

## HEGEMONY OF STUDENT RESISTANCES TOWARD TEACHER IN ARABIC LEARNING

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### ABSTRACT

*The Indonesian Child Protection Commission (KPAI) and the Child Protection Act are in fact an attempt to protect Indonesian children from ill-treatment. However, the fact is often "used" to justify the child's mistakes. This kind of impact for teachers in carrying out educational duties, namely to uphold discipline, foster the personality of children with commendable morals. This article attempts to elaborate tainted of student resistances against teachers in Arabic learning. The purpose of this study is to describe hegemony of students resistance toward teacher in learning Arabic. This research uses descriptive qualitative approach by literature study (library based-research) in which doing library research on reference books about social interaction to develop or implement the existing social interaction theory, then connect it with social interaction process in language learning Arab. The result of the study indicate that there are several steps that teachers need to keep in guarding the innocent students, before they take a punishment, First; reporting to parents yet about their child's behavior by direct calling. This stage is done as much as 2 to 3 times by involving teachers Counseling Guidance. Secondly, if for 2 to 3 summons there is no change and good cooperation, the teacher can give it, either verbally, physically, or emotionally with condition: (1) Punishment not in vital place, if valid physical. (2) Punishment is done in educational, verbal, physical or emotional form. (3) The punishment is done fairly and participate.*

**Keywords:** Hegemony, Student Resistance, Arabic Teacher, Arabic Students, Arabic Learning

### INTRODUCTION

The Ministry of Education and Culture is the center which also becomes a driving force in education policy in Indonesia. It is time to look at the reality that education country would uphold in progress when its nation is well educated in accordance with the character of the nation's culture itself. Throughout proper education, this nation could be like Japan which is emerging as the big and advanced country at this time. The progress of the state of Japan certainly cannot be separated from the spirit and mental Japanese that become the character of the Japanese nation since the first. This entrenched character spread to the mindset, mental, emotional, and spiritual which, in turn, give birth to a personality that culminates in the performance of the Japanese themselves.

The problem is, how about this beloved Indonesia began its progress? How about the character of this nation also built? It is not easy to answer completely the question above because this question is a fundamental problem that is being experienced by the nation today. Nevertheless, the key aspects of improving this nation are shared by us.

It is the Arabic education and learning as the intended keyword, moreover, the government had been raising the budget in this education sector, it should have an impact on improving the quality of education and learning comprehensively, measurably and systemically including the quality of Arabic language teachers.

## **LITERATURE REVIEW**

### **Social Interaction between Students and Teacher**

Human is a social being that individually need others. He is required to live together and side by side with others in an effort to achieve his life goal. Without the help of others, man cannot actualize himself so that he cannot continue his survival to achieve a position as a social being. (Hasan 1959)

As the social being, humans are very dependent on one another, so they are interconnected in one environment (Muhlis 2016). Communication or interaction is a fundamental skill that is very important in human life in the nation and state, and in order to socialize with their environment, where we can see the communication or interaction can occur at any time in every human step. (Hasan 1990)

Related to human as social beings, social interaction is a necessary condition of social activity. Thus, social interaction is the key to social life where in the process a dynamic social relationship exists among them, individuals with groups, as well as between group and group (soekanto 2005). Communication, both verbal and nonverbal (body language or gestures) is one of the tools to relate and to socialize with other people (Majid 2015), including the process of learning the Arabic language in class.

Both Verbal or non-verbal communication is one of the tools to relate and socialize with teachers and students in learning development, in this case, both can be mutually beneficial and influence each other, so interaction between two or more people to communicate with each other in all things, including in it Development of Arabic learning (Muhlis 2016). Communication can also be understood as a reciprocal relationship that interplay between stimulus and response, so the perpetrator is ensured more than one person or group (Majid 2015), such as teacher and student, lecturer and student, santri (religious student) and kyai (Moslem scholar) or in other words, individuals with individuals, individuals with Groups and groups with groups.

Social interaction is a mutually beneficial and interrelated relationship that exists between two or more people to communicate with each other in all matters, including the development of Arabic learning. Social interaction can also be understood as a reciprocal relationship that interplays between action and reaction, so that the perpetrator is ensured more than one person or group, such as individuals with individuals, individuals with groups and groups with groups.

