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# PROCEEDING

1st International Conference

Health, Education, Computer Science Technology

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HEALTH EDUCATION COMPUTER SCIENCE TECHNOLOGY



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Universitas Megarezki Makassar



Yayasan Inteligencia Indonesia

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**EDITOR**

Abdul Malik Iskandar  
Harifuddin Halim  
Ismail Suardi Wekke

**Universitas Megarezky**  
**Yayasan Inteligensia Indonesia**  
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## FOREWORD

Dear ladies and Gentlemen.....

Highest and infinite gratitude to Allah who is the power of the first International Conference event today, precisely on Saturday 12 December 2020. Greetings and prayers go to the Prophet Muhammad SAW for the guidance and encouragement of the importance of sharing knowledge with fellow humans even though only through the media zoom previously planned face-to-face.

Let me, as the chairman of the committee for the international conference, convey the highest respect to all parties in this international conference, including: Chairman of the Makassar Megarezky Islamic Education Foundation, Mrs. Suryani, SH, MH, Founder of the Megarezky Makassar Islamic Education Foundation, Mr. Dr. Alimuddin, Prof. Ali Aspar as rector of Megarezky University and all vices- chancellor, and especially to keynote speakers from various countries and universities at home and abroad, all conference committee, speakers, participants and guests.

The main speakers were Prof. Dr. Ridwan Amiruddin from Hasanuddin University Indonesia, Prof. NOR AISHAH BUANG, Ph.D from the National University of Malaysia, Dr. Alida Marallaq and SISTER MERCEDETITAS, O. Ang, SPC, Ph. D from the University of St. Paul Phillipine, PROF. SRIRATH GOHWONG, Ph.D from KASETSART UNIVERSITY, BANGKOK THAILAND, Adjunct. Prof. Dr. Ismail Wekke from IAIN Sorong, Indonesia.

In this international conference we raised the main theme of the first International Conference on Health, Education and Computer Science, Megarezky University. Furthermore, for the benefit of the presenters in the theme area, we expand and reproduce small themes for the presenters. Among other things, new policies in health services, education and technology, new policies in learning during the Covid 19 pandemic, reformulating learning objectives and so on.

Furthermore, there are 400 general participants, 100 presenters, 47 articles and guest participants. a total of 600 people attended via zom.

We will immediately fulfill the participants' rights after the conference, including giving certificates and publishing articles and other awards.

Finally, of course we are confident and aware that there are shortcomings and limitations in the implementation of this first international conference. Criticism and input are expected for the implementation of the next activity.

Makassar, 1 Mei 2021



Best regards  
Chairman

Abdul Malik Iskandar, Ph.D

## **RECTOR'S WELCOME**

Dear ladies and Gentlemen.....

Attendees and all participants of the international conference that I respect and honor, first of all, the Chairwoman of the Makassar Megarezky Islamic Education Foundation Mrs. Suryani, SH, MH, the Founder of the Megarezky Makassar Islamic Education Foundation, Dr. H. Alimuddin, and was very special and special to the main speakers from various countries and universities at home and abroad, as well as speakers, participants and other invited guests.

Praise be to Allah Almighty for the special day, namely the implementation of the first international conference held by Makassar Megarezky University. One pride for us as university leaders for the implementation of this conference.

For that I would like not to thank the chairman of the conference committee, Mr. Dr. Abdul Malik Iskandar as chairman and all active committees who carried out this event. Along with all the community members who contributed highly to the activity.

The main conference theme raised at this international conference is in line with the current situation, namely the Covid pandemic. The themes are health, education and technology. These three things are related to one another, especially in universities.

Finally I congratulate you on the conference

Best regards,

Rector of Megarezky University

Prof. Dr. Ali Aspar Mappahya, Sp.PD, Sp.JP (K)

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## DOMINATION OF THE POWER OF QUALITY AND QUANTITY OF STATE SCHOOL EDUCATION AGAINST PRIVATE SCHOOLS AS FACTORS CAUSING SYMBOLIC VIOLENCE OF STUDENTS IN BANTAENG DISTRICT

Suardi<sup>1</sup>, Andi Agustang<sup>2</sup>, Jumadi<sup>3</sup>

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**Abstract:** Private school students experience symbolic violence because of the dominance of quality and the dominance of quantity of public schools over private schools. The purpose of this study was to analyze the dominance of the quality and quantity of public schools over private schools. This research was conducted using a mixed method concurrent embedded in 10 private schools and 6 public schools. The qualitative research informants were 43 people who were determined using purposive sampling, while the quantitative research respondents were 301 people who were determined using random sampling. Data collection was carried out using questionnaires, observation and interviews. The qualitative data analysis was done through the stages of data reduction, data display and conclusion drawing, while the quantitative data analysis went through the stages of verification, tabulation and the percentage of data. The results showed that the dominance of public schools over private schools was divided into two, namely (i) the dominance of the quality of learning planning, the power of the quality of the learning process, the power of the quality of learning graduates and the power of the quality of accreditation, (ii) the dominance of the quantity of facilities and infrastructure, the power of the quantity of students the power of the quantity of teachers, the power of the quantity of education personnel, the power of the quantity of school operational funds.

