

SUPPORTING AND INHIBITING FACTORS FOR PRIMARY SCHOOL STUDENTS' LEARNING IN SUMBER SUB-DISTRICT PROBOLINGGO DISTRICT

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ABSTRAK

Abstrak: Penelitian bertujuan untuk mendeskripsikan faktor faktor pendukung dan penghambat belajar siswa sekolah dasar di wilayah pedalamana. Jenis penelitian adalah kualitatif deskriptif, dengan metode studi kasus. Pengumpulan data berupa observasi, wawancara serta dokumentasi. Hasil penelitian ini adalah Faktor-faktor utama yang ditemukan meliputi terbatasnya sarana dan prasarana, keterbatasan pendidik, serta dukungan lingkungan belajar yang kurang optimal. Secara keseluruhan, meskipun semua faktor tersebut mempengaruhi kualitas pendidikan, faktor sarana dan prasarana terbukti menjadi yang paling dominan. Tanpa adanya peningkatan fasilitas fisik, alat belajar, dan teknologi, sulit untuk mencapai pendidikan yang berkualitas.

Abstract: The research aims to describe the supporting and inhibiting factors for elementary school students' learning in rural areas. The type of research is descriptive qualitative, with a case study method. Data collection takes the form of observations, interviews and documentation. The results of this research are that the main factors found include limited facilities and infrastructure, limited educators, and less than optimal learning environment support. Overall, although all these factors influence the quality of education, facilities and infrastructure factors prove to be the most dominant. Without improvements in physical facilities, learning tools and technology, it is difficult to achieve quality education.

A. BACKGROUND

Education is the main foundation in developing individual potential to achieve progress and prosperity. Education is also a “crater of candradimuka” which plays an important role in shaping smart and quality individuals. Of course, in shaping quality education must be accompanied by active student learning. Literally, learning is interpreted as an effort to achieve intelligence, gain knowledge, and practice to improve behavior.

Learning motivation is a very important factor in the success of education, especially in rural areas that face various obstacles such as limited facilities, geographical conditions, and lack of qualified teaching staff. The lack of motivation to learn in rural areas can result in low school enrollment and increased dropout rates. In addition, parents' awareness of the importance of education is still low, which further worsens the condition of education in these areas. Therefore, this study has an urgency to understand the factors that influence

students' learning motivation in rural areas and find solutions that can be applied to improve the quality of education in these areas.

According to Arfani (2016), learning is a self-development activity guided by a teacher. In addition, according to Crowther (1999) argues that learning is a process or effort made by each individual to get changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience of various materials that have been learned. This is in line with the opinion (Pane & Darwis Dasopang, 2017) which states that the purpose of learning is to change individual behavior for the better, foster enthusiasm and motivation of students during learning (Kusumaningrini & Sudibjo, 2021).

In addition, shaping learning motivation will be influenced by the desire factors that exist in themselves such as the desire to succeed and a sense of need, from the environment and learning atmosphere that forms a desire to learn and gain knowledge. The role of parents who accompany

and accompany is also very instrumental, as well as from teachers. Motivation to learn can be shown by the following attitudes, such as enthusiasm and diligence in facing tasks, perseverance when facing difficulties, showing interest in various problem solving, not easily bored on the same task, being able to stick to his arguments when he is sure of something (Sujatmika & Ratnawati, 2023).

In general, many previous studies explain learning factors consisting of internal and external factors. Internal factors include: (1) Talent is an innate ability which is a potential that still needs to be developed or trained (Rijkiyani et al., 2022). (2) Interest in learning is a sense of preference and a sense of interest in a thing or activity without anyone telling you to (Ratnasari, 2017). (3) Motivation is important and must be possessed by every student so that a student is enthusiastic about learning (Siak et al., 2023).

Several previous studies have discussed the factors that influence student learning motivation. For example, research conducted by Nugraha et al. (2021) examined the insights of rural residents in Kampung Manceri, Cigudeg, Bogor Regency, which showed that the level of parental concern for education was still low. Then, Fau's research (2021) on the problems and solutions of education in rural areas found that the long distance of schools and the limited number of teaching staff are the main factors for students' low learning motivation. In addition, Dongoran & Yulia Syaputri's (2022) research highlights the influence of the environment in shaping students' interest and motivation to learn, especially in areas with low levels of community education.

