Discrimination leading to social intolerance in senior high school "case study in Manado, Indonesia"

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Abstract. Discrimination behaviours frequently occur in a school setting. The establishment of discriminatory behaviours is due to a variety of factors, including those present in educational settings. Using a descriptive qualitative method, the researcher finds out the discrimination sample as the impact of class differences between special target classes and regular classes at Senior High School Manado. Researchers analysed the psychological and social impact of these differences, especially concentrating on how these differences can lead to discrimination and social intolerance among students. The environment of school, teachers, and the influence of social stratification cannot be separated from the existence of discrimination that breeds social intolerance. Researchers explain how inequality in access to quality education, differences in learning approaches, and social norms applied in the classroom can lead to misunderstanding, stereotypes, and conflicts among students. In addition, this article emphasizes the importance of inclusive education as a solution to overcome differences and reduce the harmful effects of class differences in schools. This research provides a recommendation to the government in education to understand this phenomenon that will enable us to create a more just and inclusive educational environment, and encourage students to be tolerant, which will help achieve for equal education for all.

1 Introduction

One of the most common ways that human rights are infringed and exploited is through discrimination, in all of its forms and manifestations. Discrimination is one of the hardest things to recognize because it affects millions of people every day. The concepts of discrimination and social intolerance are related. Social intolerance is the lack of respect

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for customs or views that differ from one's own. It also involves not liking others who are perceived to be like us, such as those who have a different political or sexual orientation from us or who come from a different social or cultural group. Another way social intolerance can show out is through impolite speech, the creation of one's own organizations, and other actions that impede inclusivity.

The government is concerned with preventing social intolerance through education. Education has a significant impact on how people behave and how society functions. However, the reality is that discrimination does occasionally exist in the educational setting. High school is a crucial stage in education since it marks the beginning of students' journey to adulthood and their ability to select more focused academic or career courses. Unfortunately, discrimination is still a problem in the field of education, particularly when it comes to treating students unfairly or discriminating against them based on their social standing, ethnicity, religion, gender, or academic standing.

Discrimination based on distinctions between the usual class and the special target class (Binsus) is a factor that may have an effect on the learning environment in one of the senior high schools in the city of Manado. This may result in inequality, low self-esteem, and decreased academic performance. The phrase "Educating the life of the nation" represents the ideals of the Indonesian nation to educate and disseminate education throughout Indonesia in order to establish an intelligent national life, which is opposite to the action taken. The objectives of multicultural education can also be seen as a learning strategy that makes use of a variety of student backgrounds and personalities [1].

One of the high schools (SMA) in the city of Manado has its own charm by making a class called the Special Assisted Class (Binsus) specifically for students with better academic abilities. Students who are able and have better educational opportunities are often associated with superior classes or special assisted classes (Binsus). Regular classes are often filled with students with diverse backgrounds and abilities and often have more limited resources. On the other hand, they can enjoy a more challenging curriculum, additional support and better facilities. This difference can lead to social differences that are detrimental to academics and have the potential to cause greater social differences.

A just and inclusive society, where everyone has an equal chance to realize their potential, is seen to be best built through education. Policy-makers and researchers urge educators to embrace student diversity and adjust their instruction to the learning needs of the various kids in their classes in order to maximize each student's potential for learning [2]. However, the education gap remains a troubling problem. In the context of education, the phenomenon of class differences, especially between the regular class and the special target class (binsus) or what is often called the superior class, often shows inequality in access to educational resources and social dynamics which can lead to discrimination and even inequality in schools.

Discrepancies in schools not only lead to differences in learning experiences between students in regular classes and students in special target classes; they can also cause conflict, negative stereotypes, and even discrimination among students in contrast to pessimistic perspectives, which anticipate unchanged or decreasing levels of tolerance, optimistic perspectives forecast rising levels of tolerance [3]. Students high-achieving

grades may feel valued more than regular graders. This can damage the school environment, cause disagreements, and prevent good social relations between students.

Therefore, understanding the background of class differences and their consequences is very important. To begin, researchers will discuss the importance of studying this issue, analysing the components that contribute to differences, and studying the social and psychological impacts of these inequalities. In addition, researchers will discuss the importance of inclusive education to overcome differences and reduce the adverse effects of class differences in schools. Having a better understanding of this phenomenon will enable us to create a more just and inclusive educational environment, encourage students to be tolerant, and realize the vision of an equal education for all.