According to Soekanto (2005), Ongoing a process of social interaction is based on various factors, such as; the imitation, suggestion, identification, and sympathy. These factors can move separately or gather. When each is reviewed in more depth, in design the imitation factor has a very important role in the process of social interaction. One positive aspect is that imitation can encourage a person to obey the prevailing rules and values; however, imitation may also result in negative things where, for example, limitations in deviant actions.

### **The Form of Students Resistance toward Teacher in Arabic Learning**

Resistance is any action taken by a subordinate group aimed at reducing or rejecting claims made by a superordinate group (James 1981). This resistance will be done by groups of people or individuals who feel oppressed, frustrated, and the presence of a situation of injustice among them (Zubir 2000). If this situation of injustice and frustration reaches its peak, it will create a social movement, which will lead to changes in social, political and economic conditions to a difference from before.

In this case, there are several types and forms of student resistance to teachers as a form of social movement oriented to make fundamental changes in Arabic learning, so that teacher authorities are "force" and "cut" in learning to develop. Such as; *First*, verbal Resistance; This is done by the students towards the teacher is quite interesting that when the teacher meets the students or otherwise, the student or teacher always say "*assalamu'alaikum*" (peace be onto you), this is also done by the teacher because the majority of schools and madrasah apply the rule that every teacher should wait and greet his students with greeting Friendly, soothe and dignify which done at the school entrance, which should be responded favorably and positively by the students by answering "*wa'alaikumussalam*", but here it is silenced as a form of protest or opposition to the actions of teachers that are inconsistent with what be delivered. This verbal resistance is also possible in the classroom, for example, the teacher greets students with "*kaifal had?*" (how are you), chides with "*min aina anta?*" (where are you from), Or thanks to "*syukron katsir*" (thank you very much), but the students answered with the one they should not express or with the mocking intonation and others. It's all done as a social uproar or student rejection against teachers in Arabic learning.

It should be realized, that a moral behavior, is an attitude that should always do by students. This is in accordance with Elida's (2006) opinion that a disciple is required to act in accordance with the moral ethics rule because one of the tasks of student development is to have a set of values that enable the student to become a moral success. Successful students perform moral behavior both in accordance with the rules of norms and ethics, cannot be separated from the influence of parents and teachers as the student's guides. According to Bandura and Gewirtz, the students get moral development when in his life he can imitate the people around him who also behave in accordance moral.

*Second*, Physical Resistance; This is done by the students to the teacher along with the verbal resistance, such as when greeting, the students will shake hands, means automatically there is physical contact between students and teachers or shaking hands among students, it shows there is an intimacy that happens every time when meeting, As there is no problem. Besides that also followed with a smile that makes other people can also smile, while giving a signal that what is said and physical contact is done by shaking hands, in proportion to what is felt. On the other hand, students are reluctant to make physical contact with the teacher even though only shook hands, it is done to show that the students have dared to reject the traditional habits of the tradition, and tend to turn the face and pout in front of the teacher. Physical resistance like this detriment and affect the mental, interest, and motivation to learn.

These Students acts is as the response to excessive teacher actions, for example by giving Arabic language learning to students by hitting, pinching, and tweeting, as a result of student behavior that does not heed the warnings that have been previously submitted, which in the end students Will carry out physical resistance, may even be accompanied by reporting to the authorities as a form of persecution. Whereas, the purpose of giving these physical sanctions so that students are deterred and submissive and obedient to the teacher's instruction. These physical sanctions are given not to hurt but to provide learning for the student so as not to be naughty and willing to follow the rules and ethics that exist in the school.

*Third*, Emotional Resistance; This is done by the students to the teacher during Arabic learning process both in the classroom or outside the class, for instance, the teacher explains the material or sub-material that can disturb the student's psychic and mental, so indirectly the teacher makes students offended, as a result the student will feel resentment and do not want to give What students should do. Thus, teachers go awry in improving students' character and behavior.

## METHODOLOGY

This study used qualitative description approach of the *library based-research* throughout the relating books, journals, and another scientific works on the social interaction. Due to development and implementation of the current social interaction theories, this research will be connected into social interaction based-arabical learning. In addition, the author uses *content analysis* as the detail indeed explanation toward the relating theories.

