

The Educational Institution Policies as Forms of Social Conflict: A Phenomenological Study

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Abstract: Differences in the implementation of education policies certainly have an impact on different results. Such is the case with the portrait of education in Payaman village. The implementation of education policy, which should have a good impact, actually causes conflict. Conflicts arise between educators and policy makers, in this case the foundation board. The purpose of this study is to determine the process and form of conflict that occurs between educators and policy makers. The type of research used is qualitative. Data collection was done by interview method and literature study. The theory used is conflict from Ralf Dahrendorf with the rationalization that authority and position form a society that is forcibly coordinated so that it has an impact on the conflict formed. The results showed that the implementation of education policy in the form of regulations on the obligation of educators' children to attend educational institutions where parents as educators teach. Education policy only binds educators from ordinary groups. Policy makers are not bound by the policy, causing social jealousy. The result is conflict between educators and policy makers. The conflict takes the form of a closed dispute due to the difference in social status between the two.

Keywords: Education; Policy; Social Conflict

Abstrak: Perbedaan penerapan kebijakan pendidikan tentu berdampak pada hasil yang berbeda pula. Seperti yang terjadi pada potret pendidikan di Desa Payaman. Penerapan kebijakan pendidikan yang seharusnya berdampak baik, justru menimbulkan konflik. Konflik timbul antara pendidik dan pembuat kebijakan, dalam hal ini adalah pengurus yayasan. Tujuan penelitian ini adalah untuk mengetahui proses serta bentuk konflik yang terjadi antara pendidik dan pembuat kebijakan. Jenis penelitian yang digunakan adalah kualitatif. Pengumpulan data dilakukan dengan metode wawancara serta studi pustaka. Teori yang digunakan adalah konflik dari Ralf Dahrendorf dengan rasionalisasi bahwa wewenang dan posisi membentuk masyarakat yang terkoordinasi secara paksa sehingga berdampak pada konflik yang terbentuk. Hasil penelitian menunjukkan bahwa penerapan kebijakan pendidikan yang berupa peraturan atas kewajiban anak pendidik untuk bersekolah di lembaga pendidikan tempat orang tua sebagai pendidik mengajar. Kebijakan pendidikan hanya mengikat pendidik dari kelompok biasa. Pembuat kebijakan tidak terikat dalam kebijakan tersebut sehingga menimbulkan kecemburuan sosial. Dampaknya adalah timbul konflik antara pendidik dan pembuat kebijakan. Konflik berbentuk perselisihan tertutup karena adanya perbedaan status sosial antar keduanya.

Kata kunci: Pendidikan; Kebijakan, Konflik Sosial

INTRODUCTION

Education is a process of empowerment so that learners become independent (Pristiwanti, Desi et al., 2022). To achieve educational success, a system is needed that is able to support the implementation of education in accordance with its proper spirit through the design of educational policies. This is done in order to realize education that is able to mature humans (Syafira et al., 2023). In reality, the education policy implemented is not fully able to fulfill the hopes and ideals of every human being. Educational policy anomalies that actually cause social conflicts are found in education in Payaman Village, Solokuro Lamongan. The condition of education in Payaman Village is characterized by the establishment of 9 units of educational institutions. This number is common in a city. However, it is an anomaly in a village. Seven from nine of the educational

units are in the form of foundations, which consist of several levels of education, ranging from kindergarten to high school level. This has an impact on the overlapping conditions of education that cannot be avoided. The remaining two are public elementary schools and public junior high schools

The socio-economic situation is quite stable, encouraging people to have a high desire to pursue education (Nurwati & Listari, 2021). More than that, Payaman people are not limited to being literate in education. However, this economic stability encourages people's desire to get a better quality education. The community considers that the quality of private education available in the village is not sufficient to meet the expectations of education that is expected to be a provision for the future. This reality is a positive value related to the progress of the Payaman community's mindset about education. However, on the other hand, it also creates new problems. The number of educational units in Payaman village is not proportional to the availability of students (Arifin et al., 2023). The distance between educational institutions causes high competition between institutions, especially during the admission of new students (Indriani et al., 2021).