**Keywords:** *Domination, Symbolic Violence, Quantity, Quality, Students.*

### INTRODUCTION

Concept of symbolic violence by (Bourdieu, 1993) It is used to analyze the domination mechanism of the dominant class against the petty bourgeoisie and the popular class to enforce ideological and habitus coercion. The symbolic violence mechanism is carried out because of the power possessed by the dominant class in a social practice between private schools and public schools in Bissappu District, Bantaeng Regency. This is based on the results of observations, documentation and initial interviews by researchers in 2018, in the community of Bissappu District, Bantaeng Regency, researchers saw various social phenomena that indicate embryos of symbolic violence due to the dominance of public schools as the dominant class for private school students because private schools are only class the petty bourgeoisie and even the popular class in the power of quality and power of quantity.

The mechanism of imposing the dominant class (public school) habitus on the petty and popular bourgeoisie is not realized by the popular and petty bourgeoisie. In other words, private schools from the lower classes are forced to join or be like the dominant class (public schools). To analyze the dominance of public schools as the dominant class against the petty bourgeoisie and popular in symbolic violence against private school students, the theory that is used as an analysis tool to dissect this theme is theory (Bourdieu, 1993) about a social class divided into the dominant class, the petty bourgeoisie and the popular class.

Various studies show that the world of education is inseparable from symbolic violence due to class differences such as research (Suardi, Agustang, & Jumadi, 2020b) about symbolic violence against students in discourse contestation through stereotypical frames against private school students, finding one of the factors causing symbolic violence because of differences in social class. Another research is (Suardi, Agustang, & Jumadi, 2020a) Symbolic violence against students in discourse contestation through stereotypical frames against students also found that one of the factors causing symbolic violence was due to differences in social class, so that social class was an important aspect of committing symbolic violence, and research (Laksana, 2012) perpetuating power by using social class. Stigma or stereotypes are discriminatory behavior (Arifin & Suardi, 2017), social problems to be overcome (Nursalam & Suardi, 2016), and social deviations that are not in accordance with the social values and norms of society (Suardi, 2018). Various previous studies have not comprehensively explained how the dominance of public schools over private schools in terms of quality power and quantity power, so this research is a research that produces findings that are "original".

Various efforts have been made by private schools to become a dominant class such as strengthening character through social collaboration models (Suardi, Agustang, & Sahabuddin, 2020), because character education in Bantaeng Regency is a hot issue among parents (Suardi, Agustang, & Jumadi, 2020b), various private schools implement moral, moral and character education for students, because character education can be applied at all levels of education starting from basic education. (Nursalam et al., 2020), (Kanji et al., 2019b), (Kanji et al., 2020), (Kanji et al., 2019a), high school level (Suardi et al., 2018), (Suardi et al., 2019), and higher education (Suardi, Nursalam, et al., 2020) (Suardi & Syarifuddin, 2018), but not yet placing private schools as the dominant class.

This is important to study because this research will contribute to existing research in the domain of quality power and quantity power. There are several factors that form the basis of research (research basic), namely (1) social background, namely changes in society that are more fanatical towards public schools as the dominant class and discriminatory against private schools as the petty bourgeoisie and the popular class. (2) Intellectual background, namely the construction of a change movement towards class equality between private schools and public schools through the mission of change and empowerment towards egalitarianism. (3) The research background is the emptiness of Pierre Bourdieu's theory in seeing symbolic violence by the dominant class against the petty bourgeoisie and the popular class in terms of quality power and quantity power.

Based on a research philosophy (Agustang, A. 2011) So the problem statement of this research is (1) the sociological ontology of reality is seen using a critical paradigm, namely reality as a historical formation full of hegemony and distortion, so that the sociological concepts used are symbolic violence, domination and power. Whereas the methodological ontology of reality is seen from the point of view of micro-macro, structure-actor and subject-object, (2) sociological epistemology is carried out with a practical approach, namely analysis and action, so that the researcher carries out a dialectic of discourse, while methodological

epistemology uses a concurrent embedded mix method. namely the combination of qualitative and quantitative with qualitative data which is more dominant and quantitative is only complementary, (3) sociological axiology seeks to find symbolic violence against the dominant class against the petty bourgeoisie and the popular class in terms of quality and quantity power, while methodological axiology, researchers criticize, demolishing discourse, non-free value and transforming. On this basis, researchers are interested in conducting research on "The Domination of the Power of Quality and Quantity of Public School Education against Private Schools as a Cause of Symbolic Violence Against Students in Bantaeng Regency".