2 Method

In addition to harming universal education, disparities between pupils in classrooms and schools can also increase discrimination and foster social intolerance. There are many social repercussions, such as unfavourable learning conditions for children, poor academic results, a gap between students, and many others, could take place. Case studies with qualitative methods are used by researchers to collect and field the data on the problems that occur and analyse them. Questions about students' experiences, views, and attitudes towards classmates became part of the survey in this study. This will help us understand how well we understand students, their opinions, and possible social intolerance. Researchers conducted interviews with informants to better understand their perspectives on inequality, social interactions, and how these elements affect discriminatory behaviour or attitudes. Researchers can examine the dynamics of student relationships in these two classrooms, find spots of tension or gaps, and examine the effects of these differences with special target classes (Binsus) and regular classes.

3 Result and discussion

3.1 Parental involvement with children

Most of the students place a high priority on their education. School should be a place where they interact and build bonds with their classmates and also a place for giving them opportunities for their cognitive abilities. Students need the sense to get this opportunity and also need stability in their education. The positive relationship between students and their teachers, including their school, which consists of sharing characteristics, will create a strong sense of belonging between one and the other, including the school where students study.

Students' impressions of their teacher's justice in acting are another aspect that was found to be related to good student development in the school environment. The actions taken by the teacher are proven to have an effect on the emotional development of students in the classroom. In addition, school is the most important part that will influence students to determine their choices. Most parents will determine which school based on their observations and school achievements will be the best choice for their children to study. Although the transition of students to high school is not as fast as usual,

some children are still under the supervision of their parents. Parents should be aware of the challenges their child may face during the school transition and be prepared to offer additional help and direction while it is needed.

When a child enters adolescence, for the first time, physical development, cognitive capacity, and social expectations align. This ensures the systematization/synthesis of the "acquisitions" that feed into self-identity (childhood identification), an earlier age, and increase to maturity. This is why parents of students should still be involved [4]. Erikson (1968) [5] describes adolescence as a transitional stage between childhood and adulthood. This is also the last and most complex stage of major development [6]. In order to relate to others, identity-building and moral development occur [7]. All youth must begin to develop the emotional skills needed to manage stress and relate to others effectively. "Emotional intelligence" is the term used to describe this ability [8].

3.2 Sentiment and discrimination

An absolutist perspective that quickly results in segregation and dissent is produced by the failure to create a tolerant and reasonable framework. To plant bigotry and social intolerance, like maize, education units require an adequate water supply. This fact has considerably aided in the growth of radicalism, the dissemination of social intolerance, and the rise of prejudice that now uses internet platforms to target the millennial population.

If this condition is linked to multiple bullying events that have recently generated widespread discussion, it is quite concerning. Schools that are meant to instil good morals have changed. A child's school, which serves as a second home, is powerless to stop the feelings that frequently result in discrimination. In other words, schools cannot be used to teach people how to feel secure and at ease. There are still significant difficulties that need to be tackled in order to prevent harassment and discrimination against students, teachers, and school personnel.

The National Education System (Sisdiknas) Nomor 20 Tahun 2003, states that the administration of education in schools must be democratic, fair, and non-discriminatory while maintaining national plurality, religious freedom, and human rights. Therefore, it is the responsibility of educational institutions to promote and educate variety.

There are a number of behaviours that show social intolerance, such as disregarding other people's rights; discrimination or persecution of individuals due to their ethnicity, religion, gender, or sexual orientation; interfering with another person's right to follow a particular group, religion, or political ideology; not wanting to get along with or acting badly around others who hold different opinions; hate and inflict harm on those who hold opposing thoughts or viewpoints; Concentrate on or believe they are a member of their own group [9].

Some examples of Actions that refer to sentiments that end in discrimination such as: (1) Bullying motivated by certain characteristics: Students who identify with a particular group may be subjected to verbal, physical, or psychological abuse as a result of sympathy for that group, such as racial or sexual orientation. (2) Unfair educational treatment: If kids exhibit certain characteristics, teachers or other school personnel may have a bad

opinion of them. This may have an impact on how teachers interact with their pupils, the opportunities for learning, and academic evaluations. (3) Inclusion in school activities: If students or staff members believe that having unfavourable attitudes against particular groups is acceptable, this may result in such groups being excluded from social activities, athletics, the arts, and other school events. (4) Unjust penalties or punishments: For the same action, some students may experience harsher sanctions or punishments than other students. (5) Inadequate psychological assistance Students who have unfavourable opinions of particular groups may feel awkward or alone, which could impede their emotional and social development. (6) Uninclusive curriculum: Ignoring diversity or the contributions of particular groups might result in negative attitudes in those communities.

By encouraging equality, inclusivity, and respect for diversity, schools must deal with the feelings that breed prejudice. This can be accomplished with the help of fair school regulations, staff training in cultural awareness, anti-bullying programs, inclusive curricula, and psychological support for kids who might feel prejudiced.

