

Education in Indonesia in the Struggle of Global Capitalism

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ABSTRACT

Education, a term that has become characteristic by its level of wealth. It's no longer a public secret in this country that access to higher education is the right of the rich. Because, how can it be, reaching higher education for middle people down to the bottom is like a dream in the daylight. The society of this social class must first strike the pockets of no small quantity. Rather than schooling their children in the midst of a crunchy economic situation, these social groups prefer to prevail in the hope of not educating their children.

Especially as the sacred momentum enters the new year of teaching. Some take a deep breath as they enter the wetlands of education, some just witness as they deepen their hopes. This is the story of education in this country. A story that will only end happily, on condition of having plenty of money.

One way to realize a truly liberating vision of education that is now under the veil of capitalism is not an easy thing. However, that doesn't mean it's impossible. An attempt to create a different education system, as a means of counteracting the strength of the dominance of the ongoing system, is essential. Because capitalism always eats every minute of it and it is now being facilitated well by educational institutions. This is a task that must and must always be thought of, fought, reconsidered, and re-fought, in an integral unity – as an active subject facing directly the complexity of reality.

The dominance of the capitalist system in education needs to be tackled dialectically. That is, when the domination of the system seeks to reproduce its dominance, then opposing tasks need to be done to counter that domination.

This type of research is library research. The data analysis used in this research is content analysis. The results of the research obtained are: Educational capitalism is an educational process based on the principle of capitalism in which the funders will use education to gain profits in various opportunities, the potential factors being the cause of the emergence of capitalization of education are such technical factors among them the quality of teachers, low physical resources, expensive education costs, low student performance, low teacher well-being, low relevance of education to needs, lack of availability of educational opportunities.

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1. Introduction

Education is vital in developing a nation into a prosperous and prosperous nation. To meet a qualified nation, then the thing to do is to improve SDM through education. It is from education that all aspects of life originate. Therefore, the better the education of a country, the more it is. On the contrary, when education in a country is not quality and not equal to the whole of society, it is difficult to build the well-being of the nation. Education as an institution is a very important part of life in society. It is education that determines the level of social survival, advanced or not, of the social environment. A smart life and a smart nation are born by a smart society, whereas an intelligent society is acquired through quality education. In the UUD 1945 it is stated that the ideals of the Indonesian nation are "Enlightening the Life of the Nation". Therefore, the Indonesian nation has a duty to create quality education to that goal.

In the concept of education for all, comprehensive education is a concept of the State that gives justice to the whole of society to be able to obtain education because in fact the acquisition of education is the basic right of all citizens without exception. Therefore, education is not only to be by certain groups, but true education is equal to all societies.

The fact that is happening in the world of education is that people are still struggling to get quality education because of their economic conditions. So many members of the community do not get the maximum education because they have no cost so that education becomes a luxury and expensive commodity for some members of society. Many parents are unable to educate their children because of cost constraints. Whoever divides his wealth in order to pay for his children's school. This proves that the life of education has been influenced by capitalism. Capitalist education is more dominated by elites and societies that have the money to buy decent education, while poor people will only be audiences. The poor also get education, but the education they get is different from that of the rich.

The cost of such education has led to the increasing distancing of quality educational services from the reach of the lower classes of society. The impact will create social classes and social injustice. But whether or not education in Indonesia has been trapped in the world of capitalism. Capitalism as a culture as well as the ideology of Western society, from its birth to the present, has had a considerable influence on every aspect of society's life, including in this case education. (Arief,2006).

Capitalism and materialism are forms of modernization (Firmanzah, 2012). As a result of this change of mindset, there has been a very radical change in the way people view education today (Samandawai, 2007).

The method used in making this research is using the Literature Research method. The writer in this case doesn't jump directly into the field. But by studying a number of books according to themes and titles that are then pronounced and discussed in groups and then drawn conclusions according to the issues that are the subject of discussion of this journal.

2. Literature Review

Ethymologically, capitalism is derived from the word capital. Capital comes from the Latin *capitalis*, which is actually taken from *kaput* (proto-Indo-European language) which means "head". (Rifai, 2015).