Departing from this problem, educational institutions in Payaman Village made an educational policy contained in a local regulation that must be obeyed by all educators in each educational institution. The form of this policy is the obligation of educators' children to pursue education where their parents as educators teach. This policy restricts educators because there are sanctions that follow. The sanctions are in the form of reduced teaching hours to dismissal. Uniquely, this education policy is applied to almost all education units in Payaman Village. This education policy is not written in black and white. However, this education policy binds all educators to comply with it. The practice of implementing educational policies designed by educational institutions in Payaman Village raises new conflicts that are interesting to study. This study aims to determine the process and form of conflict that occurs between educators and policy makers as a result of the implementation of education policies made unilaterally by educational institutions.

Relevant previous research is found in several international journals. Researchers found differences in research results. Education policies implemented in different countries have different impacts. More deeply, the education policies implemented have both positive and negative impacts. Education policies in European Union countries are designed to create quality individuals. The education policy includes 5 factors, namely, reading literacy must increase by 20%, 85% of citizens aged 22 years must complete education up to high school level, the percentage of graduates must increase by 15%, participation in lifelong learning at an average age of 25-64 years is at a percentage of 12.5% with gender equality supported, and early school leave is no more than a percentage of 10% (Dumciuviene, 2015). The education policy in the central and western regions of China makes preschool education. The local government realizes the importance of preschool education to realize child development and the nation's goal of building strong human resources through educational modernization. As a result, the education policy to provide preschool facilities has become the outline of China's national plan for medium- and long-term education reform and development (Su et al., 2020). Education policy in South Korea stipulates evaluation to maintain the quality of educators. However, the evaluation process does not work properly. The process of evaluating educators has politics riding on it. This has led to a decline in the quality of educators because evaluations are not conducted fairly and honestly. The impact is the emergence of conflicts such as low public trust in education because it is not supported by qualified educators (Yoo, 2019). The ranking of education that occurs in higher education misleads stakeholders to understand only two interests, namely research and teaching. This creates a layer on education. Education is oriented towards the research model of the United States. Education focuses on prestige rather than the quality of education itself (Anafinova, 2020).

Previous research found all lead to international journals. There are interesting things found in previous research, namely the differences in the results of policy implementation in each country. The results of the first and second studies show that education policies in the European

Union and China have a positive impact on their society. The European Union succeeded with education as a way to prepare quality human resources (Dumciuviene, 2015). Meanwhile, China succeeded with equal distribution of education (Su et al., 2020). However, the results of the third and fourth studies show the opposite result. The education policy designed actually has a negative impact. Education policy in South Korea brings political contestation in it, causing conflict in the low quality of educators (Yoo, 2019). Furthermore, education policies that are oriented towards the United States model through global education rankings have a negative impact. Because education is emphasized on prestige not the quality of education (Anafinova, 2020).

The novelty in this research is in the acceptance of educators related to the sanctions obtained. This research was conducted in Payaman Village with religious values upheld by all its people. Community obedience to religious leaders is one of the reasons educators comply with the policy. The majority of educational institutions in Payaman Village are under the auspices of the Pondok Pesantren Foundation. The location of this novelty is in the difference in educators' acceptance of sanctions as a result of violating education policies. Symbolically, educators accept sanctions gracefully as a form of obedience to religious and community leaders who have a strong position in the community. However, this is not actually the case. Apart from the symbolic display, educators actually do not really accept the sanctions. Educators do not have the courage to convey directly the sanctions that are considered burdensome. This is due to the respect and obedience of educators to policy makers as respected religious and community leaders. This unsynchronization is a renewal and interesting things that can be found in this study. So, the rejection of sanctions is not done openly. However, it is limited to being harbored and never conveyed directly to policy makers. Thus, there is a uniqueness to the conflicts that arise as a result of the implementation of educational institution policies in this study. The difference in social status between educators and policy makers (foundation administrators) has an impact on conflicts that are not conveyed openly. This means that educators never protest directly. However, they only complain about policies that are considered burdensome to education and favorable to policymakers.

