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Implementation of Education Affirmation Policies in World Universities

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Abstract

Affirmative action policies for college admissions are common practice throughout the world to reduce discrimination by providing access to educational opportunities that would otherwise be unavailable to individuals from disadvantaged groups. This study aims to determine the implementation of educational affirmation policies around the world, by collecting articles from various sources. The data were analyzed using the Nvivo 12 application. The results showed that the implementation of affirmation policies in the world is very diverse. Various countries are implementing educational affirmations because of protests, riots, and for justice. The implementation preferences also vary, consisting of the quality of graduates, job readiness, and the choice of majors available. The impact of the affirmative policy received a positive, negative response, and a combination of both. The targets of the educational affirmation policy are minorities, African students, African-American students, and Asian students. The advantage of this research is that it focuses on a netnographic approach because netnography usually focuses on social problems, but this research focuses on policy. The drawback of this study is that the number of data selected is only 30, but it is hoped that further research can collect more data.

Keywords: Affirmative; Policy, Education, Netnographic Approach.

1. Introduction

Education is often used by people to form their social identity, framing their understanding of themselves and their relationships with others. A positive and reinforcing social identity is associated with a variety of positive outcomes in life, such as increased well-being, health, social trust, and political engagement. Many countries around the world mandate affirmative action programs in higher education, where groups that have historically faced discrimination are given preferential admission to colleges and universities. In general, "Affirmation Policy" can be understood as the application of a different policy or treatment to encourage the achievement of equitable results. Efforts to achieve this condition of equity are carried out to direct accelerated actions against one of the institutional organs that are considered not as dynamic as other organs in the institutional structure. In its development, the concept of "Affirmative Action Policy" is now expanding as a concept that responds to the diversity of human resources, including in the context of developing human resources with diverse characteristics.

Affirmative action can be seen as a specific outcome of socio-cultural, ethnic, geographic, historical, political, and demographic circumstances rather than general psychological tendencies. (Green et al., 1997; Wallace & Allen, 2016; Walsh, 2015). The term "affirmative action" was first coined when the US presidency passed a series of executive orders aimed at facilitating the selection of minorities for federal employment positions in the 1960s.(Holzer & Neumark, 2006).Affirmative Action is a policy that aims to make certain groups/groups get equal opportunities with other groups/groups in the same field. Affirmative action in higher education is about ensuring access for racial or ethnic minorities to occupy seats in higher education. Affirmative action is a tool to increase the representation of minority groups in higher education and racial inequality. In the current context, affirmative action has an explicit aim to achieve the goal of treating past social discrimination and opening up opportunities for these minority groups in an equal position.

The Affirmative Action policy for college admission has been controversial since it was first adopted by American universities in the 1960s.(Vieira & Arends-Kuenning, 2019). This is a follow-up to discrimination in employment practices based on race, color, religion, gender, or national origin which is against the law. Affirmative action policies for college admissions are common practice worldwide; they aim to reduce discrimination by providing access to educational opportunities that would otherwise not be available to individuals from disadvantaged groups.

Guaranteed access to higher education is the existence of equity and diversity in higher education(Conner & Rabovsky, 2011). The concept of equity in this case is the fair distribution of human resources in society. Opening access to higher education is interpreted as an improvement in specific policies designed to fix past conditions in an ethnic or racial group..

2. Methods

This research is qualitative research with a netnographic approach. Netnography is a new approach to conducting ethical and thorough ethnographic research that combines archival work and online communication, participation, and observation, with new forms of digital and networked data collection, analysis, and representation of research. Data were obtained from various sources that present articles that are by the research objectives. The number of articles collected was 30 articles. The selected articles are then processed on the Nvivo 12-pro application to get a clear picture of the implementation of educational affirmations in universities.