According to Karl Marx (in Masoed, 2002), capitalism is a system in which the price of commodities and market policies are determined by the owners of capital to seize the greatest profits. In this capitalist system, governments cannot intervene in the market for the common benefit, but only for personal interests. Unlike Karl Marx, Adam Smith argued that capitalism is a system that can create the well-being of society when governments do not have intervention in the mechanisms and policies of the market. In this capitalism, the government only acts as a supervisor.

Another view was put forward by Max Weber (in Masoed, 2002), where Weber viewed capitalism as a system of economic activity directed at a market and also driven to generate profit through market exchange.

From some of the above views, it can be concluded that capitalism or capitalism is a political economic system in which there is trade, industry, and instruments of production controlled by the owners of capital with the aim of obtaining the greatest profits. As for the characteristics of capitalism itself, among others (Peters, 2011):

1. Wide recognition of personal rights
2. Ownership of means of production by individuals
3. Individual freedom to choose the job or enterprise that is good for him.
4. Economy regulated by market mechanisms

5. The market functions to give "signals" to producers and consumers in the form of prices
6. Government intervention is trying to be as small as possible
7. Moving the economy to profit

In the system of capitalism, oppression does not only take place through authoritarian political power but can also take place in various fields. (Arief, 2006). In this respect, it cannot be denied that the system of capitalism can also occur in the world of education. Educational capitalism can happen when the principles of capitalism are used in the education sector. According to Francis Wahono (in Komara, 2012), educational capitalism is the direction of education designed in such a way that education becomes a labor factory suitable for the purposes of the capitalist. In this case, we are faced with a choice between an education of economic competition that seeks self-victory and a education of social justice that guarantees independence.

3. Results and Discussion

3.1 The Defence of Educational Capitalism

In the Indonesian Dictionary (KBBI) defines capitalism as a system and understands the economy (plantage of its modalities, its industrial activities) as a source of private capital or private corporate capital characterized by competition and free markets. While Wikipedia defends that capitalism is a view that believes that the financier can carry out his business in order to get as much profit as possible. Based on this understanding, it means that the government will not interfere in market intervention that will get a common profit.

Capitalism terminologically comes from the words "caput" and "capitalis" meaning "head" or "related to the head". It means "the effort to maintain the head, life, and well-being." So capitalism is closely related to capital, or capital.

Capitalism was discussed critically by Max Weber in his book *The Protestant Ethic and Spirit of Capitalism*. In the book it is defined that capitalism is the pioneer of the presence of industries that become human needs in the form of corporations and implemented on the basis of rationalism. Weber utilizes the understanding of capitalism by describing the desire of human instincts who always want to obtain profit rationally and systematically.

According to Weber, capitalism is an economic system whose goal is market activity whose principle is to seek profits through market exchange systems. Capital is an industrial political-economic system and trade or any form of means of production that is exactly focused on the profits of the owner of capital as much as possible.

In education, the system of capitalism is the system that capitalizes education. Educational capitalism is "the maintenance of an education based on an economic-business paradigm by an individual or a group of capital owners, which ends in the pursuit of profit at every opportunity available".

Education is used as a means of capital to make the most of the profits for the financiers. This has changed the basic paradigm of education which in fact humanizes mankind and enlightenes the children of the nation because its primary purpose is to seek profit. The process starts from the student, then on the curriculum of learning to educational goals. Education is designed to be as interesting as possible. It's meant to attract people so they can use it and be a guide. Education has become a burden of business and a profit that sells and buys. Based on some of the views above, it can be concluded that educational capitalism is an educational process based on the principles of capitalism in which the financier will use education to gain in various opportunities.

4.2 The phenomenon of capitalism Education

Education today has been influenced by the understanding of capitalism. There are two aspects that prove the education of capitalism in Indonesia, namely on the maintenance of the education system and maintenance of UN.

- a. Maintenance of the educational system
- b. Maintaining the UN
- c. Privatization of educational institutions
- d. Commercialization of Education Maintenance. The forms of commercialization in the world of education are wild donations, the mark-up of the price of operational needs, and the rental of school supplies and supplies. Schools usually invite parents to come to parents' meetings and talk about voluntary donations. Besides, the school also mark-up the price of the school's operational needs. For example, the acquisition of uniforms purchased by students usually offers a higher price than the market price but students are obliged to buy uniforms at school. In addition, some schools also rent

school buildings for use by people who have interests outside the school's interests, for example, renting utility buildings, school grounds and so on.

