

SOCIOLOGICAL APPROACHES IN ISLAMIC EDUCATION STUDY

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Abstract

Educational Sociology refers to the application of sociological knowledge, thinking techniques, and data collection in educational investigations. Thus the sociology of education learns about the educational process as social interaction, schools as social groups, and as social institutions. This type of research is library research, namely research whose main object is books or other sources of literature. That is, data are sought and found through literature review from books that are relevant to the discussion. Models of sociological analysis of education include 4 types of analysis, (1) analysis of functional structural models with figures Emile Durkeim and Talcott Parsons, (2) analysis of conflict models with figures of S. Bowles and H. Gintis and Louis Althuser, (3) analysis critical sociology model with the figures Paulo Freire and Ivan Illich and (4) English and US version of Micro Level Education Analysis

Keywords: *Sociological Theory, Islamic Education, Sociological analysis models*

A. INTRODUCTION

The dynamics of change in the community indicate that the community is very fast, advanced and shows the existence of desintegrative symptoms. Social change covers various fields of life, and is a problem for all social institutions, such as: industry, religion, economy, government, family, associations and education. Social problems in society are also felt by the world of education. So the background of the emergence of the sociology of education is the social changes experienced by the people so quickly.

According to Gunawan¹ Social change causes cultural lag. This cultural lag is a source of social problems in society and those problems are experienced by the world of education. Educational institutions are unable to cope. Therefore, human activities as social creatures will give rise to a variety of own knowledge. Included are human activities to educate young generations, by giving, delaying passing down their culture to their children and grandchildren. In this work of educating humans try to find out how the educational process is seen in terms of social, in terms of social constellation, where the work of educating is intertwined. So here arises a branch of science is the sociology of education. Nowadays science has developed rapidly, especially in the field of modern technology, even sociology does not want to be left behind. One of them is the Sociology of Education. This

¹ Ary H. Gunawan, 2010, Sosiologi Pendidikan : Suatu Analisis Sosiologi tentang Pelbagai Problem Pendidikan. Jakarta : Rineka Cipta, p. 37

science is still very young and still requires coaching, especially in the academic environment.

B. RESEARCH METHODS

This type of research is library research, namely research whose main object is books or other sources of literature. That is, data are sought and found through literature review from books that are relevant to the discussion.

This research is a qualitative research with a type of library research. This qualitative research uses the activity procedure and the final presentation technique descriptively.²

Qualitative data analysis used in this study is in the form of words rather than numbers arranged in broad themes. In analyzing the data after the writer has collected using the following methods:

1. Inductive method, which is used when found data that have elements in common then from there drawn general conclusions.
2. Deductive method, which is used instead the general understanding that there is already found data that can strengthen it.
3. Descriptive Method, which is used to describe everything related to the subject matter in a systematic, factual and accurate manner about the factors of the nature and relationship of the two phenomena investigated.

From here finally taken a general conclusion that originally came from existing data about the object of the problem.

C. RESEARCH RESULTS AND DISCUSSION

1. Understanding Educational Sociology

Sociology comes from two words, sociology and education. In the beginning, sociology developed according to its own objects and objectives, and so did the pendidian. With the rapid development of society in all aspects of life, requires knowledge in accordance with needs. Sociology cannot fulfill people's lives, even if only education. The development of a very complex society requires very complex knowledge as well. One of them is the sociology of education.

The experts have given their understanding, especially in defining the sociology of education, including:

- a. Charles A. Ellwood. The sociology of education is the study of the purpose of the relationships between all the main problems between the educational process and social processes.
- b. FG. Robbin and Brown. Educational sociology is the science of discussing and explaining social relations that influence individuals to gain and organize experiences. The sociology of education studies social behavior and the principles of controlling it.
- c. According to. S. Nasution, the sociology of education is the science that seeks to find ways to control the educational process to develop individual personalities to be better.

Research by Lee in Nasution,³ shows that among the sociology courses of education given in various tertiary institutions there is little in common. Likewise, sociology books are used in various educational institutions.

² Lexy J Moleong, (2014), *Metodologi Penelitian Kualitatif*, Bandung : Remaja Rosda Karya, p. 6.

