Education in a Functional Structural Perspective and Conflict Regarding Social Relations in Society

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Abstract

In the structural functional approach, society is seen as a collection of interrelated parts. In society, reciprocity and symbiotic relationships are mutualism. A system is dynamic when it strives towards equilibrium. The existence of social dysfunction or social differences can eventually be resolved by itself as a result of adaptation and institutionalization processes. This research aims at How Education in a Functional Structural Perspective and Conflicts About Social Relations in Society. In this study the author of this study was written using library techniques. Reading the latest literature provides primary data. the results of this research include that Learning or Education is a process of changing the behavior of both individuals and groups in an effort to mature humans through teaching and training efforts and also called education is a way and process and act of educating, Structural Functional Knowledge recognizes that Functionalism or Structural theory focuses on Social integration, social stability, and consensus on key values

Keyword : education, functional structure, social conflict kata

INTRODUCTION

As a foundation for superior human development, education plays a role in developing critical and independent human resources. Students' critical and independent thinking abilities are developed through participatory education.

Gunawan quoted FG Robbins' explanation about the sociology of education. The science of educational sociology is concerned with and examines social ties that influence people's ability to obtain and organize information. It is also stated that educational sociology is the study of social behavior and the concepts that can be used to regulate it.

Sociology of education is a sociological study used to answer the basic difficulties of education. Sociology of education is described as the study of the relationship between society and education where social interactions occur. This relationship shows that society can influence education and education, in turn, can influence society. Sociology is concerned with society at all levels, from the macro (the entire society) through the meso (the learning process in schools) to the micro (the smallest part of society) (individuals in society)

Educators, including professors and lecturers, must play a greater role as facilitators, and students must be given greater responsibility. Students' participation in learning is not only as listeners, documenting, & accepting the teacher's opinion/they are also actively involved in their own development.

The aim of education according to the functional structural perspective is to introduce the younger generation to becoming part of society, which can then be used as a place to learn, gain knowledge, change behavior and master the values needed to appear as productive citizens. According to the systemic functional understanding of society is a social structure consisting of interrelated aspects that work together in harmony. Changes to one element will have an impact on other systems.

The functional approach assumes that society is integrated because its members agree on a set of social values. Society as a functionally integrated social system is in a state of balance. The integration approach, order approach, balance approach, or structural functional approach are all terms used to describe this school of thought (structural functionalism, structural functionalism). Structural functionalists believe that education can be transformative.

Education is used to socialize young people so that they can learn knowledge, change behavior, and acquire values that they will benefit from as part of society. Society is a unity that can be identified from its constituent elements but cannot be divided.

With the idea that society is a social fact whose existence cannot be questioned, Durkheim prioritizes his holistic study of society, where the elements or components of a system function to achieve the system's essential demands. So that deviant conditions do not occur, the needs of the social system must be considered. According to Turner quoted by Wirawan, social structures can be built to meet specific requirements or ideas.

In the structural functional approach, society is viewed as a collection of interconnected parts. In society, reciprocal relationships and symbiosis are mutualism. A system is dynamic when it strives towards balance. The existence of social dysfunction or social differences can ultimately be resolved by itself as a result of the adaptation and institutionalization process. System changes are not revolutionary and are carried out gradually through adjustments. The importance of consensus in the integration process cannot be overstated.

Each society has a different set of subsystems, each with its own structure and functional significance for the larger community.

In relation to education and schools, they have various goals, including: (1) Educational institutions are useful as places for people to gather. In educational institutions, one of them is the style of thinking, as well as cultural inheritance which may open up fresh insights to the outside world, and can change the typical orientation. There are also changes in educational institutions that are achieved not only due to heredity or family relationships, friends, close relatives, best friends, and so on. However, there are adult roles that come with real benefits and success; (2) Educational institutions are a place of choice and a place that can arouse enthusiasm and encouragement to achieve success.

METHOD

This research was written using bibliographic techniques. Reading recent literature provides primary data. The research was conducted in October 2021 with the help of colleagues. The author tries to collect material from the many structural functional theories that have emerged at the beginning, and then organize it into a work that can be discussed in peer groups. The study manuscript was updated based on the results of the round table discussion and various input, and then considered in the second round of debate. The final conclusion of the debate on the two study texts has been completed and is ready to be presented in a higher standard.