- e. Additional learning guidance.

4.3 Potential Factors of Educational Capitalism

There are several factors that have the potential to bring about capitalization in education, such as the rejection of the notion of "heroes without a mark of merit", the non-optimal appreciation of the professionalism of educators, the limited allocation of education funds by the government, and the excessive "competition" paradigm.

4.4 Impact of Capitalism on Education

Capitalism toward education is spinning on the disappearance of the philosophical values of education and the primary objective of national education. The ideal education is: 1. directed to the formation of a human being who understands his potential or a subject who always learns to understand the reality around him. 2. Man feels freedom because of the science acquired, he can freely determine the choices for himself. 3. Third, science gives the ability to sort the values, good and bad. Fourth, knowledge gained if directed man on the good choices in forwarding his choices to the future.

Capitalism in the world of education according to Rifa'i Ahmad has a rather worrying impact, namely:

- a. The loss of State role in education, the loss of the role of government in the educational process has resulted in poverty in this country is becoming worse. Many children have potential and talents that cannot be developed due to cost constraints.
- b. Stratification of societies based on social status, stratification in education is the occurrence of boxes of layers of socio-economic status in societies. Such an understanding arises because quality education can only be by upper middle class, while lower middle class can only get education provided by the government on the basis of free schooling.
- c. If Indonesia is trapped in the system of global capitalism, with the capitalization of education, then Indonesia, especially in its economic system, will continue to be in the global system of capitalism. The capital education system instills a mindset towards society to be a consumer society. Capitalization has the ability to make life easier for people who have money and this system is not easy to get rid of human habits that want to be practical in their lives.
- d. Access to education Only for the elite, capitalist education has resulted in the state becoming increasingly unable to interfere in the education system that exists in the educational institutions. Whoever has the authority and the active role is the private party. The state will only be a facilitator. From that, the autonomy of universities and schools emerged. Schools that want to survive have to be creative in fundraising. One of the things that schools do is raise the cost of education so that people are less able to access it.
- e. Education can only be by the upper middle class, expensive education will result in the fact that education can be only by the able people, while the less capable people will have to work harder to get education, from school while working to selling property to continue school. A society that can't do it and pass it, then its education will just be cut off. Government policies ranging from granting scholarships to underprivileged and performing people are still unable to cope with the problem. Nowadays there are still a lot of societies that cannot enjoy adequate education.
- f. Increasingly inevitable, a prestigious school will provide very adequate facilities at a high cost. Parents who want their children to get a good education will be willing to pay a high price to the school that provides it. That would make the benchmark for new graduates no longer on student intelligence, but on how much money is given.
- g. Educational capitalism is not in line with the human tradition, the understanding of capitalism does not fit in with the vision of education which states that education is a means of humanizing man, providing social justice, as well as the freedom to obtain education.

Based on the above description, it can be concluded that educational capitalism can lead to the disappearance of the role of the state in education, the stratification of societies based on social status, Indonesian entanglement in the system of global capitalism, access to education only for the elite, education can only be by the middle and upper sections, KKN is becoming increasingly inevitable, and education capitalism is not in line with human tradition.

4.5 Education: Impact of Commodification

Unsurprisingly, the educational condition of this nation has entered a very acute red zone under the grip of capitalism. With the power of this system, education is very beneficial for its development in various lines.

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First, with the opening of the gates of the world of education over investments that are (very) accessible to private capital, the education world will become a very profitable investment field as a fertile growth of capital. With the private entry, the control of the cost of education can easily be controlled according to his heart. As the capitalist logic does not want to lose, it must have attracted obviously no small amount of cost to individuals who want to taste the sweet blood of the educational cake. As a result, with this expensive entrance fee, many communities (especially middle-down) are clearly out of the way and unable to access this facility. For example, just look at the tuition fees of some of the top universities in the country. As for the amount of tuition fees (UKT rate) – academic year 2017/2018 – some universities in Indonesia, for example the University of Indonesia (UI) reach the lowest range of Rs. 2,000,000.00 to Rs. 7,500,000.00 per semester. (<http://biyakuliah.net/biaya-pendidikan-ui-universitas-indonesia/>).