METHOD

The method section contains research designs, research subjects, instruments, data collection procedures, and data analysis presented in paragraph form. This research uses a qualitative with a phenomenological approach. Qualitative research seeks an understanding of social phenomena based on the construction of the world of meaning or understanding of humans as actors (Subadi, 2006). Meanwhile, phenomenology means knowledge as it appears in consciousness (Raco, 2018). The informants of this research are educators who have experienced conflict with policy makers. This research will be conducted in Payaman village, Solokuro Lamongan, with the rationality that there are 9 units of educational institutions in Payaman village. The number of educational units creates conflicts that occur between parts of it. In line with the research approach used, data collection was carried out using interview techniques and literature studies. The researcher in qualitative has a position as an instrument because the researcher is a tool or individual who conducts interviews (Sugiyono, 2008). The data obtained from the interviews served as the main data and the literature study became additional data. Qualitative research is analytically descriptive (Raco, 2018). The analysis of this research was carried out in various stages. The first is the presentation of data from interviews in the field. Good data presentation will support researchers in the analysis process (Sabarguna, 2006). Data obtained in the field were reduced by filtering and selecting data as needed. This process is carried out to provide boundaries so that the research results are directed and do not get out of the informant's language.

After the process of filtering and describing the data, it is continued with the analysis of relevant theories. This research uses Ralf Dahrendorf's conflict theory. Conflict according to Dahrendorf arises between the ruler and the ruled. The ruler is characterized by authority and

position as a differentiator. The position of authority is not in every individual. However, it is found in the system in society (Rahmaniah, 2016). Authority in society has binding power so that individuals who do not comply will be sanctioned. Different positions in society have the potential to cause conflict between layers of society.

The data analysis process continued by comparing relevant previous research. In this process, data from the literature study that has been found is used. This process is an interesting part. Researchers will provide exposure related to the results of relevant research. Furthermore, the process of describing the results of this research is also carried out in outline. It continues with the process of comparing the two. It is related to the impact of education policies in various countries. The final step in this research is the triangulation process carried out by researchers. This process was carried out in an effort to cross check the data from the interviews with the literature studies obtained and other opinions (Singarimbun, 1987). Matching is done using literature studies in the form of relevant research that has been found. After that, drawing conclusions is done with care and accuracy because it will be accounted for later. The formulation of the problem in this study is how the process of conflict arises between policy makers and educators after the educational institution's policy is determined. It is related to educational policies that are determined as something that must be obeyed and lead to sanctions for violators.

RESULT AND DISCUSSION

The results section contains research findings obtained from research data and is related to hypotheses. Education in every country is a fundamental thing that will always be considered. Its existence determines the direction of the nation because education creates quality and useful human resources (Khoirunnisa Kholillah et al., 2022). Various education policies made bring great hope for better education. Education policy as a tool to achieve this. However, it cannot be denied that in the course of education there are things that deflect the original purpose of the policy. The essence of the spirit of education is to mature humans. Education has the right to be obtained by all citizens (Lega & Hartanto, 2023). To achieve its spirit, a well thought-out education policy design is needed. Education policies are designed according to the needs of each region. That the education policy that exists in each region is certainly different. Because, there is an adjustment to the conditions of each region.

Nowadays, the development of education is heading in a better direction. This is evidenced by the attention to education from the government with many new policies being established. The various education policies that have been established have their own pros and cons. The chosen education policy always has an impact. Both in positive and negative terms. Basically, education policy is designed to help smooth the process of achieving educational goals (Ghazali et al., 2020). However, in the process, it is not uncommon for education policies to not function properly and bring adverse impacts that were never imagined before. Such as the emergence of conflicts, deviations, tensions, and so on. One of them is the education policy in Payaman Village, Solokuro Lamongan. This village, which has the nickname as the village of migrant workers, has interesting things to study in the education sector. Geographically, Payaman village is bordered to the north by Kranji village, to the east by Banyubang village, to the south by Godog village, and to the west by Sendang village. This village, which has 7 hamlets, is one of the villages that has high potential to be developed. Not only in the economic sector. However, in the education sector, the people of Payaman Village are forward-thinking. A village with 9 education units is an interesting thing to study. The impact of the many education units is the overlapping of education that cannot be avoided.

The development of education in Payaman village began with the entry of the influence of Islamic political parties in Payaman village, in this case masyumi. At first, Masyumi was the only influence that had power in Payaman village. This had an impact on the strong influence of masyumi in people's daily lives and became a way of life that had been internalized by the

community (Masruroh, 2019). The existence of masyumi as the only Islamic political party with a strong influence did not last long. The emergence of various Islamic organizations was able to divide the Payaman village community and cause conflict within it. The community's strong belief in Islamic organizations triggered conflicts in the community system. This includes the emergence of fanaticism towards Islamic organizations that are adopted and further enlarge the existing conflicts. In the process, the people of Payaman village who were part of masyumi were divided into two groups, namely Nahdlatul Ulama and Muhammadiyah. The division of the community into these two Islamic organizations was the beginning of the development of education in Payaman village.

