



Social Alienation of Thinking Narrowness

Dominance Power Relations and Hegemony of Historical Learning as Social Studies Learning Resources

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Abstract. The purpose of the study was to analyze the meaninglessness of learning history in students. The meaninglessness of learning is a form of social alienation. The process of achieving research objectives begins with data collection through in-depth interviews and observation techniques. Interviews were conducted to obtain data from teacher and student sources, while observations were conducted to obtain data on teaching and learning interactions between teachers and students. The data obtained were analyzed using the technical analysis of Miles and Huberman. The process is data reduction to obtain coherent data with the objectives to be achieved, presenting data, and concluding. The result of the analysis is that students in history learning experience narrow thinking. Students do not have the power to construct knowledge outside of the teacher's knowledge construction as the owner of educational tools. The narrowness of thinking is caused by the dominance of the teacher in the power relation of the practice of history learning. So, meaningless social alienation in the form of narrow thinking of students is a figurative historical learning pattern, not operative learning.

Keywords: Social Alienation · Transformative Education · Narrowness of Thinking

1 Introduction

The History learning has adopted a pattern of antagonism of bank-style learning, teachers teach, students are taught. In bank style history learning, there is no dialogue, only monologue or teacher centered instruction [1]. The bank-style history learning model does not create learning as a process of partnership and togetherness. The bank-style history learning model is less able to produce learning activities and creativity. The bank-style history learning model does not provide opportunities and freedom for students to determine how to learn and think. The bank-style history learning model does not provide opportunities for students to relate personal growth to public life which should be done through the development of strong skills, academic knowledge and critical curiosity about reality. Learning history is not interesting so that students become burdened and feel bored.

The study of history until now still triggers various criticisms. Since the decade of the 1980s, history learning has been criticized as learning that emphasizes memorization [2]. In the decade of the 2010s, the same criticism emerged again, namely that historical learning was said to lead to the development of ordinary memory [3]. In a long time interval the same criticism remains focused on history learning, this proves that there have not been many significant changes in history learning. Learning history is still just a lesson in memorizing concepts and understanding, the names of kingdoms, kings, figures, and the temporal aspects of an event.

The development of historical learning research results to date still reinforces the fact that history learning is still boring [4]. Learning history is not meaningful for students. The focus of the research is to identify the meaninglessness of learning history as a form of social alienation. The research objective is to describe the form of social alienation of meaninglessness in the practice of power relations that occur in teaching and learning interactions between teachers and students.

2 Theory and Method

2.1 Theory

The concept of alienation is adapted from Karl Marx's theory of alienation, although the concept is an alienation of the world of work, the world of production which explains the employer-labor-production relationship, but that does not mean that socio-economic theory cannot be used to explain phenomena in the world of education. In learning there is a power relationship that occurs in teaching and learning interactions between teachers and students to produce a product, namely knowledge. Marx's concept of alienation can be used as an analytical knife to the ideas of liberation or emancipation in the world of education.

Marx's thought about alienation stems from the problem of humanity, namely the decline of humanity which he expressed through the concept of work alienation. Similarly, the world of education also faces human problems. Many criticisms have been directed at education, one of which is that education is a vehicle for the hegemony of power to maintain the sustainability of the privileged rights of the powerful. Education becomes the arena of transactions as stated by Freire, namely the banking concept of education. Marx's ideas about the decline of consciousness in the world of human existence and liberation in the socio-economic world were transformed by Freire into the world of education. The idea of liberation is constructed as an effort to realize critical education.

Critical education is defined as education that does not separate theory and praxis whose main goal is to empower the oppressed to have the awareness to act through emancipatory praxis [5]. For Freire this form of education is always based on human awareness and awareness. Freire's idea is critical consciousness.

To achieve critical awareness, critical education is needed based on social reality, not bank-style education which makes students as robots who do not understand or are alienated from social reality (knowledge generated and faced) from the education they receive. Through critical education, students are able to reflect critically on the dominant ideology. Critical education means transformative education which aims to change the

educational process that perpetuates the status quo, into an educational process that provides awareness of human freedom from all oppression [6].

In the academic world, critical education has many labels. The issues raised are pedagogy of critique and possibility, pedagogy of student voice, pedagogy of emorment, radical pedagogy, pedagogy for radical democracy, pedagogy of possibility, critical pedagogy, transformative pedagogy. The pedagogic philosophy is that learning is the dismantling of all forms of consciousness in order to grow a new awareness, namely a subject that grows and develops as a human agency or persona creativita who is aware of their respective habits. For this reason, critical education is understood as synonymous with transformative pedagogy.

