

EDUCATION INEQUALITY IN VILLAGES AND CITIES

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui faktor terjadinya ketimpangan pendidikan di wilayah yang ada di Indonesia. Metode penelitian yang kami gunakan adalah metode literatur. Teknik penelitian kualitatif yang kami gunakan adalah teknik diskusi sumber. Metode ini menggunakan data atau informasi yang diperoleh dari interaksi informan. Ukuran ketimpangan pendidikan adalah indeks Gini pendidikan yang diukur. Pendidikan merupakan hal yang paling mendasar dan terpenting bagi pembangunan suatu bangsa. Sudah menjadi kewajiban kita semua untuk lebih peduli terhadap persoalan pendidikan yang tiada akhir di negeri tercinta ini. Ketimpangan pendidikan merupakan kondisi ketidakmerataan lulusan pendidikan dari penduduk di suatu daerah. Ukuran ketimpangan pendidikan adalah indeks gini pendidikan yang mengukur rasio rata-rata capaian tahun sekolah dari semua penduduk (Thomas dkk.,2000).

Kata Kunci: Ketimpangan, Pendidikan, Daerah.

ABSTRACT

"This research aims to determine the factors that cause educational inequality in regions in Indonesia. Metode penelitian yang kami gunakan adalah metode literatur. The qualitative research technique we use is the source discussion technique. This method uses data or information obtained from the interaction. The measure of educational inequality is the Gini index of education what is measured. Education is the most basic and important thing for the development of a nation. We must care more about the never-ending education problems in this beloved country. Educational inequality is a condition of unequal distribution of educational graduates among the population in an area. The measure of educational inequality is the educational Gini index, which measures the ratio of the average attainment of years of schooling for all residents (Thomas et al., 2000)".

Keywords: *Inequality, Education, Area.*

INTRODUCTION

Education is a significant factor in a country's progress. However, many regions in Indonesia need better performance in the education sector. Many smaller and less developed educational areas need the means to Report and attend school. Many children still need to attend school due to economic factors, teacher reluctance, conflict or natural disasters, or lack of educational facilities. Social inequality in education is a severe problem faced by many countries worldwide (Sabika, El-saif, Ardi,& Santoso, 2022).

This problem occurs when groups do not have equal access to education, making it difficult for them to achieve the same opportunities in life. Social disparities in education can affect the quality of a country's human resources and impact the progress of a nation, including Indonesia. Education inequality is a condition of unequal distribution of education graduates among the population of an area. One measure of educational inequality is the Education Gini Index, which measures the average proportion of years of schooling for the entire population.

The Education Gini Index has a coefficient that ranges from 0 to 1. A lower coefficient index indicates greater equality in educational attainment, and a higher coefficient index indicates greater educational inequality or disparity. The inequality category is based on the Education Gini Index (Todaro & Smith, 2006). Yagami (2013) states that the education gap

needs to match what should or is expected to happen and what happens.

This means that people have access to decent and quality education. Educational inequality can be seen in the difference in income between rural and urban residents. People in urban areas tend to have higher incomes than people in rural areas, making it possible for people in urban areas to finance their higher education. According to research by Yasmin (2016), the widening educational gap causes low levels of innovation and creativity, ultimately resulting in low productivity. Educational inequality in various regions in Indonesia faces multiple obstacles in its implementation.

This problem is caused by rural areas being far from urban areas and unequal access to educational services. (National Development Planning Agency, 2014) One of the factors that influences educational inequality in Indonesia is the lack of education funding. The Indonesian government still allocates a small portion of the APBN to education, resulting in many regions needing adequate facilities and infrastructure to support education. Apart from that, the urban-rural gap is also an essential factor in this problem.

Although educational infrastructure is still limited and lack of accessibility is common in rural areas, the opposite is true in urban areas. Although infrastructure and educational options are improving in urban areas, high-quality education comes at a very high cost. The quality of instruction is additionally a genuine issue. Numerous instructive teachers in Indonesia cannot supply quality instruction pertinent to the desires of society and the world of work. This makes it troublesome for understudies to compete within the job advertised and need help creating their potential.

The government needs to address this problem to overcome educational inequality in Indonesia. The Indonesian government needs to increase the allocation of education budget, especially in disadvantaged areas, to provide adequate facilities and infrastructure and, of course, support education. Education in Indonesia can produce superior resources if educational inequality can be eliminated. The government is also trying to expand and equalize quality education opportunities for all levels of Indonesian society; this is a challenge for the nation. This is regulated in Law Number 20 of the Republic of Indonesia of 2003 concerning the National Education System.

Before conducting this research, we conducted several studies related to the theme that we will research. This aims to clarify research planning. Several titles are appropriate to the results of the research to be carried out, including The first (Aditya et al. et al.) journal with the title "Determinants of Provincial Educational Inequality in Indonesia," which shows that there is educational inequality in all provinces in Indonesia and the influence of income inequality in obtaining a decent education.