## **METHOD**

This study uses mixed methods. Model mixed methods concurrent embedded (Creswell, 2017), is a combination of positivistic and post positivistic paradigms (Nursalam et al., 2016). In this research, the first stage uses qualitative research methods and the second stage uses quantitative research methods simultaneously or together but with different weights. Research sites or research locations in general are in Bissappu District, Bantaeng Regency, which has 6 private schools and 6 public schools. The qualitative method instrument uses the researcher as the main instrument using a checklist of observation guidelines, interview guidelines, documentation sheets, photo or video cameras and recording devices. Meanwhile, the quantitative method uses a validated questionnaire. Researcher's qualitative informants used purposive sampling totaling 43 consisting of government, community leaders, state school students, state school teachers, state school principals, state school alumni, private school students, private school teachers, private school principals and private school alumni. While the quantitative method research respondents used simple random sampling technique, amounting to 301 out of 1221 total population. Primary data is obtained directly such as data from interviews, questionnaires and observations, while secondary data is data obtained from documents related to research. The data collection technique used was the distribution of closed model questionnaires, direct observation, guided interviews, field notes and documentation. Qualitative data analysis was carried out through the stages of data reduction, data display and conclusion drawing, while quantitative data analysis used questionnaire verification, tabulation of questionnaire data and percentage of questionnaire data. The validity of qualitative data uses source triangulation, time triangulation and method triangulation, while quantitative data uses reliability (accuracy) and validation (correct) tests. (Creswell, 2017).

## **RESULTS AND DISCUSSION**

The domination of public schools over private schools is in two aspects, namely the dominance of quality and dominance of quantity.

### **The dominance of the quality of learning planning, the learning process, learning outcomes, school graduates and school accreditation**

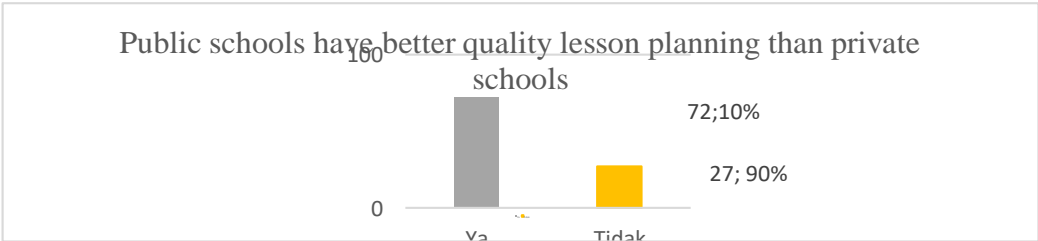
Data from interviews conducted with 43 informants consisting of government, students, teachers, principals, alumni, both private and public schools, obtained data that in Bissappu District, in terms of quality, public schools were more dominant, such as the quality of learning public schools was better than private schools. for example SMA 1 Bantaeng as the flagship school and SMP 1 Bissappu which has a better quality of learning. The quality of

public schools is very good while the quality of private schools is not good enough so that they are said to be exile schools, the quality of state school teachers is better because many civil servants are already certified because PNS teachers have their main duty to teach, while honorarium teachers in private schools are usually not their main task. The quality of public school graduates is generally better, one indicator of which is university acceptance. The quality of public school accreditation is better than private schools because public schools have an average accreditation of A, while private schools only have an average accreditation B. Meanwhile, the data from the observations of researchers on the activities of public schools and private schools in Bissappu District obtained data that public schools have planning quality learning compared to private schools, because public schools are always monitored regularly by school supervisors compared to private schools, so that state school teachers are better prepared in preparing lesson plans to be implemented. In addition, there are more state school teachers who are civil servant and certified teachers compared to private school teachers who are still honorarium teachers and are not yet certified, legally they already have recognition in making lesson plans. Public schools have the quality of the learning process compared to private schools, because their lesson planning is better than private schools, besides that the learning process carried out is supported by very adequate learning facilities and infrastructure compared to private schools, where even classes for learning are not sufficient . Public schools have better quality learning outcomes than private schools, due to better learning planning and learning processes, resulting in better quality learning outcomes. Public schools have better graduate quality than public schools due to better planning, learning processes and outcomes. Public school accreditation starting from junior high school level averages A accreditation, starting from SMP 1 Bissappu, SMP 2 Bissappu, SMP 3 Bissappu and SMP 4 Bissappu and for high school levels such as SMA 1 Bantaeng and SMA 2 Bantaeng, both have accreditation A. Meanwhile, private schools only get B accreditation, some even get C accreditation.