Karl Marx identified alienation as a social disease that results in the separation of human persons who should exist together. Marx argued that alienation flows from capitalist social relations. The result of alienation is separation among individuals [7]. The separation that results in the breakdown of subjective relationships, even humans live themselves like passive objects.

Alienation in the world of work or work is a consequence of the existence of two classes. Alienation is found in social relations between actors of production (labor) and owners of capital (capitalist)/bourgeois class [8]. Capitalists are employers who own the means of production in the form of industrial machines, factories and land. The working class are those who do work without having a place and means of work. The working class is a social class that is forced to sell their labor and time to the capitalist class [9]. The workers work because they are forced and without having the means, the work activities and the results of their work no longer belong to the workers, but to the owners of capital [10]. This is the basis of alienation in capitalist society [11].

Teacher-centered history learning shows learning as a social process in which social relations are subordinated [12]. It is the same with social relations between the bourgeoisie and the workers [13]. The teacher is the owner of the means of production, namely the teacher as a source of knowledge. Learners do work or study without having knowledge. Teacher-centered learning is a pattern of mutually suppressing contradictory relationships [14]. Teachers are positioned at the top, students are positioned at the bottom as recipients of teacher authorities [15].

Social relations in teacher-centered learning are in fact burdensome for students [16]. Many tasks must be completed by students, while the dialogue process is not intensive. The teacher gives many tasks, because the teacher cannot control the students one by one. The purpose of giving this assignment is to prevent students from always playing. The concept of learning is not dialogue but only one way because using online media and limited time makes teachers teach quickly. As a result, students often do not understand the subject well.

Students are “oppressed”, just like the workers who only carry out the instructions of the bourgeoisie to produce. Students are not only socially alienated, students are also alienated from their learning outcomes. Instrumental communication or anti-dialogue makes students experience alienation from their learning outcomes. Students only know, but do not understand the knowledge they know. Alienation towards learning outcomes shows the meaninglessness of learning outcomes for students [15].

Like Marx, work alienates the workers. Likewise in the world of education. Learning makes students experience alignment. If working, the workers are actually alienated from the results of their production, it is the same with students when studying are actually alienated by the process and results of their learning [6]. When alienated from the results of their production, the workers also do jobs that are foreign and not in accordance with their life goals. It seems that when students are alienated from the process and learning outcomes, students also do foreign learning and are not in accordance with their life goals.

2.2 Method

To achieve the research objectives, qualitative research methods are the procedures used in this study. The research begins with research mapping. The process includes location mapping, tracking research subjects, focus of inquiry, establishing rapport/being accepted. Mapping research is done by interview, documentation, observation. The objectives were to determine the research location, focus of inquiry, data sources, data collection techniques, and data collection instruments [17].

Based on the research mapping, it has been determined that the research location is a State Senior High School in East Java with 1 school each. The research subjects were students of the 2020/2021 class who were currently sitting in class XI. The research subjects were chosen based on the consideration that class XI was a class whose learning was fully online. Primary data sources are students, secondary data sources are other school residents, namely school principals and history teachers. The focus of inquiry is alignment which includes social alienation and learning outcomes. Data collection techniques are interviews with interview guide instruments, documentation with documentation guide instruments, and questionnaires [18].

The next stage is the implementation of the research. Activities that will be carried out at the stage of research implementation include instrument development and data collection. The aim is to obtain qualitative data as primary data and quantitative data as secondary data.

The next stage of research activities carried out is data processing. In data processing, coding is done to mark qualitative data as primary data. Qualitative data were analyzed using Miles and Huberman's technical analysis through data reduction activities, data presentation, drawing conclusions and verification. The results of data processing are then presented in the form of narrative text. After that, a progress report and a final research report are prepared.

3 Results and Discussion

The findings of the research data are meaningless social alienation in the form of narrow thinking. Narrow thinking indicates that students are not in control of their intellectual role in teaching and learning interactions with the history of social sciences. Power relations in the form of dialogue do not give students the freedom to express ideas and opinions. If there are facilities, in fact, the students' ideas are broken by the teacher's

ideas. In the end, students accept the truth of historical knowledge of specialization in social sciences as historical knowledge is constructed in the teacher's schemata..

