
Education Contradiction Between City and Village

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Abstract

Education is one of the most important things in human life. Every human being has the right to get a proper and equal education. However, what is happening in Indonesia is the inequality of education for all Indonesian citizens. Apart from that, recently, what has been discussed is the current education system in Indonesia which is considered rigid and ineffective. We can see this from the lagging quality of education in Indonesia compared to other countries. The education system used in Indonesia is not much different from the education system in other countries. The only difference is mistakes during practice in the field. There are many basic mistakes that make the gap between the goals of the education system and its implementation in the field. Which in the end makes all the goals can not be achieved and resolved properly. This study aims to determine the state of education between cities and villages in Indonesia and also the basic mistakes and solutions to all existing problems.

INTRODUCTION

Indonesia as a large country and with abundant natural resources, basically Indonesia has great potential to become one of the advanced, dignified and better nations than it is today, and all of that can be realized, of course, with the support of quality, creative human resources and have a clear and directed vision for the progress of the Nation. To meet the goal of creating quality human resources, of course, education is the most important factor that cannot be separated.

The purpose of national education is not only to produce intelligent human resources but also to be able to produce personalities who are characterized, have

character, are creative, have a vision and mission and are responsible as well as good citizens. A person's success is never separated from the potential possessed by that person, potential in the sense of not only talking about skills but includes a person's ability to implement one's potential for many people, the ability to manage oneself and others. so the teacher is required to understand the psychology of students by managing learning without many tasks even though the learning takes place digitally (online) even though the internet signal in the village is very low, (Rahmatullah, AS, et al, 2022) due to the covid 19 pandemic conditions students are forced to take online learning only via cellphone, (Syahrani, S. (2021) but teachers still have to be able to control the online class, (Syahrani, S. 2022) so that students are expected to be more focused (Syahrani, S. 2022) and more prepared, (Shaleha, Radhia, and Auladina Shalihah, 2021) the learning process is more managed, (Syahrani, S. 2018) because many Korans talk about the importance of management, (Syahrani, S. 2019) and this kind of action is a strategy that is responsive to the current conditions happening in the world of education, (Chollisni , A., et al., 2022) transfer of knowledge can go hand in hand with character building even though online, (Syahrani et al, 2020) because learning online does not mean that learning is important, but The development of student character should also be carried out, if things like this are included in the development of curriculum organizations, then online learning that is full of tasks and boring can be well-managed learning (Syahrani, 2018) and very humane in the eyes of students (Syahrani, 2017) In this way, it is hoped that the course of education in Indonesia will be more humane and this is the ideal of the actual education process, (Syahrani, 2017) although online, there are not too many tasks and finally student learning independence is created even though only through teacher supervision via the internet (Syahrani, 2017).

METHODS

This research is a literature review, where the study in this study has its own procedure so that it is considered that there is no difference in the making of scientific papers. Literature study research is considered as one of the research methods that is carried out by reviewing various existing literature, both sourced from books and various other literatures such as national journals, international journals, and so on. Therefore, research studies can be applied in various fields, including in the field of education.

RESULTS AND DISCUSSIONS

Definition and Functions of Education

In the Big Indonesian Dictionary (KBBI) education comes from the basic word educate (educating), namely: maintaining and providing training (teaching, leadership) regarding morals and intelligence of the mind. While education has the meaning: the

process of changing attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, action processes, ways of educating. Ki Hajar Dewantara defines education as an effort to advance the character, mind and body of children, so that they can advance the perfection of life, namely living and reviving children in harmony with nature and society.

From the existing understandings and analysis, it can be concluded that education is an effort to guide children from birth to reach physical and spiritual maturity, in the interaction of nature and their environment.

From the study of anthropology and sociology at a glance, we can see that there are three functions of education:

1. Develop students' insight into themselves and their natural surroundings, so that reading skills (analysis) will arise, and will develop creativity and productivity.
2. Preserving human values that will guide the way of life so that its existence, both individually and socially, is more meaningful.
3. Opening the door of knowledge and skills that are very beneficial for the survival and progress of life for individuals and society (Achmadi, 2005).

Meanwhile, national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and be responsible.

Professor Toshiko Kinoshita stated that Indonesia's human resources are still very weak to support industrial and economic development. The reason is because the government has never put education as the most important priority. Education is not placed as the most important priority because Indonesian people, ranging from ordinary people to politicians and government officials, are only oriented towards pursuing money to enrich themselves and never think long. (Nurkholis, 2013).

Educational Problems

Problematics comes from the root of the English word "problem" which means a question, problem or puzzle. Also means problematic, namely uncertainty about education, there are many different definitions, but in general there are those who define that; Education is a result of the civilization of a nation developed on the basis of a view of the nation's life itself, as an experience that provides understanding, views, and adjustments for someone who causes them to develop.