RESULTS AND DISCUSSION
Results and discussion contain the findings Eat Education

In language, education is the act of learning objects, methods, etc.) as well as knowledge that educates or supports (sports, etc.) the body and mind. In Arabic, the expression tarbiyah is commonly used by experts. The use of the term tarbiyah to refer to education is the concept of ijtihad (can be interpreted). Abdul Mujib said, "Learning in Arabic is often expressed in the language of tarbiyah or ta'lim tadris...

In terms of terms, education is defined as a series of efforts aimed at guiding and directing the potential of human life in the form of basic abilities and learning abilities, so that changes occur in their personal lives as individuals and social creatures, as well as their relationship with nature. the environment in which they live, occurs. In this situation, Herman H Home in Arifin states that education must be seen as a process of mutual adjustment of humans to the natural surroundings, fellow humans, and the greatest character of the universe. If we consider the future, education also has a humanization process, as Idris stated: "Education is really about the future, human civilization and human development."

Written by Abudin Nata in his book Islamic study methods, it is stated that Ki Hajar Dewantara states that education includes efforts to advance the development of character (inner strength, manners), mind (intellect), and the growth and development of children from one generation to the next in order to advancing the perfection of life, namely the lives of the children we educate. in harmony with their environment. Meanwhile,

education has a basic definition, namely humanizing children and implementing values.

Understanding Functional Structural Theory

Structural functionalism is also known as structural functionalism or structural functionalism. Structural functionalism has a domain in understanding consequences. Society is seen as a network of groups that interact regularly, in line with developing norms and ideas, in this theoretical approach. Functional structural analysis is a broad sociological and anthropological approach to understanding society as a system of intersecting elements. Functionalism examines citizens as a whole through their constituent aspects, especially norms, practices, traditions and institutions. This idea is also a structure designed to realize social order. think in a structural-functional way.

In 1986, Parsons argued that society would be in a state of harmony and balance if the institutions in society, as well as the state, could maintain faith in the citizens. A good societal structure, while upholding group ideals and standards, will bring stability to society.

"Functionalism provides the main guidelines for theory-oriented anthropology, namely the technique with which we must study the systemic elements of culture," wrote Kaplan in Kresna. However, most of functionalism's claims are a framework for exploring interconnectedness, and functionalists also argue that functionalism is a theory of cultural processes.

This functionalist approach is referred to as structural functionalism, and focuses on the functional requirements or demands of the social system that must be met for the system to survive, as well as the relationship between the system and structure. According to this point of view, a social system will constantly want to carry out specific tasks necessary for its existence, and sociological analysis will seek to identify social systems that can do this work or meet the demands of the social system.

The names structural functional theory and functionalism theory are used to describe structural functional theory. In structural functional theory, the importance of order is emphasized. This concept considers society as a balanced social system consisting of interrelated parts. This theory argues that every structure or order in a social system has an impact on others, and if not, the structure would not have destroyed itself. Structure and order according to the demands of a particular civilization. The role of social facts in relation to other social facts is the subject of this theory. For two reasons, Parson and Merton are called structural functionalist perspectives (perspective functionalism), namely (1) explaining functionalist interactions with their predecessors, especially Durkheim, Brown, and Malinowski; This figure calls it functionalism.

Soc.rates, Plato, Auguste Comte, Spencer, Emile Durkheim, Robert K Merton, and Talcot Parson are examples of classic intellectuals who developed structural functional theory, which is usually referred to as integration theory or consensus theory. They talk about how functionalists reveal and view social and cultural processes. The main phases in theory development involve social actors by laying out the obstacles faced by social systems to maintain social stability.

Classical intellectuals such as Socrates, Plato, Auguste Comte, Spencer, Emile Durkheim, Robert K Merton, and Talcot Parson founded structural functional theory, which is often known as integrationism. They talk about how functionalists view and evaluate social and cultural processes. The main phases in the development of social theory involve social actors anchoring the constraints that social systems must overcome to maintain social stability.

