

Situating Poor People in Education Privatization Programs

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Abstract

The state-funded schools hold the biggest part in most of countries worldwide. Private-funded schools play a minor role. However, globalization has made the provision of private-funded education gradually increased. Nowadays, the privatization of education is a global phenomenon with all its advantages and disadvantages. Due to this trend a question arise can privatization of education pro-poor people in a more well organized system or optimal way than the state-funded school? Privatization of education policies stand as opposition with the state education policies. Therefore, can the poor people access these private-funded school when the state-funded school is not accessible? Government policies in managing both types of schools are important. Government as the duty bearer of fulfilling the rights to education must ensure that people with all socio-economic background able to access education services.

Keywords

education; private –funded;
government



I. Introduction

Education in a modern society is important for human development. And as a human development program, education must be accessible for people and able to bring up all the skills that a man has. Since human being realized the importance of education, the growing concern in having a good educational system has been put into agenda. In an attempt to answer this need, educational system has broadened its scope through privatization. Privatization has become a prominent issue in the education sector whereas it aims to give equal educational provisions as well as to improve human development. The practices of privatization must best accommodate the people's needs in a given context, in order to make it accessible and real.

Education is considered to have a very important role in promoting the civilization of a nation. Good quality education can encourage the creation of a quality society, creative and productive until finally able to achieve welfare. Through this national education system, the government should be able to ensure equal distribution of educational opportunities, as well as the relevance and efficiency of education management to face challenges in line with the changing demands of local, national and global life. The budget allocation system for education in Indonesia is heavily influenced by government policies (Saputra, A. 2018).

Education is an important part of human life, from the first Humans are created to have known what is called education, so that education is always interesting to be discussed and studied in depth. Education always develops along with the development of thinking progress mankind, at the beginning of human existence on earth the need for Musayyidi Kariman, Volume 08, Number 01, June 2020 education is still very simple. Where Prophet Adam only needs to be educated by Allah SWT directly. Allah is the source of knowledge and character

with All-Knowing has provided provisions for the prophet Adam, for carry out his leadership duties on earth, as the original purpose of creation man.

According to the Companions of Ali RA, there are six conditions for the seeker of knowledge and the true truth in life to carry out the task of Khalifah by the corridor that has been justified in irodatullah. First condition is the potential for intelligent thinking to be able to internalize every the knowledge that has been transformed by people who deliberately teach and educate him or from any study and research to take a relative conclusion before it is believed to be knowledge with absolute truth.

Second, there is a strong will with curiosity towards all unknown object. Human curiosity will explore his potential for the sake of knowledge. Every effort to satisfy curiosity, if it has been answered with a preliminary conclusion, it will bring back curiosity to something more perfect and absolute truth after going through the process of correction and evaluation.

The third is patience in making observations or experiments science, especially abstract science, is different with applied science whose level of achievement and success is measured by formulas and experimental results. While abstract science demands a deep understanding, that's when it's needed patience to get a positive conclusion, the initial conclusion of a assessment has a probability to bring up understanding mukholafah from initial conclusion.

Fourth, there is a cost or ability to finance the process the education he will take, this fourth requirement is in the early era the development of Islam is not too urgent, at the time of zakat and infaq from the rich are still channeled properly to government agencies which are then transferred to distribute them to educational institutions. This is the opposite with the needs of education in the modern age, when formality demands an ability, the fifth requirement for every process of transformation and actualization of Knowledge requires a mentor or teacher. Teacher position very urgent, even though now learning media and knowledge have a lot and very easy to get still won't shift and replace the teachers. If the teacher is assumed to be a transformer only then its position can be replaced with media and other learning resources.

However, if the teacher is positioned as an example and a person who has actualized knowledge in life and life, then the position of teachers will not be replaced by other learning resources. Islam so glorifies the position of science that it must be sought as long as humans live. Humans who have awareness of the importance of Faith, Islam, Ihsan, and science and technology, will never be satisfied with science owned, so that they will always learn and study about nature as a macrocosm and himself as a microcosm, to become human plenary (Insan Kamil).

By its never-ending nature from the process side (never ending process), education has many phases to study. Education appears in various forms and understandings. According to Paulo Freire Education is one of the efforts to restore human function become human to avoid various forms oppression, ignorance falling behind.

1. 1 education is organized to free people from various problems life.

In addition, education is widely understood as a vehicle for channeling knowledge, character-building tools, brain sharpening tools, and media to improve work skills.