**Dominate the quality of the lesson planning**

Public schools dominate the quality, such as the quality of learning planning, the quality of the learning process, the quality of alumni, and the quality of school accreditation. This is based on the results of a questionnaire with 301 informants, namely:

Diagram 1. Public schools have better quality lesson planning than private schools



The results of a questionnaire from 301 respondents related to ownership of the dominance of the quality of learning planning, there were 217 respondents or 72.10% of 301 respondents who said that public schools had the quality of learning planning that was better than the quality of learning planning owned by private schools and there were 84 respondents or 27.90% of them. 301 respondents who did not say that public schools have a

better quality learning planning than the quality of learning planning owned by private schools.

The accumulated dominance of the quality of learning planning owned by state and private schools, namely:

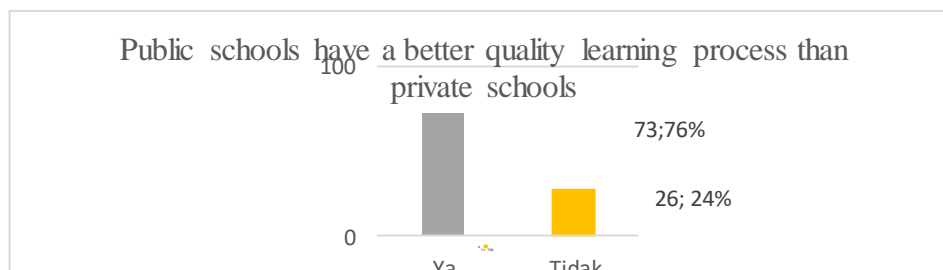
Table 1. Comparison of Ownership of Quality of Learning Planning by Public Schools and Private Schools

No.	Response interval	Category	Public school	Private school
1	81-100	Very good	-	-
2	61-80	Very nice	72.10	-
3	41-60	Moderate	-	-
4	21-40	Not good	-	27.90
5	0-20	Not good	-	-

Based on this table, the dominance of the quality of public learning planning is in the very good category, in contrast to the dominance of the quality of private school learning planning which is only in the poor category.

### Dominate the quality of the learning process

Diagram 2. Public schools have a better quality learning planning process than private schools



The results of the questionnaire from 301 respondents related to ownership of the dominance of the quality of the learning process, there were 222 respondents or 73.76% of 301 respondents who said state schools had a better quality of the learning process than the quality of the learning process owned by private schools and there were 79 respondents or 26.24% of the 301 respondents who did not say that state schools have a better quality learning process than the quality of the learning process owned by private schools.

The accumulated dominance of the quality of the learning process owned by state and private schools, namely:

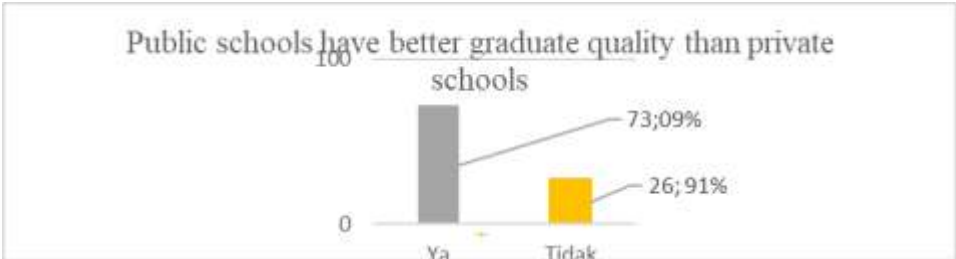
Tabel 2. Ownership of the Quality of Learning Process by Public Schools and Private Schools

No.	Response interval	Category	Public school	Private school
1	81-100	Very good	-	-
2	61-80	Very nice	73.76	-
3	41-60	Moderate	-	-
4	21-40	Not good	-	26.24
5	0-20	Not good	-	-

Based on this table, the dominance of the public learning planning process is in the very good category, in contrast to the dominance of the quality of the learning process in private schools only in the poor category.

**Dominate the quality of graduate learning**

Diagram 3. Public schools have better quality graduate learning than private schools



The results of a questionnaire from 301 respondents related to ownership of the dominance of graduate quality, there were 220 respondents or 73.09% of 301 respondents who said public schools had better quality graduates than those of private schools and there were 81 respondents or 26.91% of 301 respondents who does not say that public schools have better graduate quality than private schools. The accumulated dominance of the quality of graduates owned by state and private schools, namely:

