# PROMOTING SOCIAL JUSTICE THROUGH RESEARCH

Ouda Teda Ena

### What is social justice?

- Social justice is about fairness and equality of opportunity shared in the society (Smith, Stenning, & Willis, 2008).
- When we intend to evaluate social justice in our society according to whether persons have opportunities, we must involve evaluating not a distributive outcome but the social structures that enable or constrain the individuals in relevant situations (Young, 1990 in Smith, Stenning, & Willis, 2008).

### injustice

■ Problems in social justice arise when policies that were made affect the fair distribution of benefits and burdens between different individuals or groups (Clayton & Williams, 2004).

### Social Justice and Education

- Educational theorists in the 1950s and 1960s used to discuss 'social justice', referring only to questions of social class.
- In the 1970s and 1980s came the inclusion of gender and race.
- During the 1980s and 1990s there was an increasing realization that different claims for equality (class, race, gender, sexuality and disability) could not easily be dealt with together (Griffiths, 2003)

## promoting social justice

- Therefore, promoting social justice means that the society has to aim at making condition for self-development available for each member of society (Young, 2000 in Smith, Stenning, & Willis, 2008).
- Therefore, it is also the responsibility of any researchers to promote social justice through their research.
- It is expected that research results contribute to the achievement of fairness and equality of having opportunities.

### Research

- To know
- To understand
- To advocate change
- To change

### Research

We can promote social justice by conducting research that promote social action for a change, advocate social change, empower marginalized groups, and reveal social injustice.

## literary works often promote social injustice

- Mark Twain, Joseph Conrad
- Bias Language
  - Nigger
  - Mulato
  - Half breed
  - Savage
  - Black figures

## learning materials sometimes promote social injustice

- Evaluating the visual images used as illustrations in the English electronic textbooks for grades ten, eleven, and twelve in Indonesia
- The analysis focused on whether these etextbooks accommodated the religious, gender, ethnic, and socioeconomic diversity of the students.

## ethnicity

- First, the result showed that Melanesian ethnic groups were under represented in all English etextbooks examined.
- The Melanesian images of human, animals, and objects were markedly lower in numbers compared to the Austronesian and foreign ones.

### Religion

- Second, it showed that in the e-textbooks examined only Islam and Christianity were represented by human images.
- Christianity, Hinduism, and Buddhism were represented by the images of objects in the English e-textbooks series.
- Confucianism was not represented at all in the e-textbooks series.

#### Gender

- Third, the study showed that there were gender bias and gender stereotypes in the visual images used as illustrations of the English e-textbooks for high school in Indonesia.
- Women were underrepresented in the overall English e-textbooks examined.

### Images showing gender stereotypes



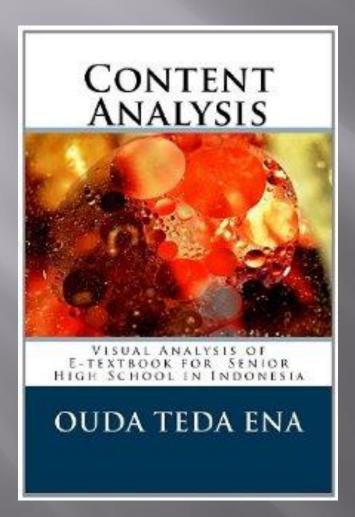






#### SES

- Fourth, the study showed that most of the visual images represented the mid SES group.
- Finally, the study also showed that the writers of the English e-textbooks adopted English as an international language paradigm.





### Conclusion

- Researchers should reveal the existence of any social injustice in order to raise awareness of the unjust reality of social life.
- Social research should advocate social change, empower marginalized groups, and reveal social injustice.