The presence of two Islamic organizations in the community is not limited to dividing groups according to the organization they adhere to. However, the split led to conflict in the education sector. In the beginning, the education process in Payaman village was only centered on one institutional unit. The people of Payaman village used to call the school by the name of gubuk penceng. This nickname is not just a name. However, the condition of the school which resembled an old building made the surrounding community give the nickname. The term gubuk comes from the Javanese language which means simple building. Meanwhile, penceng means tilted or asymmetrical. So the term gubuk penceng is a simple building that is not symmetrical, used for the Payaman village community in ancient times as a place of learning. Gubuk penceng is the only place to carry out the education process. This means that at the beginning of the development of education, the Payaman village community was not yet divided. This is in line with masyumi as the only Islamic organization uniting the entire community in all areas of life.

The existence of gubuk penceng was lost along with the division of educational institutions. This split was caused by a clash of ideas from each Islamic organization. Both organizations want education to be differentiated according to each of the teachings and practices in it. The impact was that education, which was initially focused in the penceng hut, was divided into two. Starting from this, education in Payaman village continued to grow. Until now there are 9 education units in one village. This has caused new problems. Overlapping education can no longer be avoided. Each education unit certainly requires the presence of students so that the education process can continue. The number of education units has led to intense competition for students. The lack of students is not the only problem. However, the social and economic conditions of the Payaman village community also contribute to this high competition. The relatively advanced condition of the Payaman community, both economically and socially, has led to a high desire for education. Economically, the community in Payaman village is relatively advanced. This is supported by the majority of people who choose to work as migrant workers. The number of people who become migrant workers and succeed in overseas countries makes the community's economy more prosperous. Progress is not limited to the economic sector. However, in the social field, the community is developing to create awareness of the importance of education. This causes the community's desire for better education to be high (Fahmi et al., 2020). Many people prefer to go to school outside Payaman village. This effort is made to fulfill the desire for better and more advanced education. Both of these make the competition for students even higher. The number of educational institutions available is not proportional to the number of students available. This causes the competition for students to be high.

Overlapping education in Payaman village is not limited to one problem. These educational problems have an impact on the policies that are implemented to achieve the educational process. The policies implemented are not written like black on white. However, its existence binds all members to comply with it. The form of the policy is that every educator's child must attend the educational institution where the parents teach. This regulation is set in order to fulfill the needs of students at each available educational institution. This policy is binding on all members and results in sanctions in the morning for violators. The implementation of this education policy is carried out to fulfill the needs of students. In practice, the ratification of this education policy is not in accordance with the proper process. An education policy should not immediately be made with the authority of the leadership with its interests. however, it must go through a long process.

The first stage is preparation in the form of policy socialization. The second is a trial period without sanctions. The third is the implementation of education policy with sanctions. The fourth is the evaluation of the implementation of the education policy itself (Yuliah, 2020).

The majority of educational institutions in Payaman village are modeled after boarding school foundations. This makes the policy to be obeyed not limited to the compliance of the upper party to the lower party. However, the compliance factor to the priyayi group makes this policy must be carried out to respected parties. The leaders of educational institutions in Payaman village are mostly held by the priyayi group. There is knowledge constructed in the minds of the community that the priyayi group has an aura of goodness and brings blessings (Hariyadi, 2020). This knowledge becomes the basis of the actions that people must take to become obedient individuals. This policy is not only found in one unit of educational institutions. However, almost all educational institutions in Payaman village. The education policy set is considered unique. Its existence cannot be found in other regions.

The implementation of education policy has an unintended impact. Basically, every education policy that is passed carries good hopes to be achieved. This includes the education policy in Payaman village. The hope that this education policy brings is that the education process can continue to be implemented. An education will continue to run if all elements in it run according to their respective functions (Ramdani, 2018). Likewise with the presence of students. Without the presence of students, the education process cannot be carried out. However, this policy encountered problems in the implementation process. The education policy set in fact triggers conflicts in educational institutions.