While the Institute of Technology Bandung (ITB) with the tuition costs reached Rs. 10,000,000.00/semester for non-SBM students (School of Business and Management) and Rs. 20,000,000.00/Semester for SBM students, then the University of Gadjah Mada (UGM) with tuition fees per semester about Rs. 2,500,000.00-Rp. 10,000,000.00. (at <http://biyakuliah.net/ukt-itb-bandung/>). Generally speaking, it does not close the possibility that these figures will continue to bounce up in the years to come.

Secondly, as a result of expensive and obviously difficult access to education by the middle to the bottom, this class of society will become an empty meal for industrial capitalists in extending the Industrial Reserve Army – the “industrial reserve army” – as Marx said. This industrial reserve army (read: unemployment) is very much needed by the capitalist to obtain cheap labour, which is an absolute condition for him to earn profits or profits. Looking back at the origins of the capitalist International's expansion over Third World nations, the availability of an "industrial reserve army" is indeed one of its wing spread targets. (selain bahan mentah dan pasar). Because, this reserve army line will minimize the cost of production spent, with very minimal wages. Moreover, with the abundance of these energies, the affordability of the poor society is becoming more and more limited and will not be obliged to accept anything that the industrial capitalists offer in subjection and obedience. As for the part that has actually got a job, must be willing to pay cheaply for its energy. Because the logic used is always measured on the basis of material legality and in itself reduces human creativity based on the ownership of such material legitimacy.

In 2016, the number of unemployed graduates reached 1.9 million (general high school graduates) and 1.6 million for SME graduates. (<https://www.bps.go.id/statictable/2016/04/11/1932/>). These individuals, counted in this number, will eventually become a reserve labour force in the capitalist production house to satisfy its profits.

As for the same graduates – who have indeed obtained employment – the 2017 BPS data shows; the labor force in the industry for those graduates - who do not continue to College – is very much. In the same year, the figures indicated reached 3 million people (for graduates of SMK/Kejuruan) and 2.9 million people for general high school graduates. This negative trend is not even much worse than in previous years. In 2016, the high school/graduate workforce reached 3.4 million people (for general high school graduates) and 2.9 million people for SMK/Graduate graduates. (<https://www.bps.go.id>)

4.6 Solutions to Combat Capitalism Education

The phenomena and impacts caused by the capitalization system of education in Indonesia raise controversy on various sides. However, a number of solutions can be proposed that can reduce the impact of capitalism on education, namely systemic and technical solutions¹⁵ each of which will be described as follows: a. Systemic solutions, i.e. by changing the educational system in Indonesia that adheres to the capitalism system. The right solution is to change the economic system of education. b. Technical solutions, that is, solutions to internal problems in education. The government should allocate more funds that come from the country's enormous natural resources to education. In this way, the government can solve the problems that exist in the world of education by providing free education at all levels of education, from the elementary level to the college.

Furthermore, alternative solutions can be used as an antidote to the occurrence of the educational capitalism process: a. Improve the recognition of educational performance b. Optimize the appreciation of the professionalism of educators c. Encourage the fulfilment of the education budget d. Promote the paradigm of education “colaborative” and “social justice”. These solutions are expected to be a weapon of resistance to reduce the educational capitalism that is happening so that education in Indonesia is able to restore its essence to refresh the life of the nation.

5. Conclusion

Educational capitalism is an educational process based on the principles of capitalism in which the financiers will use education to profit in various opportunities. The phenomenon of educational capitalism in Indonesia is the presence of RSBI (Rintisan Schools at International Level), the privatization of education institutions, the commercialization of the maintenance of education, and additional learning guidance. Factors potentially causing the emergence of capitalization of education are such technical factors as the quality of teachers, low physical resources, expensive cost of education, low student performance, poor teacher well-being, low relevance of education to needs, lack of exploitation of educational opportunities. Educational capitalism can lead to the disappearance of the role of the state in education, the stratification of societies based on social status, Indonesian entanglement in the system of global capitalism, access to education only for the elite, education can only be by the middle to the upper, CCN is becoming increasingly inevitable, and educational kapitalism is not aligned with human treason. The solution that can be done to fight educational capitalism is to enhance the recognition of educational performance, optimize the appreciation of educators' professionalism, encourage the fulfilment of education budgets, and flourish the "colaborative" and "social justice" educational paradigm.

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