3.3 Discrimination from social stratification

When a society's social and economic structure is represented in the educational environment, it is known as the grievances produced by stratification phenomena. This phenomenon results in unequal educational opportunities, access, and experiences for pupils. This effect is referred to as school stratification-related distraction.

Students from various social and economic backgrounds may have varying educational possibilities as a result of inequality in the distribution of educational opportunities in the form of stratification. Access to necessary educational resources like textbooks, computers, and extra courses may be restricted for students from low-income households. Along with equal opportunities Class Separation Based on Achievement is a type of stratification where students are put into classes based on their academic performance, which can lead to inequity. The chances for students who are enrolled in classes with a less rigorous curriculum to reach their full potential and take advantage of higher educational opportunities may be diminished.

In reality, the school serves as both the coordinator of the curriculum and the most crucial factor in the growth of student accomplishment. Pupils may feel undervalued or underrepresented if the curriculum is not inclusive and does not reflect the cultural diversity and experiences of the pupils. In the context of the school, this may foster prejudice and preconceptions. Social stratification outside of school can result from environmental influences, and this can have a significant impact on the learning environment. Student self-perception and educational goals, for instance, may be influenced by peer pressure and social pressure, but not just the pupils who are picked out for hate and bias because of their identity suffer from a toxic school environment [10].

The theory of social stratification is fundamental to the study of inequality. Social stratification in education is evident in how distinct student groups are handled differently. According to this study, the disparity in treatment between pupils in ordinary classes and those in special target classes is an example of the social stratification that

occurs in schools (Binsus). Even though they are in the same environment as other classes, most kids in the superior category who are part of the special target class category (binsus) are constantly the centre of attention.

The distribution of students who are part of special assistance classes (binsus) is fundamentally based on social stratification. This issue cannot be disregarded in schools. In order to protect pupils from harm, educators must actively and proactively fight prejudice and advance equality and inclusiveness. They must take swift and immediate action to address any instances of bias and hatred when they arise, using a paradigm that prioritizes support for people who have been affected, dialogue, empathy, and reconciliation [6].

The attainment of universal education depends on pupils feeling appreciated by their peers. There are solid arguments in favour of the idea that character development depends significantly on one's sense of self. At the very least, having a strong sense of self-worth should prevent kids and teenagers from turning to unconventional, antisocial methods of getting attention. Children who develop a morally-based sense of self-worth are less likely to participate in antisocial activity intended to win the approval of peers who exhibit antisocial motivations and behaviours. Moreover, demonstrated that influences accompanying positive self-evaluations can encourage moral behaviour. Children who feel good about themselves when they act in ways that are consistent with their moral ideals tend to experience increased motivation to act morally.

Special target classes or binsus classes, compared to regular classes can be considered a form of social stratification in schools, which can lead to discrimination and social intolerance among students because students in special assistance classes can be stigmatized and considered inferior to students in regular classes. This can perpetuate social inequality and strengthen existing power structures, because students in Special Assistance classes may have more opportunities and advantages than students in regular or regular classes. Educators cannot be excluded from implementing policies on the separation between special target classes and regular classes. Education-related bias and discrimination also have long-term consequences. "Children who experience teacher discrimination are more likely to have negative attitudes about school, lower cognitive motivation and achievement, and are at higher risk of dropping out of school, especially for students who join regular classes". For educators, social stratification can be seen in the differences in the treatment of various groups of students. In this paper, the social stratification that exists in schools is exemplified by the differences in treatment that exist between regular-class students and special target-class students (Binsus). But schools are not hermetically sealed institutions. They are not immune from the political and socioeconomic forces gripping our nation [11].

4 Conclusions

This essay tries to demonstrate how disparities in educational treatment can have a substantial impact on social, psychological, and educational development as well as open the door for the establishment of social intolerance in the form of prejudice by drawing on the idea of social stratification. To ensure that every student has an equal chance to

develop and succeed, efforts to close these inequalities must be founded on the principles of equality and inclusion. According to this, making a distinction between the special target class and the ordinary class increases discrimination and makes students more intolerant. It is seen that this stratification has negative impacts, such as stigma, social intolerance, and academic discrepancies. The results of this research can provide an overview of the importance of dealing with this difference in treatment and pushing towards a more inclusive and also education system. Solutions based on inclusion and equity emerge as the right way to tackle this problem and create a more equitable and inclusive educational environment. These issues cannot be simply ignored in schools. In order to protect students from harm, educators must act forcefully and proactively to combat prejudice and advance fairness and inclusiveness. When hate and bias incidents occur, they must respond immediately and aggressively using a strategy that prioritizes dialogue, empathetic understanding, atonement, and assistance for those who have been hurt.

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