

## ANALYSIS OF TEACHER DISCRIMINATION AGAINST STUDENTS OF SOCIAL STUDIES DEPARTMENT IN CENTRAL KALIMANTAN

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**Abstract** : The program carried out in SMA (Junior High School) is an effort to develop students' abilities. However, in its implementation, majors in Junior High School actually cause discriminatory actions against students majoring in social studies (Social Sciences) so that negative labels or stamps appear on students who take the major, both in the school environment and in the community. This study was conducted to find out 1). Causes of discriminatory occurrence in the school environment, 2). Impact on negative stamps/labels of the school environment. The method used is a qualitative method with a direct interview study type in the field. By seeking information from three (3) subjects/speakers, including two students and a permanent teaching teacher there at the high school. The negative label given to students majoring in social studies does not just happen, but there is a cause. The social sanctions given by the school environment stem from the attitudes and behaviors of children majoring in social studies that are not good, and tend to deviate from school rules or regulations.

**Keywords:** Discrimination; Majoring Programs; Social Studies Department's life style

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### INTRODUCTION

The major program in schools should have a good impact on students, in which case they can choose a major according to the abilities they are good at. Supposedly, with the major, the level of development of a school becomes higher because students are already in their respective portions. But in this context, social studies majors are even more cornered when compared to students majoring in science, so some people who are still new in this regard also have the wrong view of children majoring in social studies. Discriminatory behavior in the scope of education has made gap between students and between departments, so that there seems to be a limit or distance and the school is no longer a comfortable place for students to study, especially for students who get discriminatory actions.

The label or stamp that has been attached to students majoring in social studies is a serious problem in education. Because problems like this are too protracted and do not end, so that bad assumptions are always the first thing to look at from the social studies department, this then has an impact on parents who encourage their children to enter the science department so that they can be seen as good, and competent. So that the major program set in school is no longer a place to hone skills but as a place to get the attention of the surroundings. I am personally concerned about this kind of phenomenon, just like the experience that has been going through a few years ago. In terms of this research, it is my hope that schools will return as the organizers of the educational activities they should be. School is a place to show prestige, not as a place

to gain knowledge optimally. Therefore, this study will focus on; 1). Causes of discriminatory occurrence in the school environment, 2). The impact and behavior developed by students majoring in social studies on the negative stamp of the school environment.

## **METHOD**

Data collection techniques through direct interviews with speakers, which are carried out at different times. That is, in this case the subject of the study is predetermined with a specific purpose and purpose, as already planned in the study. A person is used as a research subject because they can provide answers, statements, suggestions, and criticisms to the problems raised in this study. In addition, the willingness of research subjects to provide information is also important in answering problems while in the field. The subjects of the study included students majoring in science class XII, students majoring in social studies class XI and a permanent teaching teacher.

Author uses data collection with interview techniques. The transcript results in the form of narratives of the research subjects are then used to find similarities and differences or variations in data. I see that analyzing the data should be as neutral and objective as possible by not including the actual name of the subject of the study.

## **RESULTS AND DISCUSSION**

### **Causes of Discriminatory Occurrence in the School Environment**

Basically, the selection of majors is done with a written exam, so before entering the selection of majors, students must do questions or exams related to the chosen major. However, in research at this school, in the last 2 years the selection of majors was only limited to the selection of talents and interests, without going through the selection first.

"The selection of majors is not through selection but rather leads to the selection of talents and interests that the student has."

[flower/wwcr/DiskriminasiGuruTerhadapSiswaJurusanIPS/09192022](https://doi.org/10.30605/flower.v1i1.192022)

The author sees through the above statement, that the school did not make a selection at the time of the selection of the major. It's not a big deal when the school doesn't make a selection, it just adjusts to the rules and needs of the school. The implementation of the major program in schools is not only based on the report card scores owned by the students, but also the interests and talents and desires of a student to determine the major they will take. Evi Mariani in her article entitled, "*Pemikiran Henry A. Giroux tentang Pendidikan Kritis, Peran Guru sebagai Intelektual Transformatif dan Relevansinya bagi Pembelajaran pada Sekolah di Indonesia*" said the transformation of the teacher as a critical thinker as the philosophy of the predecessor, Henry A. Giroux, is able to influence the praxis of students (no matter whether the students are majoring in science or social studies) non-discriminately (Mariani, 2020). Then, still the same author, Evi Mariani in her writing, "*Hegemoni Ketakutan, Paulo Freire dan Emansipasi-Kebebasan: Studi Kasus 3 SMA/K Kalimantan Tengah*" talking about emancipative freedom without having to question fear and surrender, let alone to the point of discrimination between majors (Mariani, 2022).