Second (Zulkarnaen and Ari Dwi Handoyo), with a journal entitled "Factors causing Unequal Education in Indonesia." He addresses his research, which discusses the factors that cause education in Indonesia to be unequal. Third (Vito, Bendiktus et al.), with a journal titled "Education Gap Between Villages and Cities." This research discusses the education gap between villages and cities. We will also discuss this research in our study.

Fourth (Moch. Lucky, Serlina Agustin, et al.) journal with the title "Analysis of Management of Primary School Education Facilities and Infrastructure in Villages and Cities," this research explains the differences in the management of facilities and infrastructure between villages and cities. This research is in line with the research that our group will conduct. Fifth (Mohamad et al.) journal titled "Portrait of Education in Remote Areas, Manceri Cigudeg Village, Bogor Regency." This research shows the existence of inequality in rural areas; this is in line with the research we will carry out, namely examining inequality in elementary school-level education in villages and urban areas. In this journal title, we will study education at the elementary school level, especially in villages.

Sixth (Khusaini & Muvera) journal titled "Study Achievement and Parental

Characteristics: Comparative Study of Urban-Rural High Schools". This research addresses the learning characteristics of rural and urban areas and compares them with those of schools. This research will examine inequality in elementary school-level education in cities; this title will discuss school education, especially at the city level.

METHOD

Our approach is qualitative research, and our research method is the literature method. Qualitative research examines the condition of natural objects, with the researcher as the key instrument (Sugiyono, 2005). Our qualitative research technique is source discussion.

This method obtains data or information from an interaction between informants or respondents based on the results of the discussion in a group that focuses on carrying out discussions to resolve specific problems. According to Kitzinger and Barbour (1999), it is an exploration of a particular issue/phenomenon from the discussion of a focused group of individuals in joint activities between individuals involved to produce a mutual agreement. We use sources from articles, journals, and previous research related to the problem we are researching. To guarantee the correctness of the data, we conducted research via the internet website. Our approach is qualitative research, and our research method is the literature method. Qualitative research examines the condition of natural objects, with the researcher as the key instrument (Sugiyono, 2005). Our qualitative research technique is source discussion. This method obtains data or information from an interaction between informants or respondents based on the results of the discussion in a group that focuses on carrying out discussions to resolve specific problems. According to Kitzinger and Barbour (1999), it is an exploration of a particular issue/phenomenon from the discussion of a focused group of individuals in joint activities between individuals involved to produce a mutual agreement. We use sources from articles, journals, and previous research related to the problem we are researching. To guarantee the correctness of the data, we conducted research via the internet website.

RESULTS AND DISCUSSION

Education in Indonesia still requires government attention to improve, especially to realize Indonesia's Golden Generation 2045. One challenge in the education sector is the high educational gap between urban and rural areas. According to data from the Central Statistics Agency (BPS) (March 2023), the gap is still quite large.

One of the villages in Bogor Bogor Regency was the reason researchers studied this problem. Bogor is a district that has many unique things. However, many problems are still faced in Bogor, including education problems. In 2022, several PPKn master students from STKIP Alahamaniyya Depok, Indonesia, Mohammad Abdu, and his colleagues conducted research in a remote village in Bogor Regency, Sigdegu village. The survey results show that residents' education awareness still needs to be higher. Economic factors and distance are also the causes of students dropping out of school in this area. Based on this research, we want to discuss the factors influencing low education in Bogor Regency. These factors are

1. factors of perspective and awareness of the importance of education

Everyone's perspective is different. An example is the perspective of rural and urban communities. Rural people's view of their country is still lowest. Most of them think that education is only one of their priorities. Children in rural areas usually have to work to meet their daily needs. Of course, this affects the child's perspective and thinking. Children may prefer to work rather than go to school.

2. Economic Factors

The cost of education is not tiny, and it costs much money to get an education. Most of the people in this village make their living as farmers. As we know, when farmers' income is adjusted to their harvest, their income also becomes lower. Less yield means less income, and

vice versa. In some cases, you may need more than the income you earn to cover your expenses. It is difficult for parents to pay for their children's education because their income is only enough to meet basic needs.

3. Environmental Factors

The environment determines how a person thinks, acts, and behaves. One social environment where children do not go to school is interacting with other children who do not go to school and thinking about ways to earn money. This will influence the behaviour of other children when entering the world of work.

4. Accessibility Factors

Many things to consider when studying include travel distance, travel time, and road and transportation options. Distance to school, long travel time, and inadequate facilities and transportation can affect children's motivation to attend school.

Regions in Indonesia have urban and rural areas. The concentration of city development is a factor in the gap that occurs. This occurs due to higher population density in urban areas, which makes education a priority.

Many factors cause students in urban areas to be superior to students in rural areas, including socioeconomic status (Von Secker, 2004), family background, distance from home to school (Martin et al., 2000), class and school size (Howley & Gunn, 2003), school conditions and availability of academic resources, teacher qualifications, teaching strategies, student self-concept (Herzog & Pittman, 1995), student perceptions of school safety (Caplan, 1995), and parental support and community (Young, 1998).

