of education is necessary among other things about what knowledge to be given to the student and how to acquire knowledge, as well as how to transmit that knowledge. Then the axiological aspect is that education tests and integrates all values in human life.

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