In other words, in this case, there are actions that harm a group such as students majoring in social studies, where the students who major in social studies there are

flattened, so there are only a few loopholes to take a good look at the social studies major. Discrimination often begins with prejudice. This then creates differences between majors.

A teacher, who teaches where I do research, gives an argument. Regarding his views on science & social studies majors?

"As a teacher, there is no special view because for me as an educator, I have to look at and treat students equally or not discriminate."

Good/wwcr/analisisdiskriminasiguruterhadapsiswajurusanIPS/12092022

The author sees from my own point of view, regarding the teacher being interviewed, I am still not sure about the statement, and I am also less sure if other teachers have the same point of view. So, why until now the comparison or difference is still attached between students majoring in science and social studies, students majoring in social studies are still attached with a bad stamp.

Discrimination itself is caused by many things. Some happen because of seeing from one eye, and some because of belief in something without foundation. The discriminatory that occurs in students majoring in social studies is inseparable from their bad actions, and often does not comply with school rules. Just like the statement from the high school student at the research site of this journal, which said:

"I see in the context of attitudes and behaviors for children majoring in science that more people hear hearing even though not all and for social studies majors 90% I see that there are still very many social studies children who often neglect to not even listen to the teacher's talk and orders than science children who are more likely to be obedient to teachers, and in the context of grades in schools I see more inclined MIPA children who are "smart" than social studies, however, as I said earlier, not all science children are the same, there are also science children who don't hear and there are even some MIPA students whose grades have plummeted, for my skills, I think science and social studies children are equal, because surely among science and social studies children have their own advantages and disadvantages."

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The author said that through the statement above, it is not without reason that the school environment sets a negative stamp/label on students majoring in social studies. Behavior that violates the norms set in the school, makes students majoring in social studies labeled "naughty" by other students, because it is contrary to the obligations of a student and violates school rules. The value of decency and obedience needs to be replanted in students, regardless of the major programs held at the school. The task of parents is also needed to cultivate children's ethics and manners, which have been instilled from an early age, so that when they are in the outside environment, children can apply them in their lives and daily activities.

Given that schools are a means or forum for students to demand education, the holding of major programs to develop talents and interests for students. In line with the statement of the following source.

"In my opinion, the social studies science department has its own advantages so that students can hone their skills according to their major. Despite the shortcomings each major goes back to how we live and understand each of the goals of the major"

Flowers/wwcr/teacher discrimination analysisagainstIPS/12092022

The author argues that in general, the major programs held in schools aim to develop the talents and abilities of students. Despite all that, it goes back to how students are able to put themselves well. The teacher also needs to develop a sense of empathy as well as hospitality for the subject to see the depth of his experience (Mountain, 2018).

The surrounding environment or society will consider a person as a devian or outsider when breaking the rules. According to Becker, deviance is a consequence of the application of rules and sanctions by others to a person who commits an offense. Students majoring in social studies are often considered by teachers and other students, deviating because they often violate the rules and norms that apply in schools. The regulations that apply in schools are agreements made in the implementation of learning activities, and most people consider this to be the truth. That said, most of the people follow the applicable regulations. However, in its application regulations enforced by certain institutions may be considered less appropriate for some groups of people. So that bad prejudices arise and cause discriminatory actions in society.

The author analyzes the causes of conflicts received by students majoring in social studies exacerbated by labeling by teachers. Coupled with several statements by the three sources I interviewed, they almost looked the same towards the social studies department. A negative label or discriminatory action can last a long time due to the many perceptions that arise in society. According to Adit (not his real name) in the quality of education, science students are still above social studies students. He considers the level of intelligence of students majoring in science to dominate in schools.

“For now, it can be said that science children are more "smart" than students majoring in social studies, and as in previous years this is still sustainable today.

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The author can see through this, it turns out that discriminatory acts are not only carried out by teachers, but also carried out between fellow students. So that a major conflict can occur if, discriminatory in the educational environment is left unattended without the control of the relevant parties. Therefore, the school environment has a big presentation in negatively labeling students majoring in social studies, although again not all students majoring in social studies behave badly and damage the good name of the school. Some of them must have a good presentation, even competing with students majoring in science just because the negative label alone makes them thoroughly seen as bad by society and the environment, especially to ordinary people who lack knowledge about the interpretation program.

