

# Investigating Social Differentiations of Student

(A case of Special Education Student in Universitas Negeri Makassar )

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**Abstract.** Mapping of the social differentiations of student at any educational institution is very important in order to have a comprehensive data on them. The comprehensive data would be beneficial for the institution concerned to formulate policies related to solve student problems and needs. Three main questions to be answered in this study, namely (1) are student identities in the department of Special Education (PLB) FIP UNM (Depart of Special Needs Education, Faculty of Educational Sciences, State University of Makassar) related to their social differentiations, (2) are social differentiations picturised in the educational data of the students in the department of PLB FIP UNM, and (3) are social differentiations related to social economic conditions of the students in the department of PLB FIP UNM? The aim of the study is to explore students social differentiations which are limited to self-identity, educational data, and social economic conditions of the students concerned. The study applied simple survey technique. The population is the students enrolled in the Department PLB FIP UNM in 2011, 2012, and 2013 academic year. A sample was taken purposefully and data collected by using questionnaire and documentation as the instruments. Data were organized in table frequencies of which analysis was done. The findings are (1) number of female students tend to increase quantitatively, but not necessarily increase in quality, (2) study program at senior high school gives significant contribution towards academic performance at tertiary education, from choosing the study program to the learning process and educational achievement, and (3) involvement of students in a student organization is still low due to the social differentiation they have. Implications, the foundation of decision-making and policy.

**Keywords:** *mapping, comprehensive data, social differentiation, academic performance.*

## I. INTRODUCTION

Empirically, students come from different backgrounds. The differences can be seen horizontally such as school of origin, ethnics, parents' occupation, and other variables.

The research was designed as preliminary study or exploratory research by which further studies can be drawn analyzing the impacts of the different background towards their academic performances. The research was applied to the Department of Special Needs Education of the State University of Makassar (Jurusan Pendidikan Luar Biasa, Universitas Negeri Makassar – Jurusan PLB FIP UNM) as a unit of analysis.

Mapping of the students' social differences is assumed to be of some benefit data for the institution concerned in formulating any policy directed to solve students' problem

and meet their needs. In the modern age, as suggested by Luhmann [1], differentiation has been a phenomena in human life since people tend to be grouped into specific professions making them have different function to each other. Luhmann points out, for example the field of economy, law, education, politics, and science as new system, making the modern time as the era of differentiation.

Knowing the differences does not mean to group the students into specific system as suggested by Luhmann, rather as a tool in establishing social solidarity among them. Even, the various social backgrounds can be functioning as a tool in preventing violence among the students that usually happens at UNM. As experience by Shaw and Kristjanson [11] in agriculture field, differentiation has a positive impact and contribution to the sustainable development. It is hoped that by knowing the students differentiation, the running of education in the Department of PLB-FIP UNM would be sustained and successful.

Principally, in a social interaction a man tends to adjust his reaction that compatible with the purpose of others' action. The recursive model of action-reaction between people is based on the willingness of people to live harmoniously with both his fellows and his environment. As a result, grouping of people happens.

[10] According to Slavastoga two sociological processes affect the group behavior, deeply and universally. First, social integration, in which people tend to attract, depend, and adjust to each other, second, social differentiation, in which people tend to put themselves in opposite way based on different biological identities or religion, sex, and profession.

Social structure in every society is divided into vertical and horizontal patterns. [10] Vertical social structure characterized by differences in social class and social polarization. According to that kind of social structure is called social stratification. On the other hand, the horizontal social structure is characterized by differences in ethnical group, religion, profession, race, tradition, and place of origin. This kind of social structure is called social differentiation. Proponent social differentiation are, among others:

### A. *Racial differentiation*

In general, physical anthropologists differ race, according to geographical location, physical condition of people such as color of eyes, color of skin, color of hairs, shape of face, and shape of head. Due to the continuing social changes and globalization which makes people are more frequent and

easy to migrate beyond their home races, race differentiation becomes complex and unidentified. Intermarriage, cultural assimilation and acculturation, and transparency are some factors making difficult to identify the original race of people. However, as said by Carlos *et al* [3] race is just “as an idea of difference, will persist as long as historical conditions and people allow it”.