1. Determine the problem.
2. Drafting the concept.
3. Develop methodological tools, by the following steps;
  - a. Define method.
  - b. Determine the population to be studied and how to sample it.
  - c. Define the data storage method by creating a coding sheet.
  - d. Determine the method of analysis.
4. Data analysis.
5. Data interpretation.

The sample in this study is the students of Arabic language which committing confront to their teacher. Whereas, The collecting data procedure was throughout data based-literary that meet the theories on the discussion objects. Furthermore, the revealed data examined and adopted as follows:

1. Re-examining data about students behavior against Arabic language teacher in the process of learning arabic language.
2. Organizing data about the students behavior against Arabic language teacher that is being built with the language that is needed.
3. Analyzing data result by using certain rules, theory and method, therefore it could bring clear finding statement.

## DISCUSSION

### The Form of Social Interaction between Teachers and Students

Teacher and students are two different subjects when interacting in learning development. Teacher as one of the parties who have earlier initiatives for the implementation of learning development, while students or better known by the term "learners" as parties who directly or indirectly, feel, experience and benefit from the learning process. The teacher is standing as a mentor and motivator in accordance with the expected goals, while students are the important part to achieve its goals through activities and interact directly with the environment (*bi'ah Arabiya*) as the learning source for teacher guidance and direction (Acep 2001). Hence, both (teacher and students) cannot be denied again as two subjects who are both occupying a very important status position, Because, without proper interaction between teacher and students, the purpose of learning will never be achieved.

### The Authorities of Teachers

Arabic teacher is the professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in early childhood education on formal education, primary education and secondary education (law No 15/2005). Teachers

or also called Educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting mentoring and training, and conducting research and community service, especially for educators at universities. (Law No 20/2000)

Formally as regulated in law, the teacher has the main duty to educate, teach, guide, direct, train, and evaluate the students, so that the teacher is a professionally educated and well-trained worker, and has rich experience in their field (Kunandar 2007), So, teacher it needs to get protection from the government.

The Law on Teachers and Lecturers Protection is contained in Law No. 14/2005. in Chapter VII section 39 states that the Government, community, professional organizations and/or educational units shall provide protection to teachers in the performance of duties. The purpose of the occupation Protection which is mandated in Law No. 14/2005 on Teachers and Lecturers covers legal protection (includes legal protection against acts of violence, threats, discriminatory treatment, intimidation or unfair treatment of learners, parents of learners, Community, bureaucracy or other party), occupation protection (including protection against termination of employment that is inconsistent with legislation, improper provision of remuneration, restrictions on conveying views, harassment of the profession, and other restrictions / restrictions that may impede (Including protection against occupational safety, occupational accidents, workplace fire, natural hazards, occupational health and/or other risks), and also legal protection of acts Violence, threats, discriminatory, intimate treatment Or the unfair treatment of the learners, the parents of the learners, the community, the bureaucracy, or any other parties.

As matter of fact, there are some things that become obstacles to reveal teacher professionalism; (1) The narrower teacher authorities in the learning process; (2) the quality of leader who supervises and control the teachers; (3) The low level of punishment and reward for a teacher. While in our country Indonesia, teacher authority is not proportional to the burden of responsibility demanded by the government and society.

Therefore, it is proper when you see the majority of teachers in schools are not creative, innovative, or productive. The existence of teacher in schools only to follows the schedule, curriculum, which schools and governments have established. It is same as administrative personnel who are in daily contact with paper and paper. In addition, the existence and freedom of teacher are constrained by the hegemony of "power, desire, and passion" of both the principal and the government at the top. On the other hand, the teacher does not have wide authority. In schools, the teaching and learning process runs smoothly and orderly, like there is no problem, whereas there are a vacuum and vulnerability in educational learning that is not found even by the lower level policyholders. All material is taught according to the curriculum and schedule.

Teachers should have the task and function of educating and teaching in a fairly broad, systematic, systemic, integrative, holistic, and continuous meaning. But in reality, most teachers can only perform their duties as teachers or teach only. Currently, most teachers interpret the main task is just teaching, so no wonder then the teacher came to school just to abort his obligations solely, communication and interaction with his students are mechanical, the learning process is rigid and stuck in the hegemony of the curriculum. So in the end, education and learning-oriented changes in the character of learners are not achieved and met well because the aspects and domains of teachers in the sense of educating it was not implemented even were denied. In other words, education and learning that run today more meet the cognitive desire only, rather than the affective and psychomotor needs. So that in the end the development of the character of the learner is not simultaneous between the minds

coaching (IQ) and his heart (SQ) and unbalanced between his brain intelligence with his heart enlightenment. (majid, 1982).