Then external factors include several things including (1) school environmental factors, related to the school environment, the way teachers teach, the facilities provided by the school to students, the learning atmosphere and things related to the school environment. 2) Family environment factors, influenced by the student's family situation, which includes how parents educate children, how the child's economic conditions and others. 3) Community environmental factors, community factors are factors related to the student's surrounding environment.

According to the Regulation of the Minister of Education and Culture No. 34 of 2012, special

regions are remote or underdeveloped areas with remote indigenous conditions; areas with borders of other countries; areas that have experienced natural disasters, social disasters, or areas in emergencies; small outer islands (Utomo et al., 2019). The constraints of the 3T areas are the economy, basic infrastructure, accessibility, health and quality of education (Rosmana et al., 2022). The condition of education in 3T areas is described by the state of illiteracy that is still a lot, the event of dropping out of school from most of the community, the lack of adequate educational facilities, the education curriculum is less relevant to the situation in schools, and the lack of qualified educators.

The 3T areas are also the gateway to Indonesia's borders with neighboring countries. The problems of the people in underdeveloped areas are not only the responsibility of the local government, but are national problems that must be handled together by the Central Government, Regional Governments (provincial and district/city), and other stakeholders. So that there needs to be special attention from various parties in efforts to empower and develop human resources in the regions (Pulungan & Sembiring, 2024). According to Febriana et al, (2018) "Building Indonesia from the periphery by strengthening regions and villages within the framework of a unitary state" is the third agenda of Nawacita (Nine priorities of the national development agenda). This commitment reflects the concern of the current Indonesian government which prioritizes development in underdeveloped, outermost, and frontier (3T) areas.

Quality education is born from a good planning system with good materials and governance systems and delivered by good teachers with components (Wulansari, 2022). This reality illustrates various obstacles in the development of education caused by (1) insufficient educational facilities and infrastructure, (2) geographical conditions that are too far to go to school (3) the small number of teachers with low quality (Sujatmika & Ratnawati, 2023). This shows that the gap in the quality of education between urban and rural areas is still high. There are still many schools in rural areas that have not received special attention from the government.

Geographically, Kecamatan Sumber is in the mountainous region of Probolinggo district. It was found that student motivation to learn is very minimal, with many children who should still be in school at the primary or secondary level not continuing their education. The main factor that causes many students to drop out of school is the lack of parental knowledge about the importance of education. In line with the economic aspect of welfare, it has quite good economic criteria by utilizing vegetable farms and fertile land in these areas. So that they are more interested in working as vegetable ranchers, because they think that by working successfully there is no need to go to school. This is in line with the results of research by Pada & Baron, (2024) that the insights of rural residents in Kampung Manceri, Cigudeg, Bogor Regency about education Nugraha et al. (2021) are not entirely good, this can be seen from their low level of concern for education for their children.

Although several studies have highlighted the factors that influence students' learning motivation in rural areas, this study has some differences and new contributions. Most previous studies have only focused on one particular aspect, such as school distance or parents' education level, without looking at the more complex relationship between internal and external factors that influence students' learning motivation. This research seeks to provide a more holistic picture by analyzing school perceptions, student learning motivation and attention of primary school students in rural areas. Thus, this study is expected to provide more comprehensive recommendations to improve the quality of education in rural areas.

According to the Regulation of the Minister of Education and Culture No. 34/2012, special regions are remote or underdeveloped areas with remote indigenous conditions; areas with borders of other countries; areas that have experienced natural disasters, social disasters, or areas in emergencies; small outer islands (Utomo et al., 2019). The constraints of the 3T areas are regarding the economy, facilities and infrastructure in basic infrastructure, accessibility, health, and quality of education (Rosmana et al., 2022). The condition of education in the 3T areas is described by the state of illiteracy that is still a lot, the event of dropping out of school from most of the community, the lack

of adequate educational facilities, the education curriculum that is less relevant to the situation at school, and the lack of qualified educators.

This research is expected to provide a deeper understanding of the challenges and opportunities in improving student learning motivation in rural areas. In addition, the results of this study can serve as a basis for the government and other stakeholders in formulating more effective education policies in disadvantaged areas.