³ Nasution, 1994, *Sosiologi Pendidikan*, Jakarta: Bumi Akasara, p. 64

2. History of the Development of Educational Sociology

In the book Abu Ahmadi and St. Vembrianto, entitled *Sociology of Education* was narrated about the journey of the science of educational sociology as follows: the development of this knowledge began from Lester F. Ward who was considered as the successor to the idea of the emergence of this new study. Ward comes with his idea of social evolution. It also emphasizes the role of realistic social education in leading government life planning. Meanwhile, the pioneer of formal sociology of education was John Dewey who published the *School and Society* book in 1889. In that book, his opinion was explained about the school as a social institution. At that time several experts in education and sociology stressed the importance of the role of sociology for education. Characters, such as A.W. Small, E.A. Kirkpatrick, C.A. Ellwood, Alvin Good, and S.T. Dutton questions the importance of the importance of connecting education with children's experiences in the family and community. Then, another famous book is *Democracy and Educational* in 1916, further encouraging the emergence of educational sociology. Furthermore, in 1920, F.R. Clow Dawwid Snedden, Ross Finney, C.C. Peters, C. L. Robbins, E.R. .. Grovers, and others continue the aforementioned way of thinking and stress the importance of the social value of education.

The sociology of education was first lectured by Henry Suzzalo in 1910 at Teacher College, Columbia University. However, it was just in 1917 that the first sociology of education textbook was published by Walter R. Smith, entitled *Introduction to Educational Sociology*. In 1916, at the University of New York and Columbia the Department of Educational Sociology was established at the American Society of Sociology Congress in 1923. Since that year the sociology of education yearbook has been published. In 1928, *The Journal of Educational Sociology* was published under the leadership of E. George Payne. *Social Education Magazine* began to be published in 1936. Since 1940, the *Review of Education* Review was published in articles relating to the sociology of education.

3. Scope of Educational Sociology

Educational sociology refers to the application of sociological knowledge, thinking techniques, and data collection in educational inquiry. Thus the sociology of education learns about the educational process as social interaction, schools as social groups, and as social institutions. The sociology of education has great benefits for educators. The contribution of the sociology of education is to provide the results of analysis in human relations within the school and the structure of the community in which the school is located.

With the sociology of education, patterns of interaction in the education system can be studied. However, the sociology of education not only learns about education as its object, but also the purpose of education and curriculum materials. Educational sociology is a scientific analysis of social processes and social patterns contained in an education system. This is based on the fact that the education system is a combination of social actions. Some of the studies included in the sociology of education are looking at patterns of relationships between the education system and social processes and existing changes, analysis of social structures in the education system, patterns of relationships between power structures that exist in society with the education system, and how patterns stratification that applies in society and its

relation to the education system. There are still many studies developed in the sociology of education.

According to Bambang and Husni⁴ Theories and concepts of sociological research methods offer a set of tools for thinking about education. Sociology does not see human behavior as human activity, but seeks order and similarity in behavior that refers to group contexts. Thus a valid way of describing human activities is to regard these activities as a result of human experience.

4. Models of Sociological Analysis in Studying Education

Adiwikarta⁵ explains that the sociology of education is a sociological analysis of the practicalities of education, or the application of sociological theories in analyzing the practicalities of education. The statement explained that the sociology of education requires a fairly strong knowledge of the theories of sociology. Mastery of sociological theories is a requirement that cannot be offered anymore for the analysis of educational sociology. Without the theory of sociology, an analysis of sociology would not have taken place and the sociology of education would only be a data description or a description of what an adayaaya about education is. Therefore, to meet these demands educational analysis models will be presented using various sociological theories that are preceded by information about the basic characteristics of sociology.

a. Analysis of Functional Structural Models

Structural theory is also called consensus theory (consesus), integration theory, or equilibrium theory. This theory departs from the assumption that community life is a large system consisting of a number of subsystems that influence each other and are interdependent and integrated with each other in making that society function. The relationship of mutual influence is not only between subsystems but also between subsystems of life and the environment. That is, changes in environmental conditions affect various aspects of life, and vice versa. Therefore this analysis model is usually called the system analysis model. Agreement or consensus on the value among the citizens of a community makes the community integrated, united and stable. Even if there is a change, the change takes place slowly in a balanced state without shocks, so that a dynamic balance is formed.

Educational sociologists supporting this theory focus on the function of education in life. The main question they ask is what is the function of education in society. His analysis focused on the macro level of life. The following will reveal some of the main figures of this theory and their main points.

1) Emile Durkheim (1858 - 1917)

The analysis of Durkheim's education emphasizes the discussion of the macro stage by specifying the role of education in the process of socialization, selection, distribution, preservation and cultural change, and social integration, as well as maintaining social order and social balance.