The narrowness of thinking is caused by the dominance of power relations in teaching and learning interactions in history with specialization in social sciences. The historical learning of the social sciences that was developed by the teacher was student-centered learning, but the power relation that occurred was a subordinate relationship. The teacher practices the hegemony of historical knowledge to students. Power relations as a practice of building historical knowledge are dominated by ideas, ideas, opinions of teachers. Here's the teacher's reason.

"History subjects with specialization in social sciences should not be separated from the facts of national history books. The development of massive historical writing carried out by historians must all be elaborated with facts written in national history books. I admit that with the existence of information technology, students can easily get information about the historical knowledge they have learned. My job as a teacher is to filter various historical facts obtained by students from various sources so that they do not conflict with the facts written in national history books. I don't have the courage to give the widest possible opinion to students without limits. My weapon is a national history book. Historical facts written outside the corridors of national history, I do not consider true"

The interesting thing that can be obtained from the data is the history of specialization in social sciences, which is essentially different from normative history, which is taught the same by history teachers. In the 2013 curriculum, the history subjects given in class X are normative history, while the history given to students in the Social Sciences study program class XI and XII is the history of specialization in social sciences. Normative history is accentuated by the penetration of values for the formation of the nation's character. The history of the social sciences is focused on developing thinking skills, namely critical thinking, creative thinking, problem solving, and decision making.

In essence, what has happened in the history study of the social sciences is that it ignores the principle of egalitarian dialogue learning. Teachers hold the principle as part of the Ideological State Apparatus (ISA). Moreover, teachers are ASN status. Teachers do not have the courage to oppose educational policy instructions in the form of regulations from the Ministry of Education and Culture, Research, Technology and Higher Education, as well as ministerial decisions. The teacher obeys and adheres to the scope or standard of the content of the history subject that has been set. The teacher does not dare to do an opinion counter against historical facts or historiography in national history books written based on content standards [19].

The narrow thinking experienced by students as a result of the teacher's dominant and rigid attitude as a representation of the state that is present in the community becomes the basis for teachers to choose models, strategies, approaches, methods of learning history. The data obtained that teacher always use the discussion method as a facilitation of learner-centered learning. The discussion is expected to provide facilitation for students to learn to speak or student voice [20].

Narrow thinking occurs because students are not given free choice to use various historical sources, especially primary historical sources. The teacher presents historical

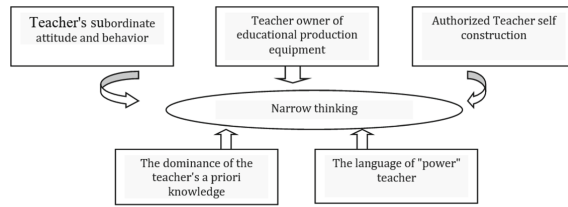


Fig. 1. The Alienation of Narrow Thinking

content as a result of the historian's interpretation. In the discussion the teacher does not rely on primary historical sources but rather references the construction of the historian's text or narrative. It should be noted that the historian's narrative text shows the historian's understanding of the history he is studying. Of course, this narrative text has personal bias, group prejudice. Moreover, the construction of historical knowledge has been included in the "baboon" book (national history book).

In the discussion the teacher holds on to historical knowledge a priori in national history books. The discussion focused on the acceptance of students towards the constructions of national historical knowledge. That is, the discussion does not provide an opportunity for students to express their ideas and opinions based on primary sources or other sources obtained from browsing historical sites that can be accounted for. The narrow thinking of students is caused by the teacher not giving free choices of historical knowledge outside of the construction of historical knowledge owned by the teacher. Here's the teacher's reason.

"Actually there is a strong desire to involve students directly with other primary and secondary historical sources outside of the historical facts in the "baboon" book. I realized that in the current era of information technology, it is not difficult to find historical sources. However, I could not develop it because of the pressure to fulfill the curriculum targets. In order to fulfill this achievement, it is better for me to direct the discussion to historical knowledge written in textbooks", I think that means that discussion based on textbook materials only invites students to understand history as limited as written in textbooks, does not give students freedom to construct knowledge outside that book. But what power that is the demands of our educational curriculum".

The fact finding shows that the power relation in the interaction of history learning with specialization in social sciences, the teacher becomes the main owner of the "means of production" such as national history books, textbooks that he has held for years. The meaning of ownership is the power over the historical knowledge contained in these books. Students are "forced" to study according to the reference books that have been the teacher's handbook.