2. Meanwhile, for other understandings, education is believed to be a medium to instill values morals and religious teachings, a tool to increase the level of the economy, a tool to reduce poverty, a means of elevating social status, and also a vehicle for creating social justice.

In some cases, on one hand, privatization has two folds which are can give people more choice apart from government provisions and to promote private provisions. On the other, privatization programs make the poor people suffer more than before. As one of the

indicators of human development, education attainment is put as the first priority in a national agenda; therefore, education sector requires a large expense item in government budget. It applied for both formal and non-formal education and has a specific form for each country.

This condition put the government in pressure to increase the support for financial matter and regulate the private sector. Privatization of education, then, becomes a trend and complex in term of the quality, consequences and accountability of education. Tooley and Dixon (2006) claimed that it is widely agreed that de facto privatization of education extends to provision for the poor and it is already playing an important role in meeting the educational needs of the poor. It derived from the reality on the ground that majority of enrolment is in private schools in poor urban and peri-urban areas because private schools are the majority of provision. One of the reasons why poor people tend to choose private school instead of government school is because of the shortcomings of government provision. That the state failed to provide educational provisions equally and it affected the poor people. In return it creates discrimination and detrimental to the growth and quality of education.

II. Review of Literature

3.1. Capitalism as the Root of Educational Commercialization

Etymologically, capitalism comes from the Latin "Caput" (the word thing) and "Capitalism" (adjective) meaning "head" or "related with the head". In connection with this word, capitalism means the effort to maintain head, life, and well-being.

Terminologically, capitalism is used to name the economic system that dominates the world West since the fall of feudalism. As a system, capitalism is concerned with the relationship between private owners of the means of production such as land and industrial installations, which the whole is called capital or capital and the workers who do not have capital. Max Weber (1867-1920), the founder of modern sociology in his book

The Protestant Ethic and Spirit of Capitalism defines "capitalism as" the presence of industry for the needs of human groups carried out by rationally managed company methods", such as the capital account. Weber uses the spirit of capitalism to describe mental attitudes who always try to find profit rationally and systematically.

Capitalism as a new system has developed since ancient times, and always experiences a period of progress and a period of decline. Because capitalism is a system that continues to develop to existence itself, capitalism has different characteristics in each era. In general, the characteristics of capitalism can be distinguished in two forms, namely: namely classical capitalism and modern capitalism.

3.2. Providing Quality Education

"Quality education is expensive." This sentence often appears for justifies the high costs that must be incurred by the community to get an education. The high cost of education from Kindergarten (TK) to Higher Education (PT) makes poor people have no other choice but not to go to school. Poor people can't go to school. To enter Kindergarten and Elementary School, it currently costs Rp. 500,000, — up to IDR 1,000,000. Some even collect more than Rp. 1 million. Enter junior high school can reach Rp. 1 million to Rp. 5 million.

III. Research Methods

This study uses library research that is a study referring to written data or information related to the topic of the discussion (Davis & William, 2011). The secondary data sources were attained from various documents such as research reports and journals both printed and online. Data collection techniques are documentation technique. Information from primary and secondary data sources were collected first, then explained. Content analysis is used to explain the context and its contextualization in education.

IV. Discussion

In education sector, the great needs in education draw attention to provide equal educational opportunities. As one of the basic services, it should be accessible for everyone. Unfortunately, it is always poor people who are facing multiple problems in accessing basic services. And if the services are available the quality is often reported low. Geographical area, national budget, lack of human and natural resources all together set them aside in obtaining adequate services. In order to deal with these challenges, privatization seems to be one of the answers. It permits private sector to take over some the government's tasks. However, not all private provisions able to reach and maintain the quality, standards and equality of its educational system as it set up to gain profits. So privatization is a complex problem. On one hand, it helps the government in fulfilling its social obligations while on the other hand the quality of its education is low and/or questionable.

One should distinguish private schools into two categories; private school that runs through franchise and applies both national and international curriculums, and private school that operated by religious groups, for-profit entrepreneurs, charities, or other interested parties (Levin & Belfield, 2002:19). Private schools that are accessed by rich people surely have better programs than private schools that are affordable by poor people. Not only teaching programs but also the capabilities of teachers and the availabilities of teaching resources that all together make a huge gap between the two types of private schools. These explain why the quality of private provisions for poor people is low and put government at fault as they are easily to privatize education sector without having a clear monitoring for its implementation and quality control. In fact, it is a big challenge for one government to provide integrated and accessible basic services for its people with all the limitations.