### **Impact of Negative Stamps/Labels from the School Environment.**

Labelling is the granting of identity to an individual or group given as a result of another person's (*society's*) assessment of it. Labelling in the world of education very often occurs starting from various forms and having certain patterns in it (Nugrahaeni et al., 2019). Generalizations are also often made by teachers to the academic abilities possessed by their students, which reinforces the insecurity of students due to labeling their future prospects.

The theory of labelling originally arose with the initiation of George Herbert Mead's theory of symbolic interaction. Where in the theory (Rosenberg, 2010), Mead says that an individual can understand how he is from what society shows or does to

him. According to Lemert (Rosenberg, 2010), labelling is divided into two types, namely primary deviance is a deviation that can be forgiven and is still done several times by the perpetrator, and secondary deviation which leads more to deviations that have been attached to the individual as a result of being repeatedly and inexcusable.

Stamping or labelling is often found in interactions that occur in society. The negative label in the school environment, especially high school, is always focused on the social studies major. They are considered to have a poor nature and are less academically competent. The situation then continued to evolve, and the labels embedded in social studies major students were difficult to get rid of. The label attached to students majoring in social studies has a great influence on their activities, which will lead them to deviations or actions that are different from students majoring in science specifically in the environment where the research I am doing is conducted.

The actions taken by students majoring in social studies have caused a negative reaction to the surrounding environment. Students majoring in social studies should study hard and comply with the rules that apply in school, just like what students majoring in science do. The label given by the school environment to students majoring in social studies is a form of social sanction.

It is true that sanctions are necessary for the subject of education, but based on the curriculum that is developing now, as Munte said about Freedom of Learning, creativity becomes important (Mountain, 2022). Labeling a group is a way to indicate what should not be done and also as an enforcer of social control for the actions of a person or group.

The author argues that in fact, different behaviors are not always actions that violate the rules and regulations that apply in schools. There are times when the difference occurs due to the existence of different views on values by each individual or group. As a group that is considered different will result in the group creating rules, values or norms that reflect the group.

The negative nicknames given, certainly have an impact both psychically and physically. When it comes to impact, of course, this is very influential for students who are discriminated against. There are a number of repercussions caused by acts of discrimination. In extreme cases the impact of discrimination involves physical impairment to death.

Quoting from the results of my interviews with several sources from the research site, they said that social studies children often vandalize or eliminate school facilities.

"Large-scale destruction is not, but the lack of a sense of belonging and protecting school assets is still less evident with the large number of items in the room damaged and lost."

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The author found that perhaps, this happened because of the inherent label given from the school environment, thus making students majoring in social studies more and less concerned about the facilities that the school had prepared. The impact of this discrimination is really real, as I have experienced a few years ago, social studies children often commit acts that violate the rules at school.

The cause of labelling in social studies major students, firstly because of actions or actions that deviate from the rules, many social studies students are unable to adjust to school rules when compared to students majoring in social studies, as in

the following interview excerpt, when asked about how bad the attitude of students majoring in social studies in the school is regarding the destruction of school facilities:

"It must have been even frequent, such as chairs, and tables often broken and thrown unceremoniously, even though it has been very often commemorated by the Student Affairs Department, social studies children still often damage school facilities.

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The author assesses from this, how a firm attitude of educators is needed, in order to overcome the problem of violations and unnatural actions in schools. Because the task of the teacher is not only to teach but also to be able to educate his students in order to produce the best graduates (*outputs*) from the school. Motivation and guidance from teachers are very meaningful for the continuity of student learning, so that they can carry out and position themselves as students should act in school. Alfonso Munte, in the book *Pengantar Pendidikan Indonesia: Arah Baru dalam Membentuk Profil Pelajar Pancasila* says that education consists of various philosophies behind it (Munte, 2022). Therefore, the author should say that discriminatory practices on majors are no longer necessary.

The damage done only once or twice is still understandable and forgivable, but if the student's actions have crossed the limit of reasonableness the teacher must give a warning letter or sanction to the student without exception. Because if only small things they are not able to overcome them, then what if in a big problem or case? Is the teacher able to re-educate him? This must then be questioned in detail in order to foster a sense of connectedness with one another.

Labelling that occurs in schools has four aspects, of which the four aspects include the physical aspect, the intellectual aspect, the attitude aspect and the socioeconomic aspect. The existence of labelling results in the formation of self-concept in students in the future. So that the role of teachers, parents and the community is the main thing to prevent the phenomenon of labelling from happening continuously affectings.