The narrowness of thinking as the social alienation of students in history learning with specialization in social sciences is due to authority. In the theory of education, authority or gezah is a requirement for teaching and learning to occur. The basic assumption is that learning is an interaction between teachers as adults and students as children. Understood by the teacher, authority is power that is recognized and obeyed. The teacher defines

himself as the power of knowledge gained through higher education. The power of knowledge has been tested for truth and usefulness throughout his decades of teaching experience. Here's the reason

“Teachers as a source of learning for me are a must. Therefore, I always develop myself following the development of historical science. As long as a teacher is not a lot of rapid development of historical knowledge like other sciences. History still relies on hard historical facts because its development is evolutionary. If I look at the development of soft historical facts, it is indeed extraordinary. However, the caution is that soft historical facts are not historical facts but hoaxes. I am always wary of the development of soft historical facts. I teach the history of specialization in social sciences still relying on references that may be considered old school. However, for me the reference has a high degree of credibility. For me, references that have validity and credibility are references that are close to the event.” References that I have not everyone has it. I got it all because I diligently took photocopies from my former lecturers. And I have the principle that this is the source of my authority as a history teacher and I study history before my students. My students must “obey” the authority of historical knowledge that I have.

The findings of the data indicate that the authority of the teacher as the power of historical knowledge he has hinders the learning process as a free dialogue. Learner-centered learning is hampered by the teacher's self-construction of that authority. Students “must” accept the power of the teacher's historical knowledge which is considered valid and trustworthy. History learning dialogue is like a dialogue between parents and children. In dialogue there is a tendency to force children to submit and obey. It is considered that children's knowledge has not been tested for validity and usefulness, while the knowledge of teachers with decades of teaching experience has been tested for truth and usefulness.

The dominant attitude of the teacher, the achievement of the curriculum target, the teacher as the owner of the knowledge production instrument, and the teacher's authority are the causes of social isolation and narrow thinking of students. The historical knowledge of the social sciences that students have is the result of the process of transplanting the teacher's knowledge into the ecology of students' thinking. This is as explained by Freire's concept of bank-style education. Similarly, learning the history of social sciences as a hegemonic history lesson. Learning history of the social sciences specialization reflects the independence of students in learning. The principles of heutagogical learning in learner-centered learning are ignored.

The findings have a coherent relationship with the results of various historical learning studies which show that historical learning is not meaningful. So, the narrowness of the participants' thinking based on the results of the study was not caused by models, approaches, strategies, learning methods but rather by the power relations of teacher domination. Narrow thinking occurs because the teacher applies domination power relations in every model, approach, strategy, and method he uses. What is found from this research is the expression of thought which is manifested as a tool of thinking and communication. The tendency in power relations, the praxis of learning interactions between teachers and students is that languages are reactive, not pro-active. The choice of words

that are exchanged in meaningful communication does not give students freedom of thought. The research found the term “should” in the context of advising students. This is what the teacher said: “You guys should study hard”. The word “must” is felt by students as a learning compulsion. Students are shackled by “must” as a form of subordination. Students become objects to be learned, In the right semiotic analysis, the teacher says as follows: “You should study diligently”, The word “should” means that students are valued, given free choices, so that students are treated as learning subjects.

Figure 1 shows that the narrowness of thinking experienced by students is a result of the practice of teacher-centered history learning. Power relations or teaching and learning interactions between teachers and students are relations of domination and hegemony. Students are not able to “voice” (give an opinion) freely. This lack of freedom is due to teacher domination, namely attitudes and behavior, teachers who own educational production tools, authoritative teachers, dominance of teacher a priori knowledge, and teacher’s power of language. The relationship is that the teacher produces knowledge constructions that are transplanted into the schemata of students.

4 Conclusion

The conclusion from this study is that there are power relations in the practice of learning history. Considering that the aim of the research was to analyze the meaningfulness of learning history to students, it has been answered through a series of research methods that are strictly implemented. It can be concluded that the meaninglessness of learning is a form of social alienation. Students do not have the power to construct knowledge outside of the teacher’s knowledge construction as the owner of the educational tool. The narrowness of thinking is caused by the teacher’s dominance in the power relations of historical learning practices. So, meaningless social alienation in the form of students’ narrow thinking is a pattern of figurative historical learning, not operative learning.

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