#### B. Ethnical differentiation.

If racial differentiation is characterized by physical traits, the concept of ethnic group refers to cultural similarity. The term ethnic is not only dealing with racial group, but also involves other groups coming from the same origin and having connection to each other in terms of religion, language, nationality, or a combination of two or more of above mentioned factors.

The ethnic group does not exist permanently even to some extent completely demolished due to assimilation and amalgamation processes that tend to be more intensive and effective due to globalization and transparency processes. That groups composed of people from collectivist cultural traditions would display more cooperative behavior than groups composed of people from individualistic cultural traditions.

#### C. Sex differentiation

Sex differentiation is sometimes contacted with differentiation in rights and obligations in which woman's position is treated inferior to the men. However, such discriminative polarization seems to no longer exist as a result of progressive women's movement and human rights development. Roles of woman as potential human resources in almost all sectors, particularly in the family economy tend to increase.

#### D. Religious differentiation

Indonesia accommodates and recognizes many different religious groups. This phenomena entitle Indonesia as a country of pluralism. Heterogeneity of faith can be treated both as a source of conflict and social capital for development. The extent to which religious conflict erupts depends on the intolerance to each other, but if harmony among them occurs, such a pluralism becomes a great potential for the development of the country.

Based on the social differentiation concept discussed above, the research was designed to explore the differentiation of students on campus from the point of view of learning process, student activities, and social economic life

To simplify, the students' differentiation is identified through three variables, namely:

##### a) Personal data

The variable consists of sex, age, number of brother and sister, and student position in the family.

##### b) Educational data

The variable consists of year of graduation at senior high school, the identities of the school, year of starting as a student of PLB, number of credits earned, and the reason of choosing PLB department.

##### c) Socio-economic data

It consists of parents' economic resources, financial support to study, and place of living during studying at PLB. Other data are involvement of student either in intra or extra campus organization as well as his/her function, status and roles in the organization. Student opinion concerning the future need for PLB teacher was also investigated.

The three variables are used to analyze the social differentiation of the students of which map of social differentiation of the PLB students at UNM can be drawn. The benefit of the mapping will be a reference in, among other, making policies in the department of PLB.

## II. RESEARCH METHOD

In drawing the social differentiation profile of the students, this research applied quantitative approach by using survey technique. [9] As pointed out by Marvasti, “Quantitative research involves the use of methodological techniques that represent the human experience in numerical categories, sometimes referred to as statistics”. All active students in the Department of PLB-FIP, UNM is treated as the population. In this study.

In order to get representative sample, the respondents were chosen with purposive technique sampling. The respondents are those who started studying in the department in 2011 till 2013. The reasons are they still involve in face-to-face learning process, campus activities and more importantly, they are assumed to be more able to understand the questions in the survey. The size of the sample is 50% of the population of each batch making the total is 125 respondents.

A simple questionnaire was designed in both open-ended and close-ended questions to collect data concerning their senior high school, ethnic group, sex, religion, and place to stay in Makassar. The structure of the questionnaire is divided into three mayor variables namely personal identities, educational background, and socio-economic conditions of the respondents. Documents are used as the secondary data resources.

Five respondents did not fill in the questionnaire but it does not affect the research processes since the number is too small. Accordingly, 120 questionnaires are eligible to be analyzed. A simple analysis technique was applied to find the picture of students' differences.

### III. RESULTS AND DESCRIPTIVE ANALYSIS

#### A. Personal identities

##### a) Sex

Number of female students in the Department of PLB-FIP, UNM is bigger than male students as found in the survey, in which 61,67% of the respondents are female. This figure is compatible with secondary data showing female students is always dominant in quantity every new academic year. This finding indicates an increasing interest and opportunity for women to play important roles and education that in turn may place women in proporsional genderism perspective in the family and siciety as whole.

[3] as concluded by the International Conference on Population and Development in Cairo in 1994, the objective of empowering woman is to promote gender equality in all aspects of family and social life by which man is encouraged to be responsible in his sexual behavior and reproduction and social roles in the family. Unfortunately, increase in number does not always parallel with increase of roles of woman. [5] From the study of Coulibaly *et al* in Malawi, they come to a conclusion that the limit access to have productive facilities for women has made their welfare cannot be improved.