Society is viewed as a system of interconnected pieces in functional structural theory. The focus of this theory is on social integration, social stability, and value agreement. In structural-functional understanding, society is seen as a system of interrelated parts. This philosophy emphasizes social integration, community stability, and shared values.

Function indicates a process that is or will be taking place, and is used to indicate

things that reflect a feature or part of that process, such as the words "still working" or "not working." Predicates determine how a particular building, castle, field, house, car, or organization functions.

Social scientists want to detect the fundamental assumptions behind them and allow these activities to occur when explaining the meaning of social phenomena, uncovering their causes, and the things that support these social events.

Basic Assumptions of Structural Functional Theory

The aim of sociological analysis, according to Merton in Y Bunu, is to reveal social realities such as social roles, institutional systems, social processes, community groups, social control, etc. They choose to concentrate on one social reality over others. Structural functionalism, according to Merton, prioritizes function over reason. Functions in a system are observable outcomes that lead to adaptation or change.. .

Social action is a process in which actors make subjective judgments about how to achieve certain predetermined goals, all of which are limited by possibilities, as well as the rules of cultural systems, ideals, and social values. Actors have something within themselves in the form of free choices when facing situations full of obstacles or obstacles.

Theories - Functional Structural Theory

First, Emile Durkheim's Functionalism Theory

According to Durkheim, "education is a function of the process of socialization or homogenization, selection or heterogeneity, as well as allocation and distribution of social roles, which has a broad influence on social structure, namely the distribution of roles in society."

Durkheim looked at society from various angles, including: (1) every civilization generally lasts a long time, (2) every citizen is a well-integrated element, and (3) every element in society has one goal, namely to contribute to the survival of society . a social structure that functions is based on a consensus of values among its members, and (4) every social structure that functions is based on a consensus of values among its members

Durkheim viewed society as a complete organization with its own reality and a set of demands or functions that must be fulfilled by its constituent elements so that society can function normally and sustainably. If needs are not addressed, "pathological" situations will develop, leading to social injustice. That is why issues of social order are always prioritized by functionalism. Functionalism is based on three assumptions: (1) social reality is seen as a composition; (2) system processes can only be understood in terms of feedback interactions between its components; and (3) the system is limited by efforts to maintain integration. The main premise of structural functionalism theory is that humans must live in a peaceful and stable environment guided by the values and standards of society.

Comte's ideas about organisms had a major impact on Durkheim's functionalist hypothesis. The following assumptions were made by Durkheim in this regard: (1) society must be viewed as a whole consisting of inseparable parts, (2) the parts of a system function to fulfill the interests of the system as a whole, (3) functional. interest is used in normal and pathological conditions to prevent abnormal conditions, and (4) functional interest is used in normal and pathological conditions to prevent abnormal conditions.l.

Durkheim saw contemporary society as an independent, organic entity with its own reality. All of them have special requirements that must be met by the parts that make up the members so that they are stable, intact, maintained and normal. If these conditions are not met, pathological conditions will develop. In this condition, secondary needs such as food, clothing and shelter are very important.

If these requirements are not met, pathological conditions will arise. Secondary needs, such as food, clothing, and shelter, are essential in these circumstances.

According to functionalism, social reality occurs as a result of the need for social order. As a result, social systems can be designed to fulfill specific goals or objectives,

allowing them to play a role in the formation of society and culture.

Durkheim saw and treated social elements as a set of ideas, beliefs, values and normative patterns that a person shares subjectively with other people in their group or society as a whole, not as a set of external facts that individuals evaluate.

Merton's Second Structural Functionalism Theory

Parsons' abstract and quite high-level way of thinking was criticized by the Structural Functional Theory, a famous modern sociologist. He clearly states that, at least at this point of maturity in science, sociologists must go further in improving their profession by producing "middle theories" rather than grand theories. i.

Merton appears to be more brilliant than other theorists, but he has created a very simple and straightforward presentation of functionalist principles. Merton's theory has been credited with advancing sociology and having the ability to address all current social problems by a number of researchers. Merton is one of the characters who was strictly fortified from functional analysis, and he was able to produce very interesting issues, as well as more successful thinking techniques than any other character.