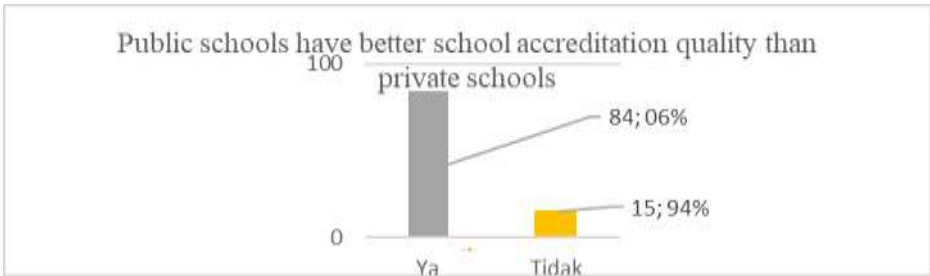
Table 3. Comparison of the ownership quality of graduates by Public Schools and Private Schools

No.	Response interval	Category	Public school	Private school
1	81-100	Very good	-	-
2	61-80	Very nice	73.09	-
3	41-60	Moderate	-	-
4	21-40	Not good	-	26.91
5	0-20	Not good	-	-

Based on this table, the dominance of public learning planning graduates is in the very good category, in contrast to the dominance of the quality of private school graduates only in the poor category.

**The predominance of the quality of accreditation**

Diagram 4. Public schools have better accreditation quality than private schools



The results of a questionnaire from 301 respondents related to the dominance of accreditation quality, there were 253 respondents or 84.06% of 301 respondents who said

public schools had better quality of accreditation than the quality of accreditation owned by private schools and there were 48 respondents or 15.94% of 301 respondents who does not say that public schools have better quality of accreditation than those of private schools. The accumulated dominance of the quality of school accreditation owned by state and private schools, namely:

Table 4. Comparison of Accreditation Quality Ownership by Public Schools and Private Schools

No.	Response interval	Category	Public school	Private school
1	81-100	Very good	84.06	-
2	61-80	Very nice	-	-
3	41-60	Moderate	-	-
4	21-40	Not good	-	-
5	0-20	Not good	-	15.94

Based on this table, the dominance of public accreditation quality is in the very good category, in contrast to the dominance of the quality of private school graduates only in the poor category.

**Dominate the quantity of facilities and infrastructure, the quantity of students, the quantity of teachers, the quantity of education personnel, the quantity of alumni**

Apart from the dominance of quality, public schools also dominate the quantity, both the quantity of facilities and infrastructure, the quantity of civil servant teachers, the quantity of students, the quantity of education personnel and the quantity of state school alumni, the quantity of school operational fund management. This is based on data from interviews conducted with 43 informants consisting of government, students, teachers, principals, alumni, both private and public schools. The data obtained is the quantity of facilities and sources of facilities and infrastructure is different if there are more private schools, state schools have students. more than private schools, public schools have more students, teachers, education personnel, alumni than private schools and public schools have many students so that they also have a higher amount of school operational funds compared to private schools that have fewer students has little school operational funds too. Meanwhile, the data from the researchers' observations on the activities of public schools and private schools in Bissappu District, namely that public schools have a greater quantity of facilities and infrastructure compared to private schools such as classroom facilities that can accommodate up to 500 students, while private school classroom facilities can only accommodate up to 500 students. 100 students. Public school infrastructure is such as a complete sports field, while the infrastructure for sports fields in private schools can only be used for the takraw field. The quantity of civil servant teachers for public schools is more civil servants than total students, up to a percentage of 90% PNS and only 10% honorary, while for civil servant teachers for private schools, on the other hand, 10% are civil servants and 90% are honorary even there are schools private schools where there are no civil servant teachers teaching at these schools, the quantity of public school students is more than private school students, there are even public schools such as Bissappu 1 Middle School which have around 800 students, while there are private junior high schools such as The Republic of Indonesia Junior High School Teacher Education which has students under 50 people, the quantity of teaching staff in state schools is more because each state school has at least 2 educational

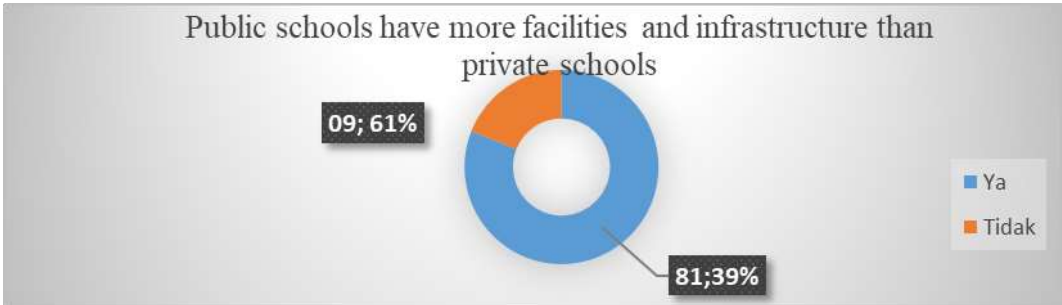


personnel, while for private schools only 1 person, and even then that person also acts as a teacher, and quantity of school alumni There are more state schools because they have more students so that there are more alumni, the quantity of operational fund management for state schools is more public schools, because there are state schools that manage almost 1 billion in school operational funds in 1 year while there are private schools that only manage boss funds only 100 million to 200 million. However, one of the dominations that private schools have is the definition of the quantity of schools for junior and senior high school levels, private schools have more than 10 private schools, while state schools only have 6 schools consisting of 5 junior high schools and 2 senior high schools.