The low level of education in rural communities is caused by parents' low awareness of the importance of education for their children and environmental factors. According to Dongoran & Yulia Syaputri, (2022) lack of interest and motivation can be caused by environmental influences such as low education levels.

The importance of education in Indonesia is not all feasible. The central and local governments must also take steps so that development in the field of education is evenly distributed to rural areas in order to increase quality human resources throughout Indonesia. According to Abduh et al. (2022) in their analysis, it is necessary to understand the philosophy of life as the basis for the local wisdom of the community and as a consideration in determining policies. Based on the urgency of the problem, the objectives of the study were: 1) describe the perception of schools in rural areas, 2) describe student learning motivation in rural areas, 3) describe the attention of elementary students in rural areas.

B. RESEARCH METHODS

This research uses a qualitative approach with a case study method to describe the factors that influence student success in elementary schools in Sumber Sub-district. The research was conducted through direct observation, interviews, and documentation (Hamzah, 2019), to explore the case in depth so as to produce relevant and useful findings. The research data sources were obtained from primary data including interviews with principals, teachers, students, and student guardians, while secondary data were documents and archives regarding dropouts. The location of this research involved five elementary schools in the rural area of Kecamatan Sumber, and the

research subjects included principals, teachers, student guardians, and students.

The instruments used by the researcher for data collection are described as follows: 1) interviews that were prepared based on the formulation of the problem, aiming to dig deeper information about the case raised by the researcher. At this stage of this instrument, researchers involved principals, teachers, and students in the source area. 2) observation guidelines consist of observation points or *kerangka* that will be used to analyze the implementation, supporting and inhibiting factors for student learning in rural areas. 3) documentation data collection records important information related to the implementation of student learning including supporting factors and inhibiting factors. The analysis technique that researchers do is 1) data reduction (Rijali, 2019), 2) data presentation (Husnul & Prasetya, 1955), 3) conclusion drawing (Handayani, 2020). Data sources come from previous analysis. The researcher selected informants according to the category, compiled an interview design. Then collect data through interviews and documentation. The research results are obtained from data analysis which is summarized into conclusions.

C. RESULTS AND DISCUSSION

The results of research obtained through observation, interviews, and documentation related to supporting factors and inhibiting factors for student learning in the Prubolinggo source area. Studied including school perceptions, student learning motivation, student parents' attention, are described in detail as follows:

1) Perceptions of schools in rural areas

The view of the Sumber Sub-district community that places the agricultural sector as a priority in life is a phenomenon that is often found in agrarian areas. This mindset is based on the assumption that farming skills are more useful and have a direct economic impact than formal education, especially higher education. Scientific studies support this understanding, showing that people in agrarian rural areas often view higher education as expensive and not always providing concrete job guarantees.

According to research by Lareina et al. (2019), values and views passed down from generation to generation in rural communities tend to maintain the legacy of practical skills such as farming. From the perspective of the sociology of education, Pierre Bourdieu identified that cultural capital or inherited skills (such as farming) play a big role in shaping the values and identity of a community group. According to Dr. Stephen Ball, the emphasis on practical skills is often deeply rooted in the social and economic structure of the area, leading people to assume that farming skills will guarantee economic stability compared to formal education.

Meanwhile, research by (Syaadah et al., 2023) shows that there is a growing awareness of the importance of formal education in rural communities. They state that more and more parents are realizing that education can be a bridge for children to develop skills and knowledge that allow them to innovate in the agricultural sector itself. This is supported by the opinions of Sampurno, Sumirah, Elfan and Usman cited above, which show the diversity of views on the importance of education. While most communities continue to prioritize farming skills, there are also those who seek to balance education and farming skills, suggesting that higher education is not entirely neglected.

Thus, despite concerns about the uncertainty of outcomes from higher education, scientific studies suggest that education, even with a local skills-based approach, can improve quality of life and develop innovations in farming practices. Collaborative efforts that integrate formal education and farming skills may be a solution to support sustainable socio-economic development for the people of Sumber sub-district.