What is meant by educational problems are problems or problems faced by the world of education. According to Burlian Somad, these educational problems broadly include the following: unclear educational goals, curriculum incompatibility, lack of

appropriate and skilled educators, wrong measurements and blurring of the basic levels of education (Burlian Somad, 1978).

Unclear educational goals

In Law Number 4 of 1950, it has been clearly stated that the purpose of education and teaching, which in essence, is to form capable human beings and citizens who are democratic and responsible for the welfare of society and the homeland based on Pancasila and the Indonesian national culture. and so on (Siti Meichati, 1980) However, in reality what happened to the educational goals that were so ideal were not yet able to produce humans as intended in the pile of words in the formulation of existing educational goals, even the opposite happened, namely a moral decline, a less democratic life, chaos occurs due to conflicts in society and others, this is an indication that the goals of education so far have not been said to be successful, perhaps due to the lack of clarity or ambiguity in understanding the true goals of education.

Curriculum mismatch

Most of the curricula used in schools still contain a number of diverse subjects, a number of lesson hours and the names of handbooks for each subject.

So that the teaching that takes place mostly instills theories of knowledge only, as a result the graduates produced are less ready to use and even poor in skills and do not have the ability to be productive in the midst of their community, because the curriculum content received in schools is not prepared to become graduates. of students to be independent in society.

The absence of appropriate and competent educators

There are still many encounters with a slogan that reads “no rattan can be made, it shows a picture of how low the quality of the existing education staff is, because it must be held by education personnel who are not experts. Even though assigning and placing someone as an educator who is not fostered or provided with educational knowledge and who is not in his field, really causes huge losses, including the occurrence of wasting costs, the occurrence of a decline in the quality of educational outcomes, furthermore it will prepare the community members in the future personally. -Persons who have low quality so they are unable to compete in a life that is all-problematic.

There is an incorrect measurement

In the problem of measuring learning outcomes which are often referred to as exams or evaluations, it turns out that in practice there is a mismatch between the numbers given to students and often not objective, where the inclusion of such high scores is not at all

commensurate with the quality real holders of those value figures. When they are deployed to the community, they are unable to do anything commensurate with the level of education. It is clear that without objective measurements, it can be ascertained that the true educational goals will never be realized.

There is a blurring of the basic levels of education

Over the years, it seems that no one has reviewed the level of education, from elementary to tertiary levels. Are the results of the tiering based on the level of physical and psychological development of students or are it just a translation of the levels of education that are commonly used throughout the world, if that is the case, the condition of our students is clearly much different from the conditions of other countries in the world. so it is impossible to hold an equation. Or is it based on the results of empirical research, is it true that to become a person of high value, it is enough to require coaching for a period of 17/24 years. These are the problems around our education that so far have not found the answer (Tuti Sumiati, 2011).

Education Gap

According to the Big Indonesian Dictionary, social inequality is an imbalance, difference and gap that exists in people's lives. Therefore, social inequality can be interpreted as an unbalanced condition, where there is injustice and equality related to the distribution of things that are considered important in society. In Indonesia, there are still many social inequalities, especially in the field of education.

Education in Indonesia tends to be of low quality, because the government is less serious in paying attention to and dealing with the world of education. Whereas education is a milestone or basic capital of the progress of a nation. The problems of education in Indonesia that have not been successfully handled by the government include various things such as; unequal availability of teaching workforce resources, infrastructure and supervision related to the distribution of education funding which tends to result in unequal quality of education.

Infrastructure

The gap in infrastructure has caused one of the obstacles to the difficulty of progressing the quality of human resources in Indonesia. With limited or perhaps even deprived conditions, students, especially in rural areas, cannot experience facilities as good as schools in urban areas. For example, adequate study rooms, good desk chairs, internet facilities, libraries, laboratories, sports facilities and others. Whereas the existence of facilities and infrastructure is an important part of educational standards. Educational facilities are media or material tools that play a direct role in teaching and learning activities such as furniture (chairs and tables), educational equipment (props), and

educational media (whiteboards). Meanwhile, educational infrastructure plays an indirect role in teaching and learning activities such as classrooms and libraries which are certainly no less important for the educational process (BPS, 2018) (<https://www.bps.go.id>).

Based on education statistics from the 2018 Central Statistics Agency, for all levels of education in Indonesia, the percentage of schools with mild/moderate damage is much higher than those in good condition. Classrooms that were heavily damaged were generally located in remote villages, and not infrequently the school was in the form of a hut that wanted to collapse. Even though the classroom is the main activity place for students to learn. Inadequate school building conditions can pose risks such as providing a sense of insecurity and comfort to students, teachers and other school members, the learning climate becomes less conducive, and the use of infrastructure facilities is less than optimal. Based on the publication of data from the Ministry of Education and Culture in 2017, it also shows that the figure is less than 80% for the availability of library and laboratory space. With the results of such data, it can be concluded that there are still a lack of a number of schools with infrastructure facilities such as books, classrooms, and others.

