

## THE TRANSFORMATION OF CIVILIZATION: EDUCATION AND POWER IN SHAPING GLOBAL SOCIAL STABILITY

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### Abstract

*In the rapidly advancing era of globalization, global social stability has become a critical issue, with instability in various regions highlighting the need to understand and manage the factors influencing social stability. Education and power are two crucial elements that interact to shape civilization. Education not only transfers knowledge but also spreads values that support peace and social justice. UNESCO's 2021 report indicates that countries with inclusive education curricula based on global values experience lower conflict levels and higher social participation. Meanwhile, just and responsible power fosters an environment conducive to educational development and social stability. In contrast, authoritarian regimes like Myanmar, which restrict education and freedom of expression, experience prolonged unrest. This study explores the impact of inclusive education and power policies on social stability, using qualitative methods such as case studies, document analysis, interviews, and policy observations. Findings reveal that inclusive education, rooted in justice values, promotes social awareness and active participation, while repressive power tends to breed dissatisfaction and conflict. In conclusion, a synergy between education and power is essential for enhancing social stability, requiring collaboration between governments, educational institutions, and society to develop fair and sustainable policies.*

**Keywords:** Education, Powerful, Stability.

### مستخلص البحث

في عصر العولمة المتسارع، أصبح الاستقرار الاجتماعي العالمي قضية حاسمة، حيث أبرزت حالة عدم الاستقرار في مختلف المناطق الحاجة إلى فهم وإدارة العوامل التي تؤثر على الاستقرار الاجتماعي. التعليم والسلطة هما عنصران أساسيان يتفاعلان لتشكيل الحضارة. فالتعليم لا ينقل المعرفة فحسب، بل ينشر القيم التي تدعم السلام والعدالة الاجتماعية. أشار تقرير يونسكو (منظمة الأمم المتحدة للتربية والعلم والثقافة) لعام ٢٠٢١ إلى أن البلدان التي تطبق مناهج تعليمية شاملة تستند إلى القيم العالمية تشهد مستويات أقل من النزاعات ومشاركة اجتماعية أعلى. وفي الوقت نفسه، تعزز السلطة العادلة والمسؤولة بيئة مواتية لتنمية التعليم والاستقرار الاجتماعي. وفي المقابل، تشهد الأنظمة الاستبدادية مثل ميانمار، التي تقيد التعليم وحرية التعبير، اضطرابات طويلة الأمد. استكشف هذا البحث تأثير سياسات التعليم الشامل والسلطة على الاستقرار الاجتماعي، باستخدام أساليب نوعية مثل دراسات الحالة وتحليل الوثائق والمقابلة وملاحظة السياسات. وأظهرت النتائج أن التعليم الشامل، المتجذر في قيم العدالة، يعزز الوعي الاجتماعي والمشاركة النشطة، في حين أن السلطة القمعية تميل إلى توليد السخط والصراع. وفي الختام، فإن التآزر بين التعليم والسلطة ضروري لتعزيز الاستقرار



الاجتماعي، الأمر الذي يتطلب التعاون بين الحكومات والمؤسسات التعليمية والمجتمع لوضع سياسات عادلة  
ومستدامة.

الكلمات المفتاحية: التعليم والقوة والاستقرار.

## INTRODUCTION

In an era of increasingly rapid globalization, global social stability is an urgent issue. The instability that has occurred in different parts of the world, from armed conflicts, such as those in Syria and Yemen, to the economic crisis that has hit several countries, shows how important it is to understand and manage the factors that affect social stability. Areas experiencing social turbulence are often associated with a lack of access to quality education and unfair power. Education and power are two key elements that interact with each other in shaping civilization.

Education not only serves as a tool for knowledge transfer, but also as a medium for disseminating values and norms that support peace, social justice, and sustainable human development. Inclusive and quality education can encourage active participation of people in democratic processes and decision-making, ultimately contributing to social stability.<sup>1</sup> For example, in countries that invest in higher education and skills training, such as Finland and Singapore, there has been a sharp decline in social dissatisfaction and improved social cohesion.

On the other hand, fair and accountable power can create an environment conducive to education to flourish and contribute to social stability.<sup>2</sup> A transparent and accountable system of government provides opportunities for every individual to access a decent education, thereby strengthening the capacity of society to face social and economic challenges. Collaborative leadership involving various community groups in education policy formulation is increasingly being implemented in various countries in Southeast Asia, resulting in more positive outcomes in terms of social discontent and conflict.