2) Student learning motivation in the rural area

In Kecamatan Sumber, the low awareness of interest and motivation can be seen from the community's prioritization of practical work, such as farming, over formal education. This situation reflects a phenomenon often found in agrarian societies, where education is considered less relevant or provides less tangible benefits in the short term. In line with Rahmawati & Sayekti's research, (2023) shows that family support greatly influences student learning motivation. The role of the family as the closest environment is very

important in shaping children's learning motivation and academic achievement.

Furthermore, a study by Hero, (2020) found that rural communities that are oriented towards practical work often consider formal education as a non-urgent need. The results of this study are similar to the mindset of the Sumber sub-district community who prioritize farming skills. The study also shows that changing this mindset requires education that is integrated with local needs, such as learning programs that combine farming skills with knowledge aspects from formal education.

Another influencing factor is the facilities and infrastructure in the Sumber area that need improvement. According to research by Jaya & Putra, (2024) limited infrastructure has a direct impact on student motivation and learning outcomes, especially in rural areas. . Similarly, research by Utami et al. (2024) shows that the presence of technological facilities such as LCDs and the internet can increase student engagement in learning, so schools with inadequate facilities are often left behind in terms of academic achievement. It is important to improve and add infrastructure facilities in this area. The inadequate physical condition of schools and limited supporting facilities not only impact on students' learning motivation but also affect the overall quality of learning.

3) Attention of elementary school students in rural areas

The limited availability of educators in Kecamatan Sumber, Probolinggo, is one of the serious challenges in creating quality education, especially due to the geographical factors that are difficult to reach. This leads to low attractiveness for educators to stay in the area, as well as challenges in retaining existing educators. According to Wideasanti et al. (2023), the shortage of educators in remote areas is often caused by difficult access, limited infrastructure and a lack of incentives for educators to work for long periods of time. This study is in line with the conditions at SDN Tukul III and SDN Sumber V, where one principal manages two schools at once. This illustrates the shortage of human resources in education, which then increases the workload and can reduce the quality of learning.

Research conducted by Hanif, (2019) found that the quality of education in remote areas often suffers due to the limited number of teachers, which impacts on the lack of attention given to each student. In the case of SDN Sumber V and SDN Tukul III, the limited number of educators also impacts on the implementation of learning methods that are less varied and tend to be monotonous. This monotonous learning experience can reduce students' motivation to learn, as stated by Sinaga et al. (2024) that a monotonous learning environment often makes students lose interest and has the potential to reduce academic achievement.

Some students in Sumber sub-district stated that the learning process would be more interesting if equipped with digital media, such as quizzes or educational games. This is supported by research by Puspitasari et al. (2022) which shows that technology-based learning methods can increase student participation and motivation, especially for students in rural areas who are generally less exposed to modern technology. However, the implementation of this digital-based method requires specialized training for teachers. This approach emphasizes the importance of collaboration and evaluation among educators to identify barriers in the teaching and learning process and formulate more effective solutions. Through collaborative measures such as these, it is hoped that a supportive environment will be created to improve the quality of education even in remote areas. By doing so, students' education will be better taken care of.

D. CONCLUSION AND SUGGESTIONS

Factors affecting education quality in Kecamatan Sumber, Probolinggo, are interrelated and influence each other. The main factors found in this study include limited facilities and infrastructure, limited educators and less than optimal learning environment support. The facilities and infrastructure factor is the most dominant factor because limited physical facilities such as damaged school buildings, lack of classrooms, and lack of adequate learning tools and media have a direct impact on the learning process. These conditions cause students' learning

motivation to decline and worsen the quality of education received.

The limited availability of teachers has an effect, causing a high workload for educators and reducing the quality of attention that can be given to students. Nevertheless, efforts to improve teachers' competence through training and workshops have been made to improve the quality of teaching. Then the learning environment factor is the lack of parental support in the learning process. Many students feel inferior or afraid of being ridiculed by their peers when asking questions or discussing the subject matter, which creates a less supportive classroom atmosphere and impacts on learning motivation. Overall, while all these factors affect the quality of education, the facilities and infrastructure factor proved to be the most dominant. Without improvements in physical facilities, learning tools and technology, it is difficult to achieve quality education. Therefore, improvements and infrastructure are necessary to support the development of education.

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