**Quantity of Facilities and Infrastructure**

The dominance of the quantity of public schools based on the results of a questionnaire with 301 informants, namely:

Diagram 5. Public Schools Have More Facilities and Infrastructure Than Private Schools



The results of a questionnaire from 301 respondents related to the dominance of ownership of public school facilities and infrastructure compared to private schools, there were 245 respondents or 81.39% of 301 respondents who said state schools had more facilities and infrastructure than those owned by private schools and respondents or 9.61% of 301 respondents who did not say that state schools have more facilities and infrastructure than those owned by private schools.

The accumulated dominance of the quantity of facilities and infrastructure owned by state and private schools, namely:

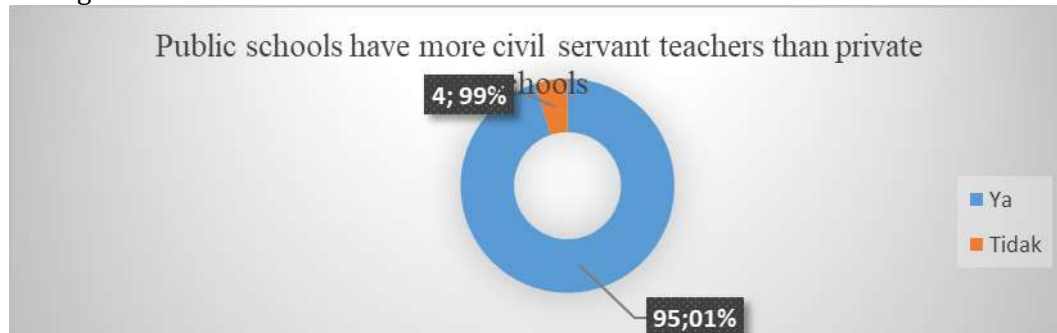
Table 5. Comparison of Ownership of Quantity of Facilities and Infrastructure by Public Schools and Private Schools

No.	Response interval	Category	Public school	Private school
1	81-100	Very much	81,39	-
2	61-80	Lots	-	-
3	41-60	Moderate	-	-
4	21-40	Not much	-	-
5	0-20	a little	-	9.61

Based on the table, the dominance of the quantity of public school facilities and infrastructure is in the very large category, in contrast to the dominance of the quantity of facilities and infrastructure for private schools, which only falls into the very small category.

### Quantity of civil servant teachers

Diagram 6. Public Schools Have More Civil Servant Teachers than Private Schools



The results of a questionnaire from 301 respondents related to the dominance of the quantity of public servant teachers in public schools compared to private schools, there were 286 respondents or 95.01% of 301 respondents who said that state schools have more civil servant teachers than civil servant teachers owned by private schools and Only 15 respondents or 4.99% of 301 respondents did not say that state schools have more civil servant teachers than civil servant teachers owned by private schools.

The accumulated dominance of the quantity of civil servant teachers owned by state and private schools, namely:

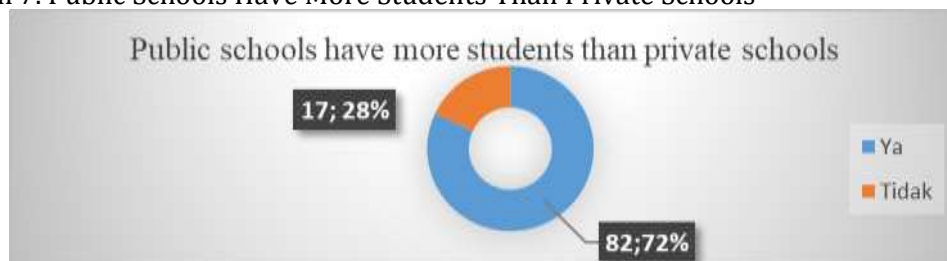
Table 6. Comparison of the Ownership of Quantity of Civil Servant Teachers by Public Schools and Private Schools

No	Response interval	Category	Public school	Private school
1	81-100	Very much	95.01	-
2	61-80	Lots	-	-
3	41-60	Moderate	-	-
4	21-40	Not much	-	-
5	0-20	a little	-	4.99

Based on this table, the dominance of the quantity of public school civil servant teachers is in the very large category, in contrast to the dominance of the quantity of private school civil servant teachers.