### **Performance dan School Service As The Locus of Science-Processed**

According to the informant whom the author interviewed, the teacher gave good treatment to all students, but somewhat differently if it was with a social studies major. As was my experience back then. That students majoring in social studies get more attention from teachers, as well as in teaching treatment. Teachers always arrive on time, besides that, teachers often give assignments to students majoring in science. Unlike the conditions with students majoring in social studies, students majoring in social studies are a group that is harmed by the teacher or the school. Students majoring in social studies often get unfair actions, such as: teachers who often do not enter the classroom, teachers who rarely give assignments to their students, and classroom conditions that are different from students majoring in science. In fact, according to Munte, experience is important and brings maturity through growing perceptions. Either imaginative, or empathetic (Veronica & Mountain, 2022).

In addition, in line with the theory I presented above as is the statement from Flowers (*not her real name*), a student majoring in social studies who presented his argument on the subject.

"Yes. . there are indeed differences in the classroom, such as in the science room using modern chairs and new classrooms while social studies only uses wooden chairs."

Flowers/wwcr/teacher discrimination analysis against IPS/17092022

The author concludes that there are indeed differences that may cause envy and jealousy between science and social studies majors. Because students majoring in social studies are still facilitated with the old room, in contrast to students majoring in social studies who have lab facilities, modern desk chairs. According to the informants, students majoring in social studies in schools become marginalized by actions taken by teachers. Marginalized groups as a minority group will suffer a lot in every action they take.

However, in contrast to the arguments of the permanent teaching teachers there, he denied that the classes of students majoring in science and social studies were distinguished. In his opinion, all of this is just a coincidence, because there are several classes that have just been built and occupied by science students, because there used to be only one class majoring in science, but now it has developed into 2 classes. Such as first X-IPA 1 (*natural sciences*) and second X-IPS (*social sciences*).

"It just happened to be in our school. For the IPA room, the room is still new so it seems that the IPA room has a better place, even though it is not at all. The following efforts we carried out renovations in the room by repairing ceramics, chairs, and repainting the rooms whose colors have become obsolete."

Good/wwcr/analisis diskriminasi guruterhadap siswa jurusan IPS/17092022

School facilities are one aspect that needs to be considered in the nature of educational institutions, especially in Indonesia. Some schools have school facilities that still do not keep up with the times and technological advances, even in small villages, there are still many facilities that can be said to be unfit to support learning. School facilities play a very important role in supporting learning activities (KBM). The school facilities in question include facilities and infrastructure used by all parties in the school, both teachers, students and principals.

Basically, a quality school has a goal so that the educational activities that occur in it can take place properly and can achieve the expected goals. All activities, businesses, and efforts made are focused on the sustainability of these activities, namely learning activities (Sallis, 2005). This implies that education is all about learning. So, when talking about the quality of the school, it cannot be separated from the learning activities carried out by the school itself, because that is where the quality can be seen. That is, it can be concluded that the quality of the school leads to the quality of the process that occurs in it, namely the teaching and learning process, where there is a learning interaction between teachers and students (Pigozzi, 2007).

If it is connected with the thoughts of Hoy and Miskel above, then if the learning process is to run effectively, the school as a place where the teaching and learning process occurs must find ways to create a structure that continuously supports the teaching and learning process. Schools must be able to create an effective system so that they will achieve the expected goal, namely quality education. The quality of education itself is how the quality of educational implementation or services includes: student readiness, availability of teaching staff, facilities and infrastructure, learning

methods, relevance of education to needs, environmental atmosphere, and school climate (Supriyadi, 2009).

It also underlies the idea that all activities and efforts made by various parties in the educational environment will actually boil down to learning activities, although these parties do not all interact directly in the process. All activities and efforts made in schools are always focused on how to serve educational customers through the learning process. Leadership, environment, climate, resources, and other things are maximally empowered so that the learning process that occurs can be of high quality, run smoothly and achieve the expected goals, and can achieve the expectations of education customers. Therefore, quality learning will show how the quality of the school, although it cannot be generalized. However, it can be ensured that a quality school, the learning process that occurs in it will also be of high quality. In order for the quality of the school to improve, efforts must be made related to improving the quality of the school. The results of research from Samtono (2010) describe that various efforts have been made to improve the quality of national education, especially the quality of schools, including through various trainings and improving the quality of teachers, procurement of books and learning tools, improvement of educational facilities and infrastructure at various levels both elementary and tertiary levels. These various efforts if traced, then it will all boil down to how to make the learning process run well.

Therefore, to achieve a quality school, one way that can be done is to advance the learning process. Advancing the learning process means optimizing all kinds of components related to the process, where learning activities involve many components. These components come from school input, which is then processed through learning activities so as to produce outputs including student achievement. The components, especially those related to the learning process, include teachers and learning resources.