Furthermore, the impact of education and power on social stability is inseparable from the cultural and historical context of a society. Research suggests that strong cultural identities and respect for local values often help strengthen support for education and social reform programs proposed by governments and non-governmental organizations.<sup>3</sup>

<sup>1</sup> UNESCO, "Global Education Monitoring Report 2020: Inclusion and Education – All Means All" (Paris: UNESCO, 2020), diakses 30 Januari 2025, <https://unesdoc.unesco.org/ark:/48223/pf0000373718>.

<sup>2</sup> Anthony Giddens, *The Consequences of Modernity*. Diterjemahkan oleh Nurbadi dengan judul *Konsekuensi-Konsekuensi Modernitas* (Yogyakarta: Kreasi Wacana, 2005), p. 45.

<sup>3</sup> Robert W. Hefner, *Islam, Liberalisme, Demokrasi*. Dedit oleh Mun'im Sirry (Jakarta: Paramadina, 2002).

The implementation of the values of education and just power must be the main focus in efforts to create sustainable social stability. From an Islamic perspective, the values of education are seen as a form of fulfillment of the trust assigned to each individual to seek knowledge and share it for the common good.<sup>4</sup> Therefore, the study of the role of education and power in the context of civilization is becoming increasingly relevant given the global challenges faced by modern society today.

Although there have been various previous studies that raised the theme of education and power, the expansion and deepening of this study is still very much needed. Most of the extant works focus on the analysis of individual factors, without considering the complex interactions between education and power in the context of a broader civilization. Research like Hefner's highlights the importance of cultural identity, but potentially hasn't fully explored how education can be a tool of empowerment in those cultural contexts.<sup>5</sup> Therefore, this study aims to fill in the gaps in the existing literature by providing a new perspective on the integration of education and power in creating global social stability.

The specific aim of this paper is to explore how inclusive education combined with equitable power can be mutually supportive and create a positive impact on social stability. Through the analysis of case studies, interviews, and other qualitative data collection, it is hoped that this paper can provide new and in-depth insights that contribute to a better understanding of the role of education and power in creating peaceful and prosperous societies. By prioritizing the implementation of the values of education and equitable power, this paper will discuss how the two elements can function synergistically to create sustainable social stability. This is expected to contribute to the creation of a better, harmonious, and responsive civilization to the challenges faced by modern society in this global era.

## METHOD

This research uses a qualitative approach to explore the relationship between education and power in creating global social stability. The methods applied include: Case Studies: Analysis was conducted on several countries (e.g., Finland, Singapore, Myanmar) to understand how inclusive education systems and policies of power contribute to social stability. The case study approach is used to gain an in-depth understanding of the social and cultural context.<sup>6</sup>

<sup>4</sup> Alwi Shihab, *Islam Sufistik* (Bandung: Mizan, 2001).

<sup>5</sup> Hefner, *Islam, Liberalisme, Demokrasi. Diedit oleh Mun'im Sirry*.

<sup>6</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017).

In this study, several methods were used to obtain comprehensive and in-depth data. The approach applied includes documentation analysis, in-depth interviews, and observations, each of which contributes to understanding education policy and its impact on social stability. The following is an explanation of the methods used: Documentation Analysis: Using education policy documents and related reports, such as those from UNESCO to support research arguments. Document analysis is important in understanding the context and applicable policies. In-Depth Interviews: Involves interviews with policymakers and education experts to gain an in-depth perspective on educational practices and the challenges in their implementation.<sup>7</sup> Observation: Observe education policies directly in several countries to evaluate their effectiveness in improving social stability. Observations were made to obtain relevant contextual and in-depth data.<sup>8</sup>

Data collected from these sources were analyzed thematically to find patterns of interaction between inclusive education and power and its impact on social stability. This thematic analysis process allows researchers to identify central themes and existing relationships, as well as draw conclusions that can provide policy suggestions for improving the education system and strengthening power structures in social contexts. With a deeper understanding of these relationships, it is hoped that this research can make a significant contribution to the development of more inclusive and equitable education strategies, as well as improve global social stability in the future. The implementation of these findings will be particularly relevant for policymakers and education practitioners committed to creating a more just and prosperous society.

## RESULTS AND DISCUSSION

### The Concept of Civilization Transformation

#### A. Definition of Civilization

The definition of civilization is an essential component in understanding the course of human history and the broader socio-cultural context. In general, civilization can be described as a phase of the development of human society marked by progress in various aspects of life, especially in social, political, economic, and cultural organizations. In this sense, civilization encompasses more than just technological or economic advancement; Civilization concerns the way human communities interact with each other, the norms that govern social relations, and the cultural creations that reflect societal values.