The form of conflict is manifested in the dispute between policy makers and educators who violate education policy. The form of conflict that occurs between two parties who have different social positions in society is explained by Ralf Dahrendorf through his conflict theory. The party in the upper position tends to use its power to fulfill its interests. This inequality triggers the growth of conflict between the two. This difference in social position creates inequality in the practice of social interaction (Nendissa, 2022). The formation of this conflict begins when there are educators who commit violations in the form of making decisions to send children outside the educational institutions where parents as educators teach, called to the office. Then there is tension because education policy makers tend to be unable to control their emotions by venting to educators. It is not uncommon for this tension to continue outside the forum or office. However, there is a difference in this case. If in the forum there is tension by venting emotions passionately, then outside the forum what happens is a cold war. This is done by the absence of greetings when meeting, various insinuations directed at educators, and differences in treatment made by policy makers to educators. The sanctions obtained are not limited to reducing teaching hours or dismissal. However, the community also contributes to sanctions by providing labeling, gossip and other social sanctions.

The education policy that was passed is seen as a regulation that restricts and limits the individuals within it. Another face of the policy that further strengthens the conflict is that this policy is only directed at educators from ordinary community groups. This policy does not apply to educators from the priyayi family group or in other words, the policy is not implemented by the policy-making group. This difference further causes the high potential for conflict to arise.

Inequality in the process of implementing education policy is considered an authority that must be implemented. The interesting thing here is that there are different forms of acceptance of sanctions by educators. At first, educators who received sanctions seemed to accept the decision. That is, symbolically educators accept the sanctions. This is due to the act of obedience that must always be shown to the priyayi group as a respected figure (Kuswandi & Ridwan, 2023). However, on the other hand, educators do not fully accept the sanctions obtained. This is known from the communication and interaction carried out behind the policy maker. This form of rejection is done by expressing disappointment with the sanctions given. Beyond the symbols displayed, educators who get sanctions basically have other wishes that cannot be conveyed directly. This is due to the respect and obedience aimed at policy makers who come from the

priyayi group as respected figures. In essence, the rejection made by educators regarding the sanctions given can only be suppressed. The compliance factor is still the reason why educators do not have the courage to make the rejection.

The theory used in this research is Ralf Dahrendorf's social conflict. This theory briefly explains that the emergence of social conflict comes from the relationship between the ruling class and the ruled class. Dahrendorf emphasizes that the existence of different positions is the key to his analysis. This means that the position here is divided into two things, namely superordination and subordination (Izza, 2020). The ruler is characterized by a group that has authority and position, in this research is the education policy maker. Meanwhile, the controlled group is characterized as a group that has a demand to take action in accordance with the wishes of the ruler, in this case, educators who must comply with educational policies. The authority of the ruling group has binding power (Rahmaniah, 2016). This means that the education policy set binds educators to comply. Non-compliant actions by educators result in sanctions that follow, in this case a reduction in teaching hours or dismissal. The existence of different positions, namely policy makers as the ruling class and educators as the controlled class, creates conflict between layers of society because the relationship between the two is unbalanced.

Power that only belongs to the ruling class (policy makers) creates conflict between the two. Dahrendorf states that there are two class systems, namely those who participate in the power structure through control and those who do not participate in subjugation (Setiyawan, 2018). The discussion related to the authority that is only owned by certain groups has led to an uneven distribution of power and has the potential to cause conflict. Authority or power is an indicator of different positions in society. Authority has power in society and places it in different positions, namely above and below. Individuals who do not submit and obey the authority will be sanctioned. Dahrendorf states that humans form an alliance that is coordinated by force. According to Dahrendorf, (1959) conflict analysis identifies the role of authority in society (Tualeka, 2017). The attachment of authority to a position is the success point of Dahrendorf's theoretical analysis. The impact is the emergence of superordination and subordination. The position of individuals who are at the top actually carries a lot of expectations to control subordinates and not come from within the individual itself. Authority as a legitimate thing, the impact is that sanctions follow individuals who violate.