⁴ Bambang P, Yulia B, M. Husni A, 2012, *Sosiologi Pendidikan*, Tangerang Selatan: Universitas Terbuka

⁵ Sudardja Adiwikarta, 2016, *Sosiologi Pendidikan : Analisis Sosiologi Tentang Preaktis Pendidikan*, Bandung : Remaja Rosda Karya, p. 21

Education is defined as a process of influence that is carried out by generations of adults to those who are not ready to perform social functions. The goal is to give birth and develop a number of physical conditions, intellect and character, according to the demands of the political community (nation) as a whole and the special environmental demands where they will live and be.

2) Talcott Parsons (1920 - 1979)

Like Durkheim, Parsons sees education as the holder of the socialization and selection function. However, in both functions Parsons emphasizes the importance of the first function, namely socialization. Socialization covers all aspects of life: values, cognition, and motor skills. Among the three aspects, he prioritizes the socialization of values, because the consensus of values is a required factor for the arising and maintenance of social integration. Through socialization, cultural values owned by the community are transformed into values that are internalized or internalized by each individual citizen.

Sudarja said that education is a process of socialization that in an individual allows the development of skills and a sense of responsibility (capacity and commitment) which are all needed in carrying out social roles. Therefore it can be concluded that Parsons education analysis is not only at the macro level but also pay attention to the institutional level (meso). There are impacts in different socialization processes on different people, because the actors of the socialization have different capacities.

b. Conflict Model Analysis

Conflict analysis departs from the conflict theory of Karl Marx (1818 - 1883), German sociologist. According to Karl Marx, in capitalist society there are two categories of people, namely the bourgeoisie and the proletariat. The bourgeoisie is a minority who controls the factors of production, while the proletariat is the majority of the population only have the energy and skills to be sold to the bourgeois. Thus, adherents of conflict theory see that in every society there is a small group of people who dominate the majority group. Starting from the thought of Karl Marx, educational thinkers conducted a study at the macro level regarding the role of education in making the social system viable. They see education from a different perspective from functional structural people, assuming different social systems take place in different educational systems.

What becomes a common thread in the analysis of the conflict model is that education is a means of the dominant (ruler) to instill the values held by them to the younger generation, in order to maintain the existing social structure or in order to maintain the status quo to perpetuate their dominance. Therefore, in the view of conflict theorists, socialization is defined as the process of inheriting the values of the rulers from one generation to the next in order to maintain dominance, namely so that young children follow the values that are owned and considered good by the previous generation.

1) S. Bowles and H. Gintis

Bowles and Gintis see that the USA adheres to a totalitarian capitalist economic system characterized by the dominance of minorities (rulers and managers) over the majority (workers and workers). During this period, education was carried out with two types of strategies, first, instilling the belief that success in the economic field was highly dependent on having good abilities and skills or

education. Secondly, preparing young people with knowledge and skills to fill the positions available in society in accordance with the interests of the capitalists. Through education, they create young elites who will continue economic domination in society. Education is a direct reproduction tool of capitalist society to preserve and maintain the status quo, not a means of social change to deal with welfare disparities.

2) Louis Althusser

In line with Bowles and Gintis analysis, namely that education in capitalist society plays a role in maintaining and strengthening the relations of capitalist production, strengthening the dominant (minority) groups in maintaining the domination and status quo. The difference is that Althusser views education in the capitalist community as a means of ruling (the state) in order to instill domination and maintain the status quo, as equipment that is not coercive.

In instilling and maintaining the status quo the capitalist state / society has two categories of equipment and equipment, namely those that are oppressive or coercive and those that shape or change mental characteristics. Categories that suppress or force (repressive) include legislation, police, the army, government and administration. The basic function of this category is to act on behalf of the authorities in their class struggle using force and force. Meanwhile the second category plays a role in shaping or changing the mental attitude of the people without pressure and coercion. There are no sanctions and penalties for deviations committed. Completeness of this country includes education delivered through schools, religion, family, politics, culture, literature, corporate organizations and others.

c. Analysis of the Critical Sociology Model

The critical sociology analysis model refers to the critical sociology theory that developed in Frankfurt, Germany starting in the 1920s. An educational analysis model based on this theory encourages the emancipation of the marginalized in society. The focus of his attention is to improve the actual events in education, both at the macro and micro levels, which are considered less concerned with the weak who need help.