<sup>7</sup> Sanjaya, S., *Penelitian Kualitatif dalam Pendidikan: Teori dan Praktik* (Jakarta: Kencana, 2013).

<sup>8</sup> Hadi, S., *Metodologi Penelitian Kualitatif* (Yogyakarta: Andi, 2016).

According to Toynbee, civilization is the result of human efforts to respond to the challenges of its environment. Toynbee emphasized the importance of the interaction between humans and the environment—both physical and social—in shaping the dynamics of civilization.<sup>9</sup> On the other hand, Eisenstadt defines civilization as “a large system that provides a social, cultural, and political framework for groups of people to live and develop”.<sup>10</sup>

In this context, civilization serves not only as a system to meet basic human needs but also as a space in which identity, culture, and values can be revealed and reflected.

Civilization can also be seen as an evolutionary process that involves growth and maturation in various dimensions. History shows that civilization evolved through certain phases—from early civilizations based on agriculture and small communities, to more complex and integrated civilizations in which market economies and formal systems of government became dominant. Wright argued that human civilization—from the earliest to the most modern—is the result of positive social interactions, in which collaboration and innovation underlie progress.<sup>11</sup>

In addition, civilization can also be studied through a broader view of history, including its temporal and spatial dimensions. In this context, civilization creates pathways for migration, cultural exchange, and the formation of collective identities. Said highlights how different views of civilization can shape perceptions of the “other”, ultimately influencing international relations and cultural studies.<sup>12</sup> Civilization is therefore not just a static structure, but a dynamic and adaptable entity, which is affected by many internal and external factors.

Overall, civilization is a complex and multi-dimensional concept that reflects the human journey of facing challenges, adapting, and creating solutions to their needs. Through a deep understanding of the definition of civilization, the dynamics that shape current and future societies can be better understood.

## B. History of Civilization Transformation

History shows that civilization has undergone significant transformations that shape both sides of human interaction, both internal and external. The process of change is multi-layered and began in prehistoric times, when humans moved from a nomadic lifestyle that relied on hunting and gathering food to a more sedentary agricultural lifestyle. This Agricultural Revolution, as described by Harari, was a turning point that offered greater stability in the

<sup>9</sup> Toynbee, A. J., *A Study of History* (Oxford: Oxford University Press., 1954).

<sup>10</sup> Eisenstadt, S. N., *Comparative Civilizations and Multiple Modernities*. (Leiden: Brill, 2003).

<sup>11</sup> Wright, R., *Nonzero: The Logic of Human Destiny*. (New York: Vintage Books., 2000).

<sup>12</sup> Said, E. W., *Orientalism* (New York: Pantheon Books, 1978).

food supply, which in turn allowed the formation of large communities such as cities and countries.<sup>13</sup> With the creation of a food surplus, individuals can specialize in a variety of occupations, which enriches culture and technological innovation. This transformation opens up opportunities for the development of new science and discoveries that have a direct impact on the creation of a more advanced civilization.

Furthermore, the Industrial Revolution in the late 18th and early 19th centuries brought about radical changes in the way goods were produced, directly affecting the social and economic structure of society. Hobsbawm notes that the Industrial Revolution not only changed the way people worked but also created new ideologies and greatly overhauled the existing traditional social order.<sup>14</sup> The emergence of factories, massive urbanization, and changes in the relationship between employers and workers are important highlights in this transformation analysis. With many workers moving to the city, the presence of social movements and the struggle for workers' rights also became an integral part of this new social terrain.

### C. Factors Influencing the Transformation of Civilization

As time goes by, the factors that affect the transformation of civilization are increasingly diverse. One of the key factors worth noting is technological advancement. Bell revealed that the transition from an industrial society to a post-industrial society is marked by the increasing role of information technology that is changing the way we communicate, do business, and interact.<sup>15</sup> Technology has not only become a means of production, but it has also influenced the mindset of humans and the way they thrive in today's digital age. With faster access to information, individuals and groups are becoming more connected, and this is fueling the faster exchange of cultures and ideas.

Education also serves as a key aspect in the process of civilization transformation. Freire emphasized that education has great potential to empower individuals and change existing social structures.<sup>16</sup> Inclusive and critical education equips individuals with the knowledge necessary to evaluate social conditions, as well as provides them with the tools to engage in the improvement of those conditions. Without adequate education, society tends to get stuck in traditional patterns that can hinder progress.

<sup>13</sup> Harari, Y.N., *Sapiens: A Brief History of Humankind*. (London: Harvill Secker., 51).

<sup>14</sup> Hobsbawm, E.J., *the Age of Extremes: A History of the World 1914-1991*. (London: Michael Joseph., 1994).