Actually, in teaching and education in schools, it must be held by teachers who are competent and experts in their fields according to the educational background they have taken. Therefore, education is well carried out in accordance with the fields that have been taken by educators.

Just like what happened in the school where this research was conducted, where there are still many teachers who teach not according to their educational background, so the learning carried out may not be achieved because the teaching teacher is outside the zone he is good at.

"In my view, during school in this place, the teacher's performance is still 75%, because there are still teacher teachers who are rare/lazy to enter the classroom and there are teacher teachers who teach not in accordance with their educational background. For quality, it still lags far behind other schools (such as schools at the district level)."

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Pedagogic competence is closely related to teacher professionalism, because teachers are the greatest asset in the world of education and the spearhead in building and improving the quality of human resources through formal education, but the quality of education currently does not show the expected quality. Ema Papuana Tekerop said in her article, "*Kontribusi Kecerdasan Naturalis Anak Menurut Filosofi Jean-Jacques Rousseau: Studi Literatur*" that each person has their own intelligence. Including natural intelligence, which is not the only natural intelligence that students



have (Tekerop et al., 2021). However, it can be more than that. That is, the author argues, the multidisciplinary of intelligence, the difference in majors should be considered as something of intellectual wealth in the world of education itself.

This is due to the lack of competence of teachers in carrying out their duties. Answering this question, it is necessary to increase teacher competence, both pedagogic and professional competencies, which of course is followed by teacher welfare. The teacher certification program is a government policy based on Law no. 14 of 2005 concerning Teacher and Lecturer policies, and Permendiknas number on Teacher Certification in Positions through portfolio assessment. With this policy, it is hoped that teachers can improve competence, in order to produce quality graduates. This study, in addition to being descriptive to describe the data as it is based on data obtained through samples, this study is also explanatory, which aims to test the existence of cause and effect relationships between the various variables studied.

The learning process is the core of the formal education process in schools in which there is interaction between various components such as the principal, teachers, students and learning materials. Effective learning needs to be supported by a conducive learning atmosphere and environment. Teachers have a very important role in creating an atmosphere and learning environment both in the classroom and outside the classroom.

Therefore, teachers are required to be able to manage students, manage learning activities, manage learning materials and resources and make learning plans. The performance of teacher competencies can be assessed, measured, and observed. The competence of a teacher is carried out through a certification program appointed by the government in the form of an Educational Personnel Education Institution (LPTK). However, the reality is that in the field of education, even though teachers already have adequate competencies, student learning achievement is still low.

## **CONCLUSION**

Based on the results of my search through the 3 research subjects above, I found that social studies majors are often considered by teachers and other students by stigmatizing them as deviants. This is because it often violates the rules and norms that apply in schools. The regulations that apply in schools are agreements made in the implementation of learning activities, and most people consider this to be the truth. That said, most of the people follow the applicable regulations. However, in its application regulations enforced by certain institutions may be considered less appropriate for some groups of people. So that bad prejudices arise and cause discriminatory actions in society. Through this, it can be seen that there are still acts of discrimination committed by several individuals, which of course harms one party, namely the party who gets discrimination. In this case it is unfortunate, because the school is no longer a comfortable place for some students, and the program of study is no longer as a place to increase talents and interests, other than as a place to be seen as who is greater.

I see sanctions for teachers who have discriminated against their students. Just as we live in a country of laws, which have norms and rules in them, for that everyone must accept the consequences of every action that has been done, in order to cause a deterrent effect and reduce bad actions, especially in the sphere of education. So that education can be a place to interact with each other, gain knowledge well.

Stamping or labelling is often found in interactions that occur in society. The negative label in the school environment, especially high school, is always focused on the social studies major. They are considered to have a poor nature and are less academically competent. The situation then continued to evolve, and the labels embedded in social studies major students were difficult to get rid of. The label attached to students majoring in social studies has a great influence on their activities, which will lead them to deviations or actions that are different from students majoring in science specifically in the environment where the research I am doing is conducted.

Apart from many things, I hope that in the future there will be no more such things, although there are differences in both achievements, ethics and morals of each student cannot be a reason for an education worker to discriminate, and I hope that through this research it can produce good results, especially in the field of education. So that there is no longer a distinction between students between majors.

Therefore, to achieve a quality school, one way that can be done is to advance the learning process. Advancing the learning process means optimizing all kinds of components related to the process, where learning activities involve many components. These components come from school input, which is then processed through learning activities so as to produce outputs including student achievement. The components, especially those related to the learning process, include teachers and learning resources.

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