This is all happening because teacher main task has been shifted and reduced massively. Though nurturing and directing all potential students is the main task of teacher whose lead to the development of student behavior completely. True education is *Integrative-Holistic* education that must have an impact on changing the mindset and behavior patterns of learners (Qosim 2000). This is in sync with the authority of the teacher-mandated by the law of the Republic of Indonesia Number 14/2005, Chapter I, Article 1, and Paragraph 1 as mentioned that the teacher is a professional educator with the main task of educating, teaching, guiding, directing, and evaluating learners. So, it is obviously wrong if education today is only translated as a learning process only. Therefore, all education stakeholders should return the main tasks and functions of teachers to their nature, in order to create an enduring education. In addition, at this time many teachers are wary when educating and teaching, this is because teachers are confronted with the law on child protection and similar laws that are often translated sensitively and disproportionately by parents and students.

As matter of fact, how many teachers are reported to the police, because they are considered "violent" to learners as a form of resistance? In essence, these conditions provide the psychological burden on the teacher so that there is a major distortion of teacher authorities in educating their students. If in this condition not immediately, do not ask why many teachers are not creative, productive, lack of curiosity about the development of their students, and do not have a breakup on the quality of produced output (qosim, 2000). In Japan, for example, the authority of teachers is quite extensive, it is said that the teacher has the right to rebuke the parents of the students if they are unable to properly educate their children at home in accordance with the demands and messages of the school. In addition, teachers have full authorities to monitor and control the success of curriculum undertaken in schools. So the teacher is not only tasked to teach and educate merely but more broadly its duties and functions. To achieve at this level would require the availability of legal devices and other devices. In the context of the above, should the Indonesian people put the aspect of education really be the goal and the joint task of the community (parents), teachers, and government? Thus, this nation has the same view, role, and attention to education and learning that led to solid cooperation and mutualism.

Talcott Parsons in (Mariam, 2008), states power as a powerful weapon to achieve collective goals by making binding decisions supported by negative sanctions. In its formulation, Talcott Parsons considers "power is the ability to ensure the fulfillment of binding obligations, by unity in a collective organizational system. Obligations are legitimate when it comes to collective goals. If there is a resistance, the coercion through negative sanctions is deemed fair, regardless of who implements the coercion. This theory is made possible by the government (policy makers) to serve as a basis for "pressuring and forcing" schools to organize education and learning.

Max Weber (1968) famous sociologist describes three kinds of authorities: *First*: Traditional Authority, this authority is based on the belief among the members of society that the old tradition and the power-based position of the tradition is reasonable and worthy of respect, *Second*: Charismatic Authority, authority based on the belief of the members of the community on the supernatural powers and religious power, *Third*: the Rational-Legal Authority, the authority based on belief in the rational order of law which underlies the position of a leader, emphasized not the person but the rules underlying his behavior. These three powers enable the government to organize and direct Arabic teachers to get involved in

character building and identity of the country through its education and learning. (Muhlis, 2016).

## **CONCLUSION**

There are several steps need to pay attention to the teacher in facing the students guilty, before they set the punishment, namely; First, it is necessary to provide a report to the parents of the students about their child's behavior by direct calling. This stage is done as much as 2 to 3 times by involving teachers Counseling Guidance. Secondly, if for 2 to 3 times the call does not show change and good cooperation, the teacher can give punishment, either verbal, physical or emotional punishment with the condition: (1) Punishment is not in a vital place if the punishment is physical. (2) Punishment is done in an educational form, both verbal, physical and emotional. (3) Punishment is carried out fairly and taking into account the psychological aspects of the students.

If Law No. 20/2003 requires the achievement of maximal quality, professional educators, it should be accompanied by the Law on educators' profession. Although Law No. 14/2005 expressly protects the profession of teachers and lecturers, the implementation of the law is still not seen contribute properly to the fate of teachers as educators. For that, it is time, if teachers build solidarity powers to encourage governments to improve the working conditions of teachers and protect their profession with clear legal force.

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