<sup>15</sup> Bell, D., *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. (New York: Basic Books., 1976).

<sup>16</sup> Freire, P., *Pedagogy of the Oppressed*. (New York: Continuum, 1970).

In addition, politics and power play a huge role in how civilization evolves. Wallerstein in his world system theory reveals that the relationship between countries is influential in determining the direction of civilization's development.<sup>17</sup> Many of the changes that occur in the system of government and the distribution of power are often major factors in terms of how quickly society can adapt to change. Political transformations, such as the emergence of democracy in different parts of the world, provide opportunities for people to participate more in their own self-determination, which in turn leads to positive social change.

Finally, globalization is a significant factor that continues to drive the transformation of civilization in this modern era. Giddens analyzes how globalization changes the structure of society, communication, and cultural exchange.<sup>18</sup> Increasing intercultural interactions, as well as global access to information and technology, suggest that civilizations are no longer confined to geographical boundaries.

Taking into account the various factors and processes that contribute to the transformation of civilization, it is important to understand that this journey is continuous. In the midst of complex global challenges, such as climate change, social injustice, and rapid technological advancements, a deep understanding of the transformation of civilization will be essential to create a more just, equitable, and sustainable society. By continuing to develop an analysis of the history of civilization and the factors that influence it, we can develop better strategies and policies to meet the challenges of the future.

## Education as a Pillar of Civilization Transformation

### A. Education as an Agent of Change

Education has a central role as an agent of change in society. Through education, individuals can gain in-depth knowledge of social, political, and economic issues that affect life. More than just the transfer of knowledge, education creates a change in an individual's perception and attitude towards the world around him. With the right education, individuals not only learn about the facts, but also develop an adequate critical understanding of complex social structures and dynamics.

According to David, quality education is able to change an individual's perspective on the world and encourage him to contribute to positive social change.<sup>19</sup> This education includes a

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<sup>17</sup> Wallerstein, I., *he Modern World-System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century*. (Berkeley: University of California Press., 1974).

<sup>18</sup> Giddens, *The Consequences of Modernity*. *Diterjemahkan oleh Nurbadi dengan judul Konsekuensi-Konsekuensi Modernitas*.

<sup>19</sup> Wan Mohd Nor Wan Daud, *Filsafat dan Praktik Pendidikan Islam* (Bandung: Mizan, 1998).

curriculum that focuses not only on academic knowledge but also on character and social education. Through value-based education, individuals are taught to not only attach importance to personal interests, but also to be concerned about the well-being of society as a whole. Ideally, education should be able to equip individuals with the critical thinking skills, analytical skills, and leadership, necessary to actively participate in the decision-making process.<sup>20</sup>

In addition, education also plays a role in shaping collective awareness. In a diverse society, education can be a bridge to understand and appreciate differences in culture, religion, and outlook on life. Educational programs that prioritize inclusivity and diversity have the potential to encourage tolerance and cooperation among community members. This is crucial to creating an environment conducive to intercultural dialogue and the reduction of social prejudice.<sup>21</sup>

Education as an agent of change is also seen in the context of community development. Education programs for marginalized or underserved communities often serve as a significant empowerment tool. Through skills training programs, it can improve the quality of life and contribute to community development. This is in line with Hefner's opinion that education can be a means to empower individuals and groups in creating positive change in society.<sup>22</sup>

In addition, education can also be a tool to foster political awareness. In a democratic society, education that promotes an understanding of social rights and obligations, as well as political processes, is crucial. Through the discipline of democratic values and political education, educated individuals will be better able to take part in the electoral process, voice opinions, and participate in civil society organizations. This strengthens guarantees of human rights and encourages transparent and accountable governance.<sup>23</sup>

Furthermore, education can serve as an engine of systemic change. In the context of higher education, producing a generation of leaders and professionals who are competent, innovative, and sensitive to social issues is key to creating a sustainable society. The good

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<sup>20</sup> Malik Fadjar, *Holistik Pemikiran Pendidikan* (Jakarta: Raja Grafindo Persada, 2005).

<sup>21</sup> Nur Hidayat, "Peran dan tantangan pendidikan agama islam di era global", *Jurnal Pendidikan Agama Islam* 12, no. 1 (2015): 61–74.

<sup>22</sup> Hefner, *Islam, Liberalisme, Demokrasi. Diedit oleh Mun'im Sirry*.