3. Results and Discussion

Result

Education affirmation policies are enforced almost all over the world, based on the data collected, education affirmation policies around the world are depicted in Figure 1:
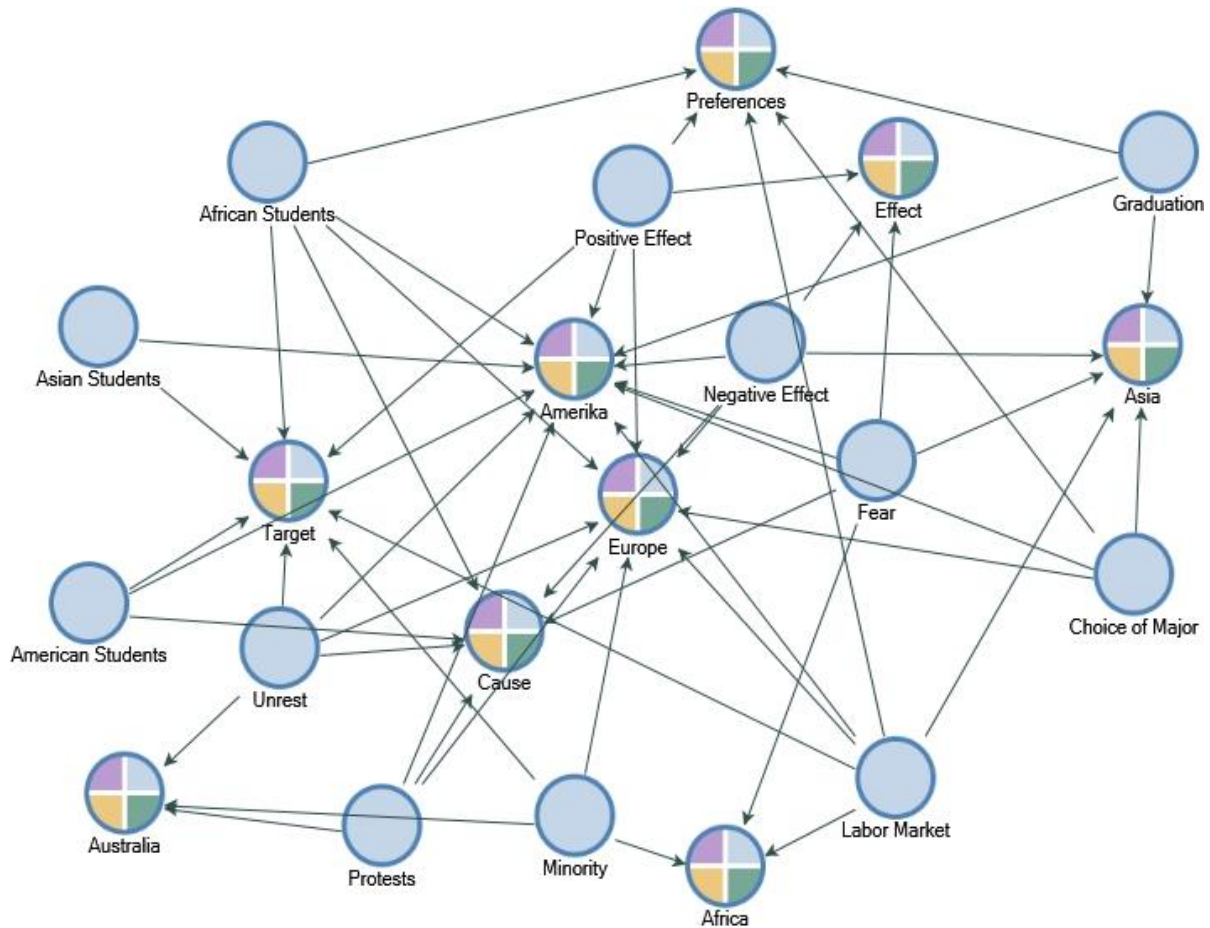
Education affirmation policies are enforced almost all over the world, based on the data collected, education affirmation policies around the world are depicted in Figure 1:

Figure 1: Analysis of the World Education Affirmation Policy Network

Source: Nvivo 12 Pro Output

Figure 1 shows that 5 continents, namely America, Europe, Asia, Australia, and Africa have established educational affirmation policies, especially in higher education. This is done to implement justice for the whole community so that higher education can not only be enjoyed by the majority but also by the minority.

In America, educational affirmation policies are implemented because of protests, riots, and demands for justice. Affirmation policies are given to African-American students, African students, and even Asian students. The impact of educational affirmation policies in America received a positive response and a negative response from the public,

Countries in Europe enforced affirmative education policies because of unrest, the target of this policy is minorities. The admissions category focuses on the structural challenges students face based on living in a disadvantaged neighborhood and attending a low-quality high school. The impact of the educational affirmation policy received a positive response and a negative response from the community.

In Asian countries, the affirmation of education is applied because minority communities expect justice. The target of the educational affirmation policy focuses on the preferences of graduates, majors, and employment. The result received a negative response from the community. It is stated that highly educated people react more negatively to affirmative action than less educated people.

On the Australian continent, educational affirmation policies were given due to protests and riots. The target of affirmation of education itself is not specifically given to whom, but only explained to minorities.

In Africa, educational affirmation policies are carried out to end discrimination and exclusion of the majority of Africans from various aspects of life. The target of this policy is minorities, and preferences focus on employment

Discussion

The main goals of educational affirmation policies in America are to reduce racial inequalities, address historical injustices, increase diversity on campus, and increase awareness of black people in society.(Francis & Tannuri-Pianto, 2012). Affirmative action programs are designed to benefit African Americans, Hispanic Americans, Native Americans, and women. Asian Americans are not among the beneficiaries at most universities because of their higher performance levels in universities and colleges than other racial groups. Affirmative action programs provide some relaxation points or bonuses for admission and/or financial aid or scholarships. In America, courts decided not to use a reservation or quota system in higher education. The focus used to be on resource inputs as symbols of progress and a commitment to neglecting output and performance. Currently, universities are required to promote equity, fairness, and justice, on the one hand, and maintain efficiency.

In European countries, the implementation of educational affirmations aims to reflect diversity in the population and set an example for ethnic minority students(McNamara & Basit, 2004).In Asian countries, educational affirmations tend to get a negative response from the public(Faniko et al., 2012). Furthermore, the results of Cassan's research(2019) suggest that while quotas in higher education may change the educational level of individuals who benefit from them, they do not appear to directly affect education levels. Affirmative action in higher education in Australia requires post-secondary institutions to apply race-based preferences in the admissions process(Arcidiacono et al., 2015).

4. Conclusion

The implementation of affirmation policies in the world varies widely based on the background and objectives of the formulators. Various countries are implementing educational affirmations because of protests, riots, and for justice. Implementation preferences also vary, consisting of graduate quality, job readiness, and available majors. The impact of the affirmation policy received a positive, negative response, and a combination of both. The targets of the educational affirmation policy are minorities, African students, African-American students, and Asian students.

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