At the micro level, in the education unit environment, critical sociological analysis sees that students are in a weak, passive, formed, confined position and must submit to the curriculum and teachers who are seen as representatives of the state, nation and adults in school. Therefore, to get out of this situation the curriculum and its implementation are required to focus attention on the interests of students (student oriented). The learning model must develop students' creativity and critical power. The definition of education has changed to become oriented to students as follows: "..... conscious effort to create a learning atmosphere so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, morals noble, as well as the skills needed by himself, society, nation and state "

1) Paulo Freire

In Abdullah,⁶ Paulo Freire described that in traditional education, teachers play a very dominant role in their interactions with students. In the traditional education

⁶ Abdullah, 2013, *Sosiologi Pendidikan : Individu, Masyarakat, dan Pendidikan*, Depok : Raja Grafindo Persada, p. 5

system, the learning process is described as a bank system in which the teacher is likened to someone who pours water into an empty container / passive place and does not react to anything. Students do not have the opportunity to dialogue with the teacher. According to him, such an education system will produce students and graduates who embrace the Culture of Mute (culture of silent). Therefore to improve this situation education must be able to develop 'critical consciousness' (critical awareness, the ability to behave and act critically to the situation) among the lessons through a dialogical approach.

2) Ivan Illich

In his book 'Deschooling Society' he argues that schools have been a place where children are pressured and forced to learn things they don't like or want. Good learning takes place in a free atmosphere that allows the lesson to choose their own preferred subjects. Illich further suggested that the school system was simply disbanded because it was ineffective. Children learn more about their own knowledge outside of school, such as reading books, newspapers, listening to the radio, watching movies, and television through relationships and others than school.

The work of Paulo Freire and Ivan Illich has received much attention from educational thinkers and observers who have recently discussed it in various books. Thus, life in school and in the classroom must be focused on the interests, interests and learning abilities of students who have been neglected. Schools and classrooms are expected to be a fun and beneficial learning environment for those who need it most in order to realize their full potential.

d. Micro Level Education Analysis

Micro-level analysis models developed in the United Kingdom and in the United States in the not distant future, around the middle of the last century. Between the two there are differences and similarity characteristics as follows.

1) Micro Level Analysis Model in the UK

In the early 1960s in England developed an analytical model that was dubbed the 'New Sociology of Education'. This analysis model stems from the dissatisfaction of the British community about the policy and implementation of education in schools and their results. Schooling education is considered a failure in achieving its goal of forming perfect human beings, humanizing humans.

The main objective of the New Sociology of Education is to improve the education system so that it is fully human. The direction of improvement is the same as the model proposed by Critical Sociology, that is, aside from improving the quality of education, it must also not be racist and creative in politics, but should be evenly distributed for each level and class of society, and must side with the weak who most need help. The difference with the Critical Sociology model is that the 'New Sociology of Education' carries out its analysis at the micro level, examines the implementation of learning in schools, in the classroom, including educational content (curriculum), learning methods, teacher treatment of students, and others that related to learning in school / class.

2) Micro Analysis Model in the United States

Almost simultaneously with the development of the 'New Sociology of Education' in the United Kingdom, in the United States developed a micro analysis model based on the Symbolic Interaction theory and the Theory of Phenomenology in sociology. Symbolic interaction theory has a number of basic characteristics and assumptions, among others: to get a good understanding of education, an

assessment of daily activities in school, in the classroom, of people interacting, interacting and influencing each other others, especially between students and teachers and students between each other. In the interaction takes place the communication process by using symbols. Successful interaction or communication requires the support of relevant media and conducive situations. Therefore, the availability and use of relevant learning media and situations that are conducive to the implementation of education are absolutely necessary.

Phenomenology theory is a philosophical school which holds that all the knowledge we have is obtained through the senses (sight, hearing, smell, feeling, and touch); others are considered speculation. So according to the thoughts of adherents of the two theories, the analysis of education is based on three things as follows: (1) Field information is obtained with a phenomenological approach, (2) The object of study is the content of education (curriculum, teaching methods, treatment of students, evaluations etc.) and (3) in the application of the principles of Symbolic Interaction.

D. CONCLUSION

The sociology of education is the science that seeks to find ways to control the educational process to develop an individual's personality for the better. The sociology of education was first lectured by Henry Suzzalo in 1910 at Teacher College, Columbia University. However, it was just in 1917 that the first sociology of education textbook was published by Walter R. Smith, entitled Introduction to Educational Sociology. In 1916, at the University of New York and Columbia the Department of Educational Sociology was established at the American Society of Sociology Congress in 1923. Since that year the sociology of education yearbook has been published. In 1928, The Journal of Educational Sociology was published under the leadership of E. George Payne. Social Education Magazine began to be published in 1936. Since 1940, in the Education Review Review published in articles relating to the sociology of education.

The scope of Educational Sociology refers to the application of sociological knowledge, thinking techniques, and data collection in educational investigations. Thus the sociology of education learns about the educational process as social interaction, schools as social groups, and as social institutions.

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