

# EDUCATION GAP AND DIGITALIZATION (CASE STUDY OF ELEMENTARY SCHOOL TEACHERS IN SAWIT SEBERANG DISTRICT, LANGKAT)

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## ABSTRACT

The purpose of this study is to analyze the extent to which digitization policies help primary school teachers improve access to education and keep up with digitization. The method used in this study is qualitative with a case study approach. The respondents to this survey were 16 teachers from four primary schools. The data was collected through in-depth interviews and documentation with them. The survey revealed that SDN teachers in Sawit Seberang district had first-hand experience with the two aspects of digitalization policy in education. The digitization of education policy communication on the one hand and the digitization of learning on the other in the first dimension, teachers experience faster access to educational policy measures. Teachers can better understand national education policies and follow direct instructions from the central government through available information channels. However, for the second aspect, teachers are unprepared in terms of content. Media savvy, but not using various software products to maximize learning. When related to the ideas of virtual readiness and virtual literacy, the primary college instructors in Sawit Seberang Langkat District who had been the respondents to this study best got here to the talent in the usage of computer systems and the net within the virtual literacy sheets, which they filled out as many as 57.1% said that they have the potential within the subject of IT to function computer systems. 21.4% said that they had been very talented; one individual changed into dubious; and human beings said that they had been no longer talented. Concerning the usage of the net as many as 42.9% of instructors claimed to be talented on this subject; however, 57.1% of respondents admitted that they had been dubious, approximately having the capacity to assume creatively, in addition to the fact that in virtual participation, 64,3% of respondents had been hesitant. With the Internet, everything is within reach, and without proper Internet learning, it is difficult for students and teachers in rural schools to have a direct and easy response.

Keywords: *Gap, Digitization, Education, Elementary School*

## 1. INTRODUCTION

The purpose of this study is to analyze the extent to which digitization policies help primary school teachers improve access to education and keep up with digitization. Indonesia is one of the world's leading natural resource countries, but in reality, many children and citizens drop out of school and cannot even attend school. Let's look at schools in island of Kalimantan and Papua for comparison. These two islands really contribute to the country and

its natural resources. However, from an educational service perspective, this did not feel right for the citizens and children of the two islands. The main factor hindering digital transformation in the education sector is Indonesia's vast territory. Meanwhile, the condition of supporting infrastructure is not evenly distributed due to limited funds, limited human resources, mental blocks, and others.

However, according to various theories of prefectural and educational sociologists, an advanced country is one in which the country respects human resources. A glorious land is one where people experience justice in many aspects of their lives. The wealthy, on the other hand, are those who find comfort in serving the leaders of their nations. And a strong country is one that always promotes its educational institutions.

As educators, there is no reason not to adapt technology to our daily teaching and learning processes. We are responsible for raising Indonesia's Golden Generation, a generation rich in science and technology talent. Education in this digital age is the answer to the needs of Industrial Revolution 4.0. In Industrial Revolution 4.0, machines and humans collaborate or combine to find solutions to existing problems, solve problems, and discover new innovation possibilities. Education in the digital age must be viewed as the development of competencies that consist of three main components. The ability to think, act, and live in the world (Greenstein, 2012). This thinking component then includes several elements, including critical thinking, creative thinking, and problem-solving. Acting components include communication, collaboration, digital literacy, and technology literacy. Elements of living in the world include initiative, self-determination, global understanding, and social responsibility.

Technology offers many conveniences and advantages in the world of education as well. Unfortunately, as Indonesia enters the digital age, education in Indonesia faces gaps in infrastructure and equipment to buffer digital access, and all learning activities need to be online in times of the Covid-19 pandemic. We still face problems in the form of insufficient and reasonable allocations. It is happening as a result of a lack of digital literacy in Indonesian society. All these issues are preventing Indonesia from fully entering the digitalized education era soon.

Various studies have been conducted to identify the causes of educational inequality in Indonesia. One of the causal variables is the mismatch between local government spending and household spending on education (Suratman et al., 2014). This variable is also affected by the local economic situation, especially the economic

situation of each family. As Azizah (2015) shows, this economic inequality has a direct impact on educational inequality. More broadly, Hidayat (2017) describes factors that drive inequality, including: B. poor quality of school facilities; poor quality of teachers; infrastructure factors; number and quality of books (references), high cost of education, grouping of schools for national and international standardization.

Educational inequalities across countries are also strongly correlated with information gaps. According to data from the research agency SMERU Indonesia, in 2019, more than 50% of her city dwellers will have internet access. This number exceeds the percentage of Internet users in rural areas, which is about 30%. Muhajir (2020) believes that the pandemic situation shows that the digital divide in society continues to widen. This inequality ultimately leads to inequality in education. In e-learning, poor students and people living in remote areas such as Gayung village still face difficulties in accessing learning due to lack of ICT facilities and difficulty in obtaining internet signal.

## 2. METHOD

The type of research used in this study is qualitative research. The respondents to this survey were 16 teachers from four primary schools. The data collection techniques used in this study are: Interviews, observations, documentation. Data analysis in this study used the interactive model of Miles and Huberman (Emzir, 2016). Here are the steps: Data organization, data model (data representation), conclusion and validation. The purpose of descriptive research is to create an accurate picture of a group, describe the mechanism of a process or relationship, provide a complete picture verbally or numerically, provide basic information about relationships, and identify a set of categories. Create and classify research themes.