Robert K. Merton was an enthusiast of social structure. (1) A situation in which all parts of a social system work together in a sufficient degree of harmony or internal consistency, without resulting in prolonged conflict that cannot be resolved or managed; (2) universal functionalism, which states that "all standard social and cultural forms have positive functions"; (3) the indispensability assumption, which states that "all standard social and cultural forms have a positive function in every situation".

Social structure occupied the mind of Robert K. Merton. (1) The functional unity of society is a condition in which all components of the social system work together with an adequate level of internal consistency, without resulting in prolonged conflict that cannot be resolved or managed; (2) universal functionalism, which holds that "all standard

social and cultural forms have positive functions"; (3) the indispensability assumption, which assumes that "in every situation, all standard social and cultural forms have a positive function.

The first premise is that society is functionally unified, which is defined as a condition in which all components of a social system work in harmony or adequate internal structure without resulting in long-term disputes that cannot be resolved or controlled. In Merton's view the absolute functional unity of a community is not true. Merton claims that disintegrative aspects should not be ignored simply because integrative features interest the individual (positive function). Universal Functionalism, the second postulate, is related to the first postulate. Universal functionalism claims that all social and cultural forms are standardized. has a positive function"*;*.

Merton's introduction of positive function and the notion of dysfunction both suggest that some social activities are dysfunctional. The criterion of a net balance of functional implications, which assesses good functions against negative functions, should be applied to Merton's ideas about cultural factors. We know that Merton believed that cultural factors should be evaluated using the net balance of functional consequences criterion, which weights good functions against negative ones.

The indispensability postulate completes the triad of the three postulates of functionalism. He claims that in every civilization, every habit, concept, material object, and belief has various vital roles, carries out various activities, and is an integral aspect that cannot be separated. in overall system operation.

Talcott Parsons' Third Functional Theory

According to Functional Theory, he thinks that society is basically integrated on the basis of its members' agreement about social ideals. This theory assumes a system is functionally integrated into equilibrium. Consequently, this theory is also known as consensus theory or integration theory. According to Parsons, education is a socialization process that helps students to

develop a sense of responsibility and skills (commitment and capacity) which are all needed in carrying out social tasks.

Parsons' most famous structural functionalism theory is the AGIL scheme. It consists of four essential features for any "action" system: (Adaptation; Goal achievement; Integration; Latency). Talcott Parson asserts that all institutions today are essentially systems, with each institution performing four basic tasks known as AGIL, which are taken from the four main principles in Structural Functional Theory: Adaptation, Goal Attainment, Integration, and Latency.

Parsons used the means-ends framework extensively in his analysis. (2) The action occurs in a scenario in which some particular aspect or another is used as a means to achieve that goal; (3) activities are regulated normatively in relation to the selection of means and objectives. Goals, means, conditions, and norms are the components of an action unit. In a broader theoretical perspective, Parsons outlines very important elements.

The subjective process of assessing and selecting tools based on reasons is not the main subjective phenomenon found in Marshall's model, according to Parsons. The individual aspirations and activities that result from such processes constitute non-economic value commitments that cannot be described simply by elements that represent more than mere means of promoting pleasure or economic gain.

Structural characteristics of social systems from Parsons perspective

Certain patterns of behavior can be found in every social organization. In two ways, behavior is structured. First, interpersonal relationships are very stable and do not change frequently; second, they have a relatively clear style or form. Parsons created a list of categories that should be used to analyze social systems, group them, and compare them with each other. Categories are used to characterize the main properties of relationships in the interaction process. Features are divided into five groups, each of which has two mutually exclusive possibilities.

Individuals interacting do not need to make decisions for themselves. It is the local community or culture that has decided and institutionalized which possibilities will influence the character of the relationship. Parson mentions five pairs: (1) feeling (effectiveness) or neutral feeling (affective neutrality), (2) direction of (self-orientation) or direction of collectivity (collective orientation), (3) particularism or universalism, (4) inherited status or achievement status that must be considered, and (5) diffusion or specificity

Education in a Functional Structural Perspective

The roles, forms and functions of the many groupings and categories that exist in society are used as the basis for functional structural theory. This paradigm incorporates extremism into all events in a functional sequence. For a society, it has consequences for the type of cohesion in each joint structure in each functional area. In today's global society, education plays an important role in determining social structure and stratification.