### Student quantity

Diagram 7. Public Schools Have More Students Than Private Schools



The results of a questionnaire from 301 respondents related to the dominance of public school students over private schools, there were 249 respondents or 82.72% of 301 respondents who said that public schools had more students than students owned by private schools and only 52 respondents or 17.28% of 301 respondents respondents who

did not say that public schools have more students than students owned by private schools. The accumulated dominance of the quantity of students owned by state and private schools, namely:

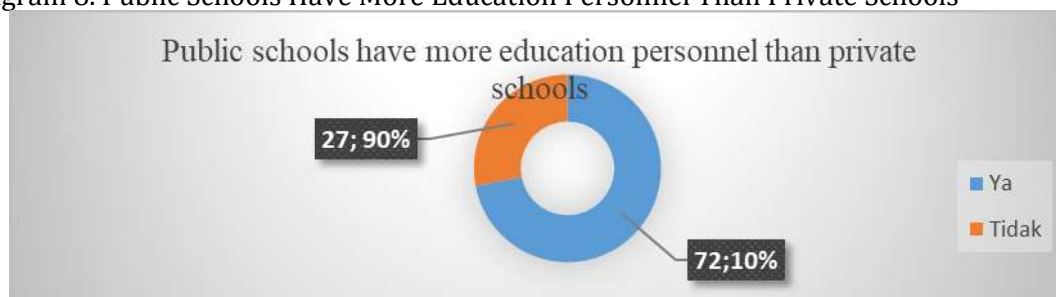
Table 7. Comparison of Student Quantity Ownership by Public Schools and Private Schools

No	Response interval	Category	Public school	Private school
1	81-100	Very much	82.72	-
2	61-80	Lots	-	-
3	41-60	Moderate	-	-
4	21-40	Not much	-	-
5	0-20	a little	-	17.28

Based on this table, the dominance of the quantity of public school students is in the very large category, in contrast to the dominance of the quantity of private school students, which is only in the very small category.

### Quantity of Education Personnel

Diagram 8. Public Schools Have More Education Personnel Than Private Schools



The results of a questionnaire from 301 respondents related to the dominance of public schools compared to private schools, there were 217 respondents or 72.10% of 301 respondents who said state schools had more education personnel than students owned by private schools and only 84 respondents or 27.90% of out of 301 respondents who did not say that state schools had more education personnel than students owned by private schools. The accumulated dominance of the quantity of teaching personnel owned by state and private schools, namely:

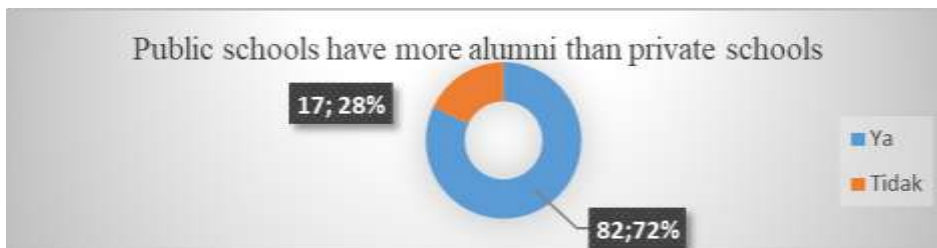
Table 8. Comparison of the Ownership of Quantity of Teaching Personnel by Public and Private Schools

No	Response interval	Category	Public school	Private school
1	81-100	Very much	-	-
2	61-80	Lots	72.10	-
3	41-60	Moderate	-	-
4	21-40	Not much	-	27.90
5	0-20	a little	-	-

Based on this table, the dominance of the quantity of public school teaching staff is in the large category, in contrast to the dominance of the quantity of teaching staff at private schools, only in the insufficient category.

### Alumni Quantity

Diagram 9. Public Schools Have More Alumni Than Private Schools



The results of a questionnaire from 301 respondents related to the dominance of state school alumni ownership compared to private schools, there were 249 respondents or 82.72% of 301 respondents who said that state schools had more alumni than alumni owned by private schools and only 52 respondents or 17.28% of 301 respondents respondents who did not say that state schools had more alumni than those owned by private schools. The accumulated dominance of the quantity of alumni owned by state and private schools, namely:

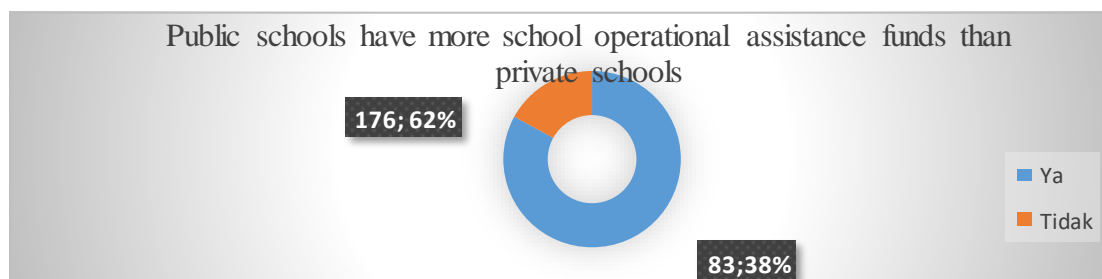
Table 9. Comparison of the Ownership of Quantity of Alumni by Public Schools and Private Schools