## 3. RESULTS AND DISCUSSION



Figure 1: Total of students' participation

The age of independence of the Republic of Indonesia is 76 years old. In old age like this, the development of both physical development and human resources (HR) should be evenly distributed in all corners of the country. However, the fact is that development is only centered on one point, namely on the island of Java.

The quality of education in Java is very good, this is supported by quality teachers, adequate educational infrastructure and open

access to information. Therefore, many students from the east choose to study in Java. Education is one of the capital that is very important to live a social life, because with education, we can understand a variety of information. Education is not only a matter of quality, but also about equity. There are still many remote areas in Eastern Indonesia that have not received proper education. The problem of education services in all regions of Indonesia is often hampered by several factors, making it difficult to realize education services in underdeveloped areas, especially in Eastern Indonesia. In addition to inadequate and inadequate facilities and infrastructure, the quality of teachers and teaching staff is also felt to be incompetent.

The condition of education in Eastern Indonesia is very applauding, many children drop out of school. The lack of facilities is still a major factor. In Papua, there are still many schools that stand soberly using weathered tents and chairs. The quality of the available teachers is also not responsible. Digital education is the easiest way to introduce students to science and technology. This can be achieved by introducing and using tools and applications aimed at communicative and collaborative teaching in everyday learning activities. Policies help teachers improve access to education and address information divides. The digital readiness of teachers in Sawit Seberang Langkat district is progressing well, but still needs improvement. All of the whistleblowers said that they had computing devices on her and other devices such as Smartphones and laptops used for teaching and learning activities. In addition, teachers in Langkat's Sawit Seberang district are looking to use digital devices and skills for learning. His one of the educational digitization programs used has the Mejakita platform.

The instructors who had been the respondents protected individuals who skilled the above barriers making it hard to apply the virtual schooling centers provided via way of means of the government. Even though they already realize the barriers in query are in particular associated with the shortage of suitable great of the net as within side the declaration of 1 college most important who noted this impediment is the shortage of creativity and technical abilities so that it will make use of software program or e-gaining knowledge of web-web sites including our desk or Canva despite the fact that they've mastered primary approaches of the usage of computer systems and the net including trying to find data and making presentation slides.

When related to the ideas of virtual readiness and virtual literacy readiness, the primary college instructors in Sawit Seberang Langkat District who had been the respondents to this studies best got here to the talent in the usage of computer systems and the net within side the virtual literacy sheets which they stuffed out as many as 57.1% said that they have got the potential within side the subject of IT to function computer systems 21.4% said that they had been very talented, one individual changed into dubious and human beings said that they had been now no longer talented whilst concerning the usage of the net as a great deal as 42.9% of instructors claimed to be talented on this subject however 57.1% respondents admitted that they had been dubious approximately having the potential to assume creatively in addition to in virtual participation 64, 3% responding had been hesitant.

## 4. CONCLUSION

The emergence of digitization of education, more or less affected by the Co-19 Pandemic, has affected the educational process.

People can easily get knowledge and knowledge anytime and anywhere. Digitization of education is one way to improve the quality of education in Indonesia. The digitization of learning makes it easier for teachers to find a wider variety of materials to teach their students with fun learning concepts. On the other hand, as a student, this adds to the enjoyment of learning. Aspects of digitization of education recognized by teachers in Sawit Seberang Subdistrict, Langkat Province were digitization of education policy and digitization of major quita format learning. However, when it comes to digitizing policy communication, teachers have found an accelerated access to education policy issues.

Teachers can better understand national education policies and follow direct instructions from the central government through available information channels on the digital aspects of learning. Teachers have not demonstrated sufficient digital readiness and are not using the variety of software available to maximize learning (such as desk platforms), but they are already aware of these capabilities. Beginning with the Mejakita site, socialization participants were briefed on the features included in the site.

First, Digital lessons contain content uploaded by teachers from different regions of Indonesia and are accessible to students for free. Students can search for any topic they need. Materials are organized by education level, such as SD, SMP, SMA, and SMK. Also on this page are functions related to PAUD and SLB education levels. Second, Practice questions include practice exercises, national exams, SBMPTN, and other questions. Third, Homework discussion page for students who have homework or homework to share misunderstood homework so that other students and even teachers and tutors can provide solutions and answers in discussion. Fourth, Share your notes in the form of pages for users who want or want to share the results of their notes with other. Fifth, learn together in the form of a feature that offers online courses for those who want to host webinars discussing specific topics.

In socializing, activity of participants finds it helpful to seek out additional material when they find the teacher's explanation unsatisfactory. In addition, we use various interesting features of each website to make learning more enthusiastic. The website can be accessed anytime, anywhere, so students can see what materials are available even if they forget a particular topic. The next level is learning support. This stage is flexible with social participants who feel they do not yet understand the material from the teacher or even the learning location directly participates in the conversation. This activity takes the form of explaining the material and helping participants with their homework. Some participants were aware of and understood the material provided, as they acknowledged that the direct-to-direct learning was more understandable and well received. Learning aids are provided to complete the task. Nevertheless, there was one teacher in his interview who outlined the prerequisites for the success of this. digitization policy of education. According to one teacher, this was not recognized by others.

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