Parsons has proposed four functional criteria that any society, group, or organization must meet, in addition to inventorying the structural qualities that separate one social system from another. Otherwise, the social system will not be able to continue and will have to be abolished. Every social organization, from great nations to the nuclear family, is plagued by four problems that must be addressed to avoid extinction. "According to general theory," wrote Parsons, "the operation of any social system depends on problems that must be solved satisfactorily in order for the balance and/or existence of the system to be ensured."

The following are several educational roles in functional structural theory: (1) Education in group roles. The function of existing groups is to fulfill and satisfy someone's desires; this will introduce members' needs and interests, and bring their expectations closer together. In certain cultures, this event is meant to be an association or layer, strata, and structure of

society, which is regulated by caste, class, law, region, group, and so on.

The leader of each member must be able to act and carry out their role to create a social group that is conducive, harmonious, peaceful, mutually respectful, stable, orderly and smooth, among other things. This position is not imposed on other members of the organization. (b) In carrying out group functions, it is necessary to collaborate with other groups; if the group reaches a common agreement or agreement, the group can grow in size and expect progress; (c) Group roles are not limited. and adapting to social cultivation in carrying out interactions and connections between groups in society, as well as handling disputes through respect for social position. (2) Community Role Education, which includes: (a) Steps that must be taken and carried out by a person in leadership roles and tasks, and (b) Demonstrating activities as a member of a group/association or institutional status.

Community members will limit their duties (functions) if they are in accordance with their role: such as parents, TNI, entrepreneurs, trade unions, consumers, producers, residents, and so on. It has uses and benefits in organizing society; each of them will know the limits of their power, ensuring that there is no friction and role conflict in social life because everything will run according to its duties.

1) Education Group Status Social Structure.

If we look closely at the intersection that occurs, the structure of society is divided into three categories: (a) tribe/region, (b) level (structure/layer) of society, and (c) professional status/level of position in the community.

In a given community, there are different tribes, each of which exhibits and feels the same geographical and cultural connections passed down from generation to generation, and whose members are born, prosper, and live. sense of location Individuals of the right age in society should work in the field and with the skills best suited to them. A greater number of jobs will be available in society as a result of the cross-status of workers/occupations.

2) Education in the functions of society.
In institutions that perform many tasks, such as caring for and protecting each other's families and carrying out economic responsibilities, fathers, mothers, and brothers also serve as substitute teachers in the home, providing nutrition and medicine as well as nutrition and services. different social situations

These tasks are different and divided within the institution. It is clear that schools do not have a monopoly on education if we consider education to include all activities in which children learn and develop the methods, habits and sentiments of the society in which they live.

Structural Functional Implementation in the world of education

Educational institutions or institutions are assisted in implementing transformational management, models and leadership styles, especially "transformative leadership styles", which are anticipated and needed in this era of globalization. To manage an educational unit effectively, indicators must be used. as stated by Muhyi Batubara, MPM in Schools is a concept that includes the roles and responsibilities of all parties involved, including: (1) a safe and orderly school environment, (2) a school with a mission and quality targets that must be achieved, (3) schools with strong leadership, (4) high expectations from school personnel (principals, teachers and other staff, including students), and (5) continuous improvement (6) implementation of continuous evaluation of various elements academic and administrative, as well as application of results for development and/or quality improvement, (7) availability of communication support and incentives from parents and other communities.

CONCLUSION

1. Learning or Education is the process of changing the behavior of both individuals and groups in an effort to mature humans through teaching and training efforts and also called education is the method, process and act of educating

2. Structural Functional Knowledge recognizes that Functionalism or Structural theory focuses on social integration, social stability, and consensus on key values. Structural Theory or Functionalism is on understanding balance and harmony. Talcott Parsons and Emile Durkheim are figures in this philosophy.

3. The purpose of sociological analysis is to reveal social facts such as social roles, institutional patterns, social processes, group organization, and social control.

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