<sup>23</sup> Stephen K Anderson, *Sosiologi Makro: Sebuah Pendekatan terhadap Realitas Sosial. Penerjemah Farid Wajidi dan S. Menno* (Jakarta: Rajawali, 1993).

quality of higher education not only produces technically skilled individuals, but also individuals who have a commitment to social change and care for the environment.<sup>24</sup>

Finally, to achieve the goal of education as an agent of change, it is critical for policymakers and educators to understand the social and cultural context in which the education is applied. Through an inclusive, participatory, and responsive approach to the needs of the community, education can be a powerful tool to create a better, fairer, and more sustainable society.<sup>25</sup>

## B. Educational Innovation in the Era of Globalization

Education as an agent of change can also be seen through the strengthening of social values in society. According to Jaya, education plays a role as a catalyst in fostering understanding of the importance of social transformation in facing the challenges of the 21st century. Sustainable education can be an effective instrument to create a more sustainable and highly competitive society. With education based on practical skills and theoretical knowledge, individuals will be better equipped to adapt to rapid global changes.<sup>26</sup>

Wahyuanto added that in the era of digital civilization, education also plays a central role in shaping the critical mindset and technological skills needed in the digital society. Education must be able to cultivate the ability of individuals to manage and utilize information wisely, as well as respond to rapidly evolving technological challenges. In this perspective, education is not only about knowledge transfer, but also as a means to form a more adaptive perspective on the ever-changing world.<sup>27</sup>

Savira stated that the role of teachers in educational transformation is very important in guiding the golden generation of 2045. Transformational education, which emphasizes humanistic and social values, has a long-term impact on the development of individuals and society. Teachers act as agents of change in providing in-depth direction and guidance to students, as well as inspiring them to become future leaders who are ready to face various social and technological challenges.<sup>28</sup>

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<sup>24</sup> Abdul Munir Mul Khan, *Pemikiran KH. Ahmad Dahlan dan Muhammadiyah dalam Perspektif Perubahan Sosial* (Jakarta: Bumi Aksara, 1990).

<sup>25</sup> Arif Ismunandar, "Dinamika Sosial dan Pengaruhnya Terhadap Transformasi Sosial Masyarakat," *Tarbiyah: Jurnal Ilmiah Pendidikan* 3, no. 2 (2020): 205–19.

<sup>26</sup> Hendra Jaya, Muh Hambali, dan Fakhurrozi Fakhurrozi, "Transformasi Pendidikan: Peran Pendidikan Berkelanjutan dalam Menghadapi Tantangan Abad ke-21," *Jurnal Review Pendidikan Dan Pengajaran* 6, no. 4 (2023): 2416–22.

<sup>27</sup> Eko Wahyuanto, "Peradaban Digital: Pendekatan Manajemen Pendidikan dalam Transformasi Digital," *AMU Press*, 2024, 1–113.

<sup>28</sup> Liza Savira, "Peran Guru pada Transformasi Pendidikan dalam Menyongsong Generasi Emas 2045," *Al-Madaris Jurnal Pendidikan Dan Studi Keislaman* 4, no. 2 (2023): 28–36.

Education as a fundamental entity in the development of civilization has a broad and significant role. The main function of education is as a medium for disseminating values and norms that are important in shaping public identity and awareness. In a global context, education should not only focus on academic aspects, but must also be able to integrate universal values such as human rights, social justice, and cultural diversity. According to the UNESCO report, countries that implement inclusive and global values-based educational curricula tend to have lower levels of conflict as well as higher levels of social participation.<sup>29</sup> This shows that good education plays an important role in creating a harmonious society.

Education also serves as a means to disseminate critical knowledge and multiculturalism. Through an educational approach that prioritizes a multicultural perspective, students are taught to appreciate differences and understand the complexity of social issues that exist around them. For example, in Canada, educational programs that emphasize cultural diversity have succeeded in creating a more tolerant and cooperative society.<sup>30</sup> This success shows that education not only equips students with knowledge, but also with attitudes and values that are important in social interaction.

Case studies in both developed and developing countries show that quality education can transform social and economic structures. In Finland, for example, an education system focused on developing critical and creative skills has produced a young generation that is innovative and ready to face global challenges.<sup>31</sup> Democratic and inclusive teaching methods in Finland facilitate a learning environment that supports creativity and collaboration, where students are encouraged to think critically and analytically.<sup>32</sup>

On the other hand, education in developing countries also shows a positive impact. In Bangladesh, educational programs that integrate practical skills and entrepreneurship have helped reduce poverty rates and improve people's well-being.<sup>33</sup> The program provides students with the opportunity to learn skills relevant to local economic needs, and thus, help them to secure employment and become more financially independent.

Overall, education plays a crucial role in social and civilizational transformation. Through the integration of universal values, the dissemination of critical knowledge, and the development of practical skills, education can improve the quality of life of individuals and

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<sup>29</sup> UNESCO, "Global Education Monitoring Report 2020: Inclusion and Education – All Means All."