##### b) Place of birth

Place of birth of the students is devided into two categories: in South Sulawesi province and other provinces. Majority (84,17%) of the students were born in South Sulawesi and the rest (15,83%) outside this province.

##### c) Age

Students age is grouped into three categories namely above 21 years, 19-20 years, and 17-18 years old. Students of group 19-20 years old are dominant (62,50%). This is related to the secondary data saying in 2012 new students are mostly of 17-18 years old group. Students of 21 years old group at the second, followed by those of 17-18 years old group. The grouping of the students age is in line with that made by Montessori. Montessori says that higher educational program is designed for those of 18 years old and above who are interested and willing to dedicate their life for the benefit of the world.

Moreover, Montessori suggests that every student has to prevent himself from any temptation dealing with bad conduct and the university has to train him to behave properly as student. The suggestion of Montessori is compatible with the opinion of Bucler and Rousseau saying every person in this phase is developing his self identity, character, and establishment.

##### d) Number of sister and brother

Majority of the students has more than 3 sisters and brothers followed by one and two brothers/sisters. Only one respondent does not have either brother or sister. Number of brother and sister the students have is averagely three persons. According to population policy applied in Indonesia, this number is not too big. Meaning, the parents

of the students tend to have practiced the family planning scheme.

##### e) Position in the family

The survey indicates that majority of the students are of first and third children rank in the family structure. [7] The oldest children is usually responsible to his/her young sister till the latter gets married and to his/her brother till the boy gets mature age. Goode concludes that prosperity, family reputation, and responsibility is in the hand of the oldest children. In some areas in Indonesia, the mother and the father of the children are not called according to their own name in the society rather mother or father of the first children. However, such habit does not reflect the role of first children as stated by Goode but indicates the important position of the oldest one.

#### B. Educational History

##### a) Year graduated from Senior High School

It is not automatically that a student commence the tertiary education in the same year of his graduation from Senior High School. However, in the case of PLB students, majority of them commenced the PLB Department in 2012, straight after graduated from senior high in the same year.

##### b) Study program at Senior High School

There are two groups of Senior High School in Indonesia, namely General Senior High School (SMA) and Occupational Senior High School (SMK). Each group has several kind of specialization. However, since SMK has many specialization and for practical reason, students graduated from this school are not grouped according to their specialization rather just labelled as SMK in the survey.

On the other hand, students graduated from SMA are grouped into science, social, and art specialization. Majority (51,67%) of PLB FIP UNM graduated from science followed by social (21,67%) and art (7,5%) specialization at SMA. The rest (19,16%) is graduated from SMK.

It is not surprising if many PLB students have science background because some subjects at PLB are related to science such as anatomy, physiology and genetics, brain anatomy, neurology, and audiology. For those from science specialization are familiar to these subject.

##### c) Commencing year at PLB

The commencing year of the respondents is 2011, 2012, and 2013. Number of new students at PLB department in 2012 is the bigger ever since. In this year, 116 new students were registered making them splitted into three classroom. On the other hand, new students registered in 2011 and 2013 only splitted into two classroom.

Interest to study at PLB department seems increases. Unfortunately, due to the limited room facility the management of UNM regulates to accomodate new students for two classes only. Such policy has been applied since 2013 till present.

SMA or SMK alumni is accepted to be a student at PLB department through three types of acceptance namely by invitation, national examination (SMPTN), and independent scheme. Those who have higher qualification at SMA or SMK are invited by university to be the students at PLB without test and tuition fees while those who do not pass the national examination can enroll as new students as long as they pass a special examination and ready to pay all costs that beyond of that paid by those passing the national examination.

#### *d) Ever study in other tertiary education*

The variable deals with experience as student at other tertiary institution before commencing PLB-FIP UNM. The survey indicates that only small portion (2,5%) of the students used to study at other faculty or department before being PLB students at UNM. Majority (97,5%) of respondents never study in other department or faculty before they enrolled at PLB-FIP UNM.

High interest to study at PLB department indicated in interview with some informants who are not accepted either through invitation or national examination or even both but tried through independent scheme.