Tooley and Dixon (2006) also claimed that despite of the failures of government provisions; privatization of education is already playing an important role in meeting the educational needs of the poor. This statement is contradict with what the authors stated that private school that serves for poor people has low-quality of education and the school fee is not reasonable for them; therefore, parents should retain their children in government school. If the only access to education is provided by private funding then parents do not have any choice rather than to pay for the charge. Private school is an elite alternative for rich people while for poor people it may be a second opportunity institution as they cannot access government school. The low-quality of education is related to shortfalls in management practices such as selection of teachers, salary and institutional practices. These all consequently affected the quality of education. And it cannot be generalized for all private schools because government schools also have weak accountability. It is clear that quality and accountability must be highlighted in thinking about private and public provisions. In the issue of salary, not all of the teachers from private schools gain higher salaries than their counterpart in public schools. It depends on the school's location and type of school.

Given the two claims, the authors tried to position themselves in between the advantages and disadvantages of private schools. They did not elaborate more on the factors of inequalities of education provisions and they did not give balance opinions toward their two claims. They quoted many statements from many other authors and it did not give coherent relation to one another. The important point that struck my mind is that government is the one who blamed. Although it is true in some cases, analyzing a problem from both sides would give a comprehensive understanding. The article would be more interesting if the authors can address the majority of private schools does have a good bargaining position as an alternative form in filling the gap in educational institutions.

The article provided the poor performance of government provisions open up spaces for private initiatives to run its education enterprise. It is based on several studies on the impact of private provisions for poor people and showed the general believe that private schools perform better than government schools. The missing point in this article is the reasons of the shortfalls in government provisions. Privatization of education is affected by economic, social, and political atmosphere that happens in one country. Although privatization is strongly increase the efficiency of education systems, many things must be done to support these private provisions to be able to meet the requirements of high-quality of education. In the conclusion, the authors stated educational institutions play a pivotal role in bringing up the learning process. The need of education and the notion of education for all push government to really plan the best way to deal with education provisions through sets of policies and programs in education.

UNESCO (2015) on its Working Papers on Education Policy coined the availability of private education is the outcome between the education provider and education consumer preference. Private education providers can manage its market by deciding what specific products to bring forward and how much the expenses they charge. Therefore, parents have various choices and have the full rights to ask for better services in return of the prices they pay. The growing numbers of education privatization generates the providers to improve its qualities in education curriculum, education assessment and assurance system so consumers get the best benefit both at individual and collective levels (Benveniste, 2002).

The privatization of education bring ups the question in what way the government-funded schools are pressured by the private-funded education. The profit motives of the private-funded education that provide individual satisfactory could raise inequalities as only the privileged groups can afford it. Then the notion of the objective of education system must be a prerequisite for social equity will be blurred or diminished in the future. This situation can be understood as a trade-off between socio-economic efficiency and equality. Although we must bear in mind that the tendency of the privatization of education leaves a fundamental question whether it benefits the poor people or put them in disadvantages.

The effects of privatization of education can be seen from two sides. On one side, being educated in a private school guarantee a student receive good quality of education and good academic outcomes. On the other side, the growing number of privatization in education does not appear to be possible to accommodate the poor people who cannot access schools and might rise exclusion and widening the gap of unfairness in educational opportunity. Thus, the state should take full responsibility in ensuring the quality of education throughout the country for both state-funded schools and private-funded schools are equal. This may seem unlikely to be implemented in short term but it is important for the state as it will indicate the quality of governance in granting a better social and economic outcome.

The quality of education matters a lot for educational development. To increase the education operational budget does not automatically increase the education outcomes. The lack of resources and capacities in recording the growing numbers of private-funded schools

can lead to the failing in governing the quality of education. Therefore, the government must develop low-cost private schools that are accessible for poor people. For this purpose, offering a request letter for a donor program to help the government setting up a low-cost private schools under the government standard is one of the effective solutions. But this program must put into considerations the government targets, policy objectives, and respecting the local conditions.

V. Conclusion

The root of education privatization is in a liberal point of view of the role of state in education. It believes that most part of the centralized education systems are inefficient. Privatization of education is similar to commercialization of education. It disputes the quality of the education as it tends to gain profits. The core objective of educational institutions is to enhance people's intellectual life. Privatization of education is seen as one way to achieve the objective although it brings complexities. On the one hand, it opens opportunities for equal education while on the other hand the quality of education is not fairly competitive. Although private initiatives are allowed to fulfill the educational needs, it is somehow contends with the state's obligations to provide quality.

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