<sup>30</sup> Junita Putri dan Ferianto Ferianto, "Kemajuan Peradaban Islam di Era Society 5.0", *Wahana Karya Ilmiah Pendidikan* 7, no. 01 (2023): pp. 42–54.

<sup>31</sup> Hidayat, "Peran dan Tantangan Pendidikan Agama Islam di Era Global."

<sup>32</sup> Hidayat.

<sup>33</sup> Mugiyono, *Peradaban dalam Islam*, 2018.

society simultaneously. Welcoming the digital era and Society 5.0, challenges and opportunities in the world of education continue to grow, demanding continuous adjustments to meet the needs of today's and future society. Thus, education is not only a tool for knowledge transfer, but also an agent of change that is able to make a positive contribution to the development of a better civilization.

### C. Education Reform to Improve Social Stability

Education reform is crucial to creating social stability in society, especially in developing countries that face complex challenges. By adopting the right reform approach, education can serve as a tool to create equality, improve the quality of life, and encourage active participation in democratic processes.

The context of education reform in Indonesia has had a major influence on the country's social and political dynamics. Jannah et al. in their article on the history of Islamic education reform in Indonesia note that changes in the education system are greatly influenced by the changing needs of society. Since the beginning of independence, educational reforms have been carried out to adapt to social demands. One example is efforts to make education more inclusive through the provision of better access for all levels of society. This step is expected to reduce social inequality and form a more stable society.<sup>34</sup>

Education reforms in other countries also provide valuable lessons. Mashuri in his study of the modernization of the education system in Egypt during the era of Gamel Abdul Nasser shows how education was transformed to educate a generation that is sensitive to social and political issues. The educational reforms carried out during this period focused on instilling the values of nationalism and the courage to think critically. This approach creates individuals who are not only educated, but also actively participate in the process of community development which in turn contributes to social stability.<sup>35</sup>

## Power and Social Stability

### A. Definition of Power

Power is a complex and multidimensional concept, which has taken center stage in political, social, and economic thought. To understand how power operates in the context of education and civilization, it is important to define what power is and explain its various

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<sup>34</sup> Faridahtul Jannah dan Ani Sulianti, "Perspektif mahasiswa sebagai agen of change melalui pendidikan kewarganegaraan," *Asanka: Journal of Social Science and Education* 2, no. 2 (2021): pp. 181–93.

<sup>35</sup> Saepudin Mashuri, "Modernisasi Sistem Pendidikan Nasional di Mesir (Telaah terhadap Reformasi Pendidikan Islam di Era Revolusioner Gamel Abdul Nasser Tahun 1952)," *Ta'dieb* 9, no. 5 (2008): pp. 757–70.

forms. According to Weber, power can be defined as the ability to realize one's will, despite attempts by the other party to block it. Weber explains that power is not only related to position or status, but also to the influence that an individual or group has in decision-making.<sup>36</sup>

In a broader context, power can also be seen from the perspective of the methods and strategies used to maintain and spread influence. Foucault emphasizes that power is not always repressive; Power can also be productive and functional in the context of knowledge. Foucault developed the idea that power is intertwined in social relations and can be found anywhere in social structures.<sup>37</sup>

In the context of the transformation of civilization, education serves as an arena where these powers meet and interact. Through education, the values and knowledge necessary to understand and harness power can be taught to future generations. In addition, inclusive and adaptive education can help balance existing power and create a more just society.

Therefore, a deep understanding of the definition and form of power is essential in an effort to create global social stability. With the right approach to education, power can be used as a tool to facilitate positive change and form a strong foundation for social stability.

## B. The Relationship Between Power and Education

Power and education are two important elements that are interrelated in shaping social, political, and cultural dynamics in society. In this context, education not only serves as a tool for transferring knowledge, but also plays a crucial role in maintaining or challenging existing power structures. Various studies have discussed this relationship from various perspectives, be it through religious education, cultural studies, or policy analysis.

Tilaar emphasized that education is an arena where power and culture interact with each other, with power that functions to maintain the dominant culture and existing values. In the context of education, the curriculum is created and implemented with reference to the existing powers.<sup>38</sup>

In the study of education policy, Fatih et al. emphasized the importance of understanding the practice of power in the established policies. Education policies often reflect the interests

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<sup>36</sup> Weber, Max., *Economy and Society: An Outline of Interpretive Sociology*. (Berkeley: University of California Press., 1978).