#### *e) Cumulative Qualivication Index*

GPA result in the second semester of 2012-2013 academic year. Since the research is designed only for students of 2011, 2012, and 2013 batch then the GPA only accounted for the second semester of 2013/2014 academic year because the GPA for 2014/2015 is unknown yet. The survey indicates that majority of the students has GPA 3 and above while only small number (10,83%) has less than 3. The figure demonstrates the academic achievement of PLB students is averagely at good level.

#### *f) The Number of Credit Semester (SKS) obtained per batch.*

Number of SKS accounted for in the research is that gained by student till the end of second semester 2013/2014 academic year. Students commenced in the year 2011 number of SKS they had collected varies between 94-119, students enrolled in 2012 had collected 70-94 SKS while students of the last batch, 2013, obtained 45-69 SKS. These figures indicate that the students had passed all subjects they programmed on due time.

To conclude, all students of PLB have successfully collected the number of SKS according to the number of subjects they programmed in every semester concerned. Number of subjects programmed by student depends on the IPK obtained in previous semesters. For example, if a student gained IPK of 3,5 – 4,0 he/she can program subjects with the total of 24 SKS in the coming semester.

#### *g) The Reasons for choosing PLB*

The survey indicates that majority (76,67%) of the students chose PLB as field of study on the basis of self interest, around 20% was motivated by their parents and other relatives, while only 2,5% does not give any reason.

It can be assumed that majority of the students used what Weber called rational choice in choosing PLB as field of study that may compatible with the increasing need for PLB expertise [8]. Those who chose the PLB program that influenced by parents or without any reference performed traditional action.

### *C. Social Economy Differentiation)*

#### *a) The parents*

The survey was designed to indicate as to whether parents of the student still alive or one of the couple has passed away or both of them have died on the date the research was conducted. The survey results indicate that parents of 68,33% of the the students still alive, 14,19% is single parents, and 17,5% have lost their father and mother.

#### *b) Financial resource*

Financial resource from which students get money to pay all costs while studying at PLB department is indicated. Tuition fees and other related costs paid by the students mostly paid by the parents as indicated by 88,33% of respondents. The rest paid by relatives, of scholarship scheme, of by the students own effort.

Some but small portion of the students paid all expenses from two resources: relatives and own effort. It can be noted that students who do not depend on parents money have high motivation in studying. They manage the time in such a way to do two different jobs: working and studying.

#### *c) Residence*

There are four types of residence where student stays during study at PLB UNM, namely parents' house, dormitory, relative's house, and boarding house. Majority of students prefers to stay in boarding house particularly that located closely to university for practical reasons.

#### *d) Involvement in internal student organization.*

Internal student organizations are that established within university such as Community of Department Students (HMJ), Students Executive Board (BEM), and other student groups either at department or faculty or university level.

Only small portion (30,83%) of students involves in any kind of student organization. Meaning, interest of student to participate in any kind of organization is low. There variety of organization established within the campus to accomodate students hobby and interest such as study clubs, religious group, tracking and mountain lovers, and sport and arts groups. [6] low participation of students in any organization indicates they are less idealistics as student.

#### *e) Involvement in external organization*

Any organization which is established outside campus and does not affiliate to university management is called external organization. Such organization usually has connection with non-academic business such as political party, ethnic group, religious group, and alike. The survey shows that only small portion (13, 33%) of the respondents involves in external organization mostly in the ethnikal

group. About 50% of them are in the management structure and the rest as members. The figure indicates that students are likely to pay more attention to their study rather than to non-academic activities.

#### *f) Future PLB profession*

The respondents were asked to give opinion on the future perspective of either teacher or theurapist in inclusion education. Almost all respondents indicate optimisticcally thatthose profession would be an important need of the society in the future.

### IV. CONCLUSIONS

The conclusions can be drawn from the study are as follows:

- Female tends to be more interested on PLB study program though it is not necessary indicates that female is more qualified than male student.
- It is found that study program at senior high school has positive influence on the performance of the student in tertiary education.
- The students are more interested in studying instead of involving in any organization although opportunity to participate in either internal or external or both organizations is provided.

Based on the abovementioned conclusion it is suggested to motivate the students to participate in internal organizations so that they can get managerial and leadership experience for their future career. As an initial research, its findings can be further elaborated in more advance study for the making of proper study program policies in the future.

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