Regarding comparative studies of urban-rural high schools, only a few have been carried out in Indonesia. Results of previous empirical studies regarding comparisons between various characteristics of students, teachers, and facilities in one school, including differences in management between certified and non-certified educators (Ningsih, 2013; Purwasih, 2013). Seen from the perspective of the wider community, education in urban areas is better than education in rural areas. This condition is based on the research results of Tayyaba (2012).

The findings of the same research conducted by Young (1998) showed that urban school resources were better than rural schools in terms of teaching quality, teacher training, and completeness of school facilities and infrastructure, so urban schools were superior. Other empirical studies that did not use nationally representative samples due to resource and logistical limitations and were restricted to accessible areas only showed that significant disparities across subjects were caused by location (see Saeed et al., 2005). The concentration of development in urban areas causes income disparities, poverty, and education gaps in rural areas. This research examines differences in state senior high schools (SMA) in urban and rural areas.

This comparison was analyzed to explain the differences in the quality of education in urban and rural areas by determining schools as research objects, namely, SMA Negeri 14 Tangerang Regency represents rural areas, and SMA Negeri 7 South Tangerang City represents urban areas. There are differences between rural schools and urban schools, including

1. Learning Achievement

Schools in urban areas tend to have better student results than schools in rural areas, both in terms of academic and non-academic performance. Based on the results of national student exams in certain subjects such as chemistry, physics, biology, economics, sociology and geography, students in rural areas have lower average grades than students in urban areas. Increasing learning achievement in rural areas can be done by improving the quality of learning as is done in various countries (Echazarra & Radinger, 2019).

2. Parental Characteristics

Parents in urban areas have better characteristics than parents in rural areas. The average education level of parents of students in urban areas is a bachelor's degree (level 1). In contrast, parents of students in rural areas generally do not have a bachelor's degree (only a small

percentage have a bachelor's degree). Regarding parents' financial situation, students, on average, had similar results regarding family support. The support of students' parents at home also influences students' academic success.

3. School Conditions

There are no significant differences between rural and urban schools regarding school conditions, facilities, and infrastructure. The completeness of facilities and infrastructure to support implementing public schools and learning activities is usually adequate in urban and rural areas.

4. Teacher Characteristics

The existence of teachers in urban areas is similar to that of teachers in rural areas. This means that both rural and urban teachers have minimum national education standards, including academic qualifications and competencies (Government of the Republic of Indonesia, 2005), experience, and welfare received. There are differences in teacher characteristics only because the discipline of teachers in rural areas is better, but the educational history, educational qualifications, and teacher status are relatively the same. In terms of teaching experience, teachers in rural and urban areas are similar; only a few teachers have less experience in rural or urban areas. Judging from expertise, teachers in rural and urban areas teach with their expertise, which means that in mastering the material, teachers in rural and urban areas can be said to have no significant differences.

Even though international conventions have guaranteed that everyone has the right to equal and inclusive education, in reality, many still need to succeed in overcoming the problem of educational inequality. Therefore, the state needs to increase efforts to support and facilitate equal access to education for all its citizens, including those who live in remote areas or have economic limitations. Some efforts that can be made are building adequate educational infrastructure, providing subsidies for students from underprivileged families, improving the quality of teachers through training and providing motivation, and developing a curriculum that is inclusive and accommodates the cultural diversity of society.

This fact shows that education in Indonesia is facing many difficulties and problems, so changes need to be made in the world of education. Because it is in line with current developments and the demands of the times, with the aim that the Indonesian nation does not decline because of its weaknesses, therefore, public authorities must ensure improvements in the quality of education in Indonesia. In infrastructure linkage theory, educational infrastructure supports better educational equality. Barrett et al. (2019) stated that schools with adequate facilities could be significant in increasing enrollment rates and educational equality.

This research can be applied to other fields, such as the social field, because, in the social field, educational inequality can be prevented by optimizing human resources and natural resources in an area. Equal distribution of public facilities or facilities such as educational facilities and transportation facilities

CONCLUSION

The research results show that the education gap between rural and urban areas is a complex social problem and requires serious attention. Differences in the quality and quantity of education between villages and cities can disrupt the learning process and reduce students' motivation to study, causing student achievement to decrease. The factors influencing the education gap between villages and cities are, firstly, access to education, which is caused by factors such as long distances to schools and high education costs.

The second factor is the quality of education, where schools in villages often have inadequate infrastructure, a lack of qualified teachers, and a lack of learning resources; the third factor is educational outcomes. This can be seen in children's learning outcomes. Because the learning outcomes of children in villages are generally lower than the learning outcomes of

children in cities To overcome this educational gap, efforts are needed from the government and society, namely by improving the quality of education in villages by improving school infrastructure, increasing teacher qualifications and providing assistance with education costs. To overcome the shortcomings of this research, several improvements must be implemented in future research.

First, data from broader sources, such as populations with diverse backgrounds and geographic locations, can make research samples more representative. In addition, compare educational inequality in several rural and urban areas to identify regional factors that may be influential and find intervention models that are successful in one area and can be applied in other areas.

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