<sup>37</sup> Michel Foucault, *The History of Sexuality: Volume 1, An Introduction* (New York: Pantheon Books, 1980).

<sup>38</sup> Henry Alexis Rudolf Tilaar, *Kekuasaan dan pendidikan: Suatu tinjauan dari perspektif studi kultural* (IndonesiaTera, 2003), <https://books.google.com/books?hl=id&lr=&id=QXAH73XZDUgC&oi=fnd&pg=PR9&dq=Tilaar,+Henry+Alexis+Rudolf.+Kekuasaan+dan+Pendidikan:+Suatu+Tinjauan+dari+Perspektif+Studi+Kultural.+IndonesiaTera,+2003.&ots=M8aMLYgNtz&sig=XKJuoYW7UP-qjx-b3qamQTGue8M>.

of certain groups, and when policies are not inclusive, this can result in gaps in access to quality education. With well-managed education, there is the potential to foster a more just and equal society.<sup>39</sup>

Hizam also revealed that power comes not only from the government, but also from the educational institutions themselves that determine who is allowed to learn and what is taught. Policies that benefit certain groups can strengthen their dominance in the social structure.<sup>40</sup>

Overall, the relationship between power and education is very complex, where the two influence each other. Education can be a tool to maintain power, but it can also serve as a means to resist domination. Therefore, it is important to formulate inclusive and equitable education policies in order to create an egalitarian society, where every individual has the opportunity to develop without being hindered by oppressive power.

### C. Power Dynamics in Social Contexts

Gramsci provides a point of view through the concept of cultural hegemony, where power is not only maintained through violence, but also through consensus built in society. Gramsci argued that cultural hegemony is a process by which dominant ideas are accepted as “natural” social norms. This consensus is often built through education and the media, where certain values are promoted and widely accepted as a reflection of the common interest.<sup>41</sup> This suggests that power can flow from people’s approval of certain ideologies and practices, thereby reducing resistance to existing structures.

In the context of education, this hegemonic process is very relevant. Education is often used to spread certain ideologies, which at the same time can create stable social conditions but can also cause injustice. For example, as Anderson points out, if the education system is more ideologically inclined, it can contribute to the dominance of the knowledge of the majority while suppressing the voices and knowledge of the minority, which can ultimately result in social instability in society. Thus, education is an arena where power and knowledge meet and interact, and this is very important in shaping the social order.<sup>42</sup>

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<sup>39</sup> Mohamad Fatih, Cindya Alfi, dan Syamsul Hadi, “Analisis Kebijakan dan Kekuasaan pada Pendidikan,” *Jurnal Pendidikan: Riset Dan Konseptual* 7, no. 2 (2023): pp. 201–9.

<sup>40</sup> Syahrir Ibnu dkk., “Pertarungan Kekuasaan dan Dinamika Sosial: Memahami Perspektif Baru,” *Indonesian Journal of Humanities and Social Sciences* 5, no. 2 (2024): pp. 655–68.

<sup>41</sup> Anthony Gramsci, *Selections from the Prison Notebooks*. Diterjemahkan oleh Nurbadi dengan judul *Konsekuensi-Konsekuensi Modernitas*. (Yogyakarta: Kreasi Wacana., 2005).

<sup>42</sup> Anderson, *Sosiologi Makro: Sebuah Pendekatan terhadap Realitas Sosial*. Penerjemah Farid Wajidi dan S. Menno.

Explaining the theory of power in a social context shows that power is not just a static concept, but a dynamic interaction involving individuals, institutions, and ever-evolving knowledge sets. This provides a better understanding of how power is built and maintained, as well as the importance of education in shaping society's social and political identity.

In addition, Giddens highlights the importance of the dynamics of social interaction in understanding power. According to him, power is not only owned by individuals or institutions, but can also arise from individual actions in daily interactions.<sup>43</sup> In this context, education can also be a space for individuals to realize their role in larger power dynamics. Therefore, critical and inclusive education is essential to equip individuals with the skills and knowledge to play an active role in social transformation. Research by Kamahi confirms that education that not only teaches factual knowledge, but also encourages students to understand power relations in society, is essential in building a more just and equal society.<sup>44</sup>

#### D. Power as a Controller of Social Stability

Power plays an important role in controlling social stability in society. Power developed based on the principles of justice and knowledge has great potential in creating social stability. When leaders and policymakers use their power to promote social justice and provide equal access to education, legitimacy in the eyes of the public becomes stronger. For example, education policies in Norway that are inclusive and accessible to all walks of life have contributed to its social stability and economic prosperity.<sup>45</sup> In this case, education is not only seen as a tool to achieve knowledge, but rather as an instrument to reduce social inequality.