Ralf Dahrendorf's theory (1959) of social conflict when used to analyze the emergence of conflict in this study is that there are differences in positions that have the potential to cause conflict. According to Dahrendorf (1959), there are two positions in the community system, namely the ruling class and the controlled class. This difference explains the difference in positions as upper and lower classes. This class difference is indicated by the ownership of positions and authority possessed by the ruling class and the ruled class (Setiyawan, 2018). Positions and authorities that are only owned by the policy-making class cause conflict between the two. This conflict arises because of the unequal distribution of power. Policies made are only directed at educators while the policy-making group has no obligation to affirm and implement these policies. This forms a forcibly coordinated lower-class society. This means that educators will implement the education policy. However, this compliance occurs by force. This can happen because the established authority has the power to bind. Binding educational policies carry sanctions for educators who violate them, in this case a reduction in hours and dismissal of educators from the educational institution.

Comparison of research results with relevant research will try to be done in this study. Researchers took examples from existing education policies in various countries such as the European Union, China, South Korea, and education policies in the form of global education ranking research in various countries. Education policy in the European Union and China states that education policy has succeeded in bringing positive impacts as expected. Education policy in the European Union is designed to produce quality human resources. Learners are the actors of economic development in the European Union countries later. So education policy is designed to prepare quality human resources through quality education. Education policy in China is in the

form of preschool education plans made by the government. This policy is carried out as a form of responsibility from the government for equal distribution of education. Preschool education is directed at people in remote areas with low economic and educational levels. The difference with the results of this study is clear that the education policies in these countries are inversely proportional to the results of this study. The results of the research in the two countries stated that the chosen education policy brought positive changes to the education sector. If in the European Union, education policies are able to have an impact on improving human resources, as well as China with success in terms of educational equity, then this study has the opposite results. The results of this study show that the education policy used in Payaman Village has a negative impact in the form of conflicts between educational actors within related educational institutions.

Furthermore, there are two research results that largely have the same results as this study. Namely, the chosen education policy brings new problems in educational practice. Education policy in South Korea in its evaluation is ridden by political interests so that the evaluation has not run properly. The impact is the emergence of conflict as a result of the quality of educators who have not been maximized. In addition, education policy in the form of global rankings in higher education also creates new problems. Education is emphasized on prestige rather than on the quality of education. This brings new conflicts, namely the pressure on educational institutions that do not have certain prestige. For example, education in the European Union has a moral burden to follow the US education system. Conflicts and educational inequalities became increasingly apparent after this education policy was implemented. Broadly speaking, there are similarities with the results of this research. However, these similarities are only limited to the emergence of new conflicts in education after education policies are implemented. The forms of conflict and the policies set out in these various studies are different. The results of this study show that the implemented education policy creates conflict between educators and policy makers as the ruling group.

The research results obtained are in line with the literature found. The relevant research found by the researchers mentioned that two of the four studies stated the same results as this study. The results of the study stated that the established education policy brought new problems in education. Cross-checks were also carried out with the initial theory chosen, namely conflict from Ralf Dahrendorf. The theory chosen to analyze this research is in accordance with the data obtained in the field. Related to the cause of conflict arises because of differences in position in society. In the end, the research that has been carried out has obtained results that are in accordance with the researcher's initial expectations, namely the data obtained in the field and the analysis process.

CONCLUSION AND SUGGESTIONS

Basically, each region has its own education policy that is tailored to the situation, conditions and needs. The same applies to education in Payaman village. The education conditions in Payaman village form an overlapping situation. This is due to the existence of nine education units in one village. This number causes problems because the process of getting students becomes tight. The impact was the formation of an education policy to prohibit every educator from sending children outside the education unit where the educator teaches. This policy resulted in sanctions for educators who violated it. The sanctions are in the form of reduced teaching hours or dismissal. In practice, this policy creates new problems. The potential for this problem to arise is because the policy is only binding on educators. Policy makers as the ruling group are not bound by the policy. This causes conflicts to arise between policy makers and educators. The conflict is in the form of a dispute between the two.

Every education policy designed brings hope for a better education. The education policy in Payaman village creates conflict because there are inequalities in the process. The education policy that is passed should not only bind educators. This means that the policy makers, in this

case the priyayi group as the ruling group, should also be part of the implementers. This difference creates social jealousy and makes the number of violations higher because there is inequality in it. Furthermore, the education policy set in Payaman village is considered to be a restrictive regulation because children's education is basically the absolute choice of children and parents. A reassessment of this education policy is necessary. The researcher hopes that this study will be able to contribute ideas and become material for consideration. Related to the practice of education policies that cause conflict in the process. For future research, it can take a position to see the impact of conflicts caused as a result of the determination of educational policies.

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