No	Response interval	Category	Public school	Private school
1	81-100	Very much	82.72	-
2	61-80	Lots	-	-
3	41-60	Moderate	-	-
4	21-40	Not much	-	-
5	0-20	a little	-	17.28

Based on this table, the dominance of the quantity of public school alumni is in the category of many, in contrast to the dominance of the quantity of alumni of private schools which is only in the very small category.

### Quantity of School Operational Assistance Funds

Diagram 9. Public Schools Have More School Operational Assistance Funds Than Private Schools



The results of a questionnaire from 301 respondents related to the dominance of operational assistance funds for public schools compared to private schools, there were 251 respondents or 83.38% of 301 respondents who said that state schools had more school operational assistance funds than the dominance of school operational assistance funds

owned by private schools. and there were only 50 respondents or 16.62% of 301 respondents who did not say that state schools had a higher dominance of school operational assistance funds than the dominance of school operational assistance funds owned by private schools. The accumulated dominance of the quantity of school operational assistance funds owned by state schools and private schools, namely:

Table 9. Comparison of Ownership of Quantity of School Operational Assistance Funds by Public Schools and Private Schools

No	Response interval	Category	Public school	Private school
1	81-100	Very much	83.38	-
2	61-80	Lots	-	-
3	41-60	Moderate	-	-
4	21-40	Not much	-	-
5	0-20	a little	-	16.62

Based on this table, the dominance of the quantity of operational assistance funds for public schools is in the very large category, in contrast to the dominance of the quantity of operational assistance funds for private schools, which only falls into the very small category. The domination of public schools over private schools occurs due to two factors, namely control of quantity and control of quality (Suardi, Agustang, & Jumadi, 2020b). (1) The dominance of quality because public schools have: (a) the power of the quality of learning planning that is better than the quality of the learning planning of private schools, (b) the power of the quality of the learning process that is better than the quality of the learning planning of private schools, (c) the power of better quality of graduates compared to the quality of private school learning planning, (d) The power of accreditation quality is better than the quality of private school accreditation. (2) The dominance of quantity because public schools have: (a) The power of the quantity of facilities and infrastructure is greater than the quantity of facilities and infrastructure of private schools, (b) The power of quantity of civil servant teachers is greater than the quantity of teachers of private schools of civil servants, (c) Power over the quantity of students and alumni that is greater than the quantity of students and alumni of private schools, (d) The power of the quantity of education personnel is greater than the quantity of the teaching force of private schools, (e) The power of the quantity of school operational assistance funds is greater than the quantity of funds for operational assistance for private schools.

The accumulated quantity power of public schools places public schools as the dominant class and high level schools compared to private schools in the power of quality and quantity power. The domination of public schools over private schools through control of quantity and quality has an impact on the domination and subordination of private schools in the world of education (Bourdieu, 1993) and symbolic violence against private school students (Suardi, Agustang, & Jumadi, 2020b). Through the quality and quantity power possessed by state schools as the dominant class, they have power over private schools, giving rise to an embryo of symbolic violence against private school students (Suardi, Agustang, & Jumadi, 2020b), ownership of power can not only result in violence against students but also for students (Suardi, Agustang, & Jumadi, 2020a), although private schools also have the power of quality and quantity power, they have not been able to make private schools rise to the dominant class because the power of quality and quantity power is still under the domination of the power of quality and quantity of public schools.

## CONCLUSION

The domination of public schools over private schools occurs due to two factors, namely control of quantity and control of quality (1) The dominance of quality because public schools have: (a) the power of the quality of learning planning that is better than the quality of the learning planning of private schools, (b) the power of the quality of the learning process that is better than the quality of the learning planning of private schools, (c) the power of better quality of graduates compared to the quality of private school learning planning, (d) The power of accreditation quality is better than the quality of private school accreditation. (2) The dominance of quantity because public schools have: (a) The power of the quantity of facilities and infrastructure is greater than the quantity of facilities and infrastructure of private schools, (b) The power of quantity of civil servant teachers is greater than the quantity of teachers of private schools of civil servants, (c) Power over the quantity of students and alumni that is greater than the quantity of students and alumni of private schools, (d) The power of the quantity of education personnel is greater than the quantity of the teaching force of private schools, (e) The power of the quantity of school operational assistance funds is greater than the quantity of funds for operational assistance for private schools.

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