Social justice emphasized through education can change social dynamics. Inclusive education creates equal opportunities for individuals from diverse backgrounds to participate in social and economic life. This can reduce social inequality, which is often a source of conflict. Statistics show that countries with education systems that are accessible to all walks of life, such as Denmark and Sweden, show higher levels of happiness and life satisfaction among their citizens.<sup>46</sup>

It is undeniable that the repressive use of power against education and freedom of expression is a real threat to social stability. When the government uses its power to suppress critical voices and restrict educational freedom, it can lead to widespread discontent in

<sup>43</sup> Giddens, *The Consequences of Modernity*. Diterjemahkan oleh Nurbadi dengan judul *Konsekuensi-Konsekuensi Modernitas*.

<sup>44</sup> Umar Kamahi, "Teori Kekuasaan Michael Foucault: Tantangan Bagi Sosiologi Politik", 2017, <https://journal3.uin-alauddin.ac.id/index.php/Al-Khitabah/article/view/2926/2802>.

<sup>45</sup> Giddens, *The Consequences of Modernity*. Diterjemahkan oleh Nurbadi dengan judul *Konsekuensi-Konsekuensi Modernitas*.

<sup>46</sup> Betty R. Schar, *Sosiologi Agama*. Terjemahan oleh Machnun Husein (Jakarta: Prenada Media, 2004).

society. An example can be seen in Myanmar, where restrictions on education and freedom of expression have led to social unrest and prolonged conflict.<sup>47</sup> Situations like this show that power can not only be a tool for building stability, but it can also be a source of conflict if not used wisely.

Overall, power serves as a controller of social stability, where its use based on justice and knowledge can create more stable and harmonious social conditions. On the other hand, repressive power can cause social discontent that has the potential to lead to conflict. Therefore, it is important for leaders and policymakers to understand the role of power in the context of education and society, and to encourage inclusive and equitable policies to build a more stable society.

Islamic education reform should be directed at empowering individuals. Rijal underlined that education that provides a balanced portion between religious knowledge and practical skills is expected to be able to make students individuals who not only understand religious teachings, but also are able to respond positively to social changes. This contributes to creating a stable social environment.<sup>48</sup>

Overall, education reform is a strategic step in improving social stability. From understanding the history of education in Indonesia to the challenges of globalization, all these aspects show that education must be designed to respond to diverse social needs. By developing an inclusive, adaptive, and responsive education system, it can create a generation that is able to contribute positively to society. In this context, education reform is not just an issue of education, but also a crucial step towards the creation of a harmonious, just, and stable society.

## CONCLUSION

Education and power are two fundamental elements that interact with each other in creating global social stability. In an increasingly complex era of globalization, the issue of social stability has become very important to understand and manage, especially in the midst of various challenges such as armed conflicts and economic crises that have hit many countries. This instability is often rooted in a lack of access to quality education and inequities in power. Therefore, education acts as an agent of change that not only imparts knowledge, but also builds values and norms that support peace, social justice, and democratic participation.

<sup>47</sup> Anthony Reid, *Kekacauan dan Kerusuhan* (Leiden-Jakarta: INIS, 2003).

<sup>48</sup> Syamsul Rijal, "Reformasi Pendidikan Islam," *TA'LIMUNA: Jurnal Pendidikan Islam* 3, no. 2 (2014): pp. 121–42.

Inclusive and social justice-based education reforms are urgently needed to ensure that every individual has equal access to appropriate educational opportunities. The power of education in shaping the cultural identity and collective consciousness of society can be seen as a tool to combat social discontent and conflict. In addition, good power—that is, transparent, fair, and participatory power—can create an environment conducive to the development of quality education. This creates a strong legitimacy for the government and the authorities, making it more effective in responding to existing social challenges.

The relationship between education and power is dynamic and complex. Education is not solely a tool to strengthen existing power, but can also serve as a means to fight and change unjust power structures. Thus, critical and inclusive education is important to equip individuals with a better understanding of power and social relations in society. Research in various countries shows that educational approaches that encourage innovation and lifelong learning have a significant impact on social cohesion and community satisfaction.

The integration between education and power is essential to creating sustainable social stability. By prioritizing justice, inclusivity, and respect for local cultural identity in education, a more harmonious and prosperous society can be achieved in the global arena. To achieve these goals, collaboration between the government, educational institutions, and the community is key. This will encourage the creation of policies that are adaptive and responsive to diverse social needs, as well as facilitate the empowerment of individuals in facing the challenges of the times. Education reform that has a clear vision and mission is a strategic step in realizing sustainable social stability for everyone.

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