Equitable funding to revitalize schools needs to be intensified again so that all facilities can be available and suitable for use so as to support students in obtaining education. In the Propernas (National Planning Program) 2000-2004 concerning education development policies, it is stated that the government is "trying to expand the acquisition of high-quality education for all Indonesian people towards the creation of high-quality Indonesian people by increasing the education budget significantly" (Bapennas 2008) (<https://www.bappenas.go.id>). Thus, the government must show its intention in the world of education by reviewing the supply and funding of school infrastructure, both for areas that lack or are left behind in remote villages.

Teacher

One indicator of the cause of educational inequality is the uneven distribution of teachers. Inadequate teacher numbers are common in rural areas and particularly remote villages in Indonesia. In urban areas, there is an accumulation of teachers because of the completeness of existing facilities. Therefore, up to now, schools that are developed in cities can survive with their progress, while schools in remote villages and lack of teachers are getting worse and more isolated.

Even though the presence of teachers is very important for the educational process. Teachers who carry out activities to educate, teach, guide, direct, train, assess, and evaluate students formally in order to prepare the nation's next generation. If there is no teacher, there is also no agent who plays a direct role in providing knowledge to students. Generally, this gap is caused by the lack of access to villages, to schools and limited access to

communication, which makes it difficult for teachers to teach in villages and tend to prefer to teach in cities.

The results from the Ministry of Education and Culture's data regarding the distribution of teachers by province in 2019 in Indonesia show that the largest distribution of teachers is in West Java Province, which is 376,6648 teachers. Then followed by East Java Province with 332,238 teachers, Central Java Province with 297,424 teachers and North Sumatra Province with 182,096 teachers. Furthermore, South Sulawesi Province has 117,186 teachers, South Sumatra Province has 98,649 teachers, Banten Province has 96,451 teachers, Lampung Province has 95,204 teachers, East Nusa Tenggara Province has 94,044 teachers, and Aceh Province has 86,000 teachers (<https://dapo.dikdasmen.kemdikbud.go.id/guru>).

Based on the results of these data, it can be observed that the distribution of teachers in Indonesia is still uneven. Developed regions and big cities like Java are certainly filled with compatible teachers according to their fields.

For this reason, the government's attention to the world of education must be further increased, by immediately addressing problems related to this. In seeking the distribution of the teaching workforce, the government should implement certain policies so that a number of teachers can be spread to remote areas assisted by appropriate welfare and completeness of adequate facilities in remote schools.

Table: Rural-Urban Education Gap Analysis

village	City
Lack of quality educational opportunities.	Have quality and decent educational opportunities.
Limited in terms of facilities, infrastructure and teaching workforce that support the learning process.	Supported by adequate facilities, infrastructure and teaching workforce.
Lack of support from the surrounding environment to carry out education.	There is a high motivation to carry out education.
The low physical facilities, quality and number of teachers and the environment cause student achievement to be unsatisfactory. Development of intelligence, talents, interests and motivation to be hampered.	Generally, children in urban areas have relatively good and stable achievement.

Challenges and Prospects of Indonesian Education

Education is the key to national development, therefore the role of leadership in the world of education is very important in making the direction and implementation of

education policies. It must be admitted that the problem of education is one of the most difficult problems to deal with. Various kinds of policies have been carried out by the government, although in practice they sometimes deviate from the provisions. However, the government's efforts to overcome various educational problems need to be appreciated.

The basic thing that should be taken into account by the Indonesian people, especially the government, is how to make a country with a large population in terms of the quality of its human resources. Thus, the biggest challenge of this nation is the low quality of education. This nation inevitably has to make improvements and reforms in various sectors related to education.

The transformation of Indonesian education is a necessity. The direction and transformation of education will be much influenced by the emerging leadership. The reformation era which began in 1998 was a transitional era, one of which entered the world of national education, among others, with the issuance of Law Number 20 of 2003 concerning the National Education System. This law has provided room for changes, one of which is the decentralization of education. This change certainly brings consequences in the implementation of national education. This is a challenge for the government, both central and regional, how the issue of authority does not overlap or even become a source of problems between the central and regional governments.

Then along with the era of globalization, equity and improvement of the quality of education in Indonesia is required to improve the quality of its human resources in the face of global competition. The world of education must be sensitive and responsive in preparing the education system according to the context and demands of the times.

Regarding the future prospects of national education in facing the era of globalization, global awareness about increasing human resources is a must for the world of education. This is because education is a form of investment in preparing quality Indonesian human resources. Hopefully the policies issued by the government in education are in the context of reforming national education in a better direction.

CONCLUSION

Education must get serious attention for every nation, because education will be able to see the progress of a nation. Of course, the Indonesian people do not want to live backwards because the education aspect does not get a sufficient portion with the accompanying various advances in other fields.

The basic thing for the development of education is influenced by the dimensions of leadership or government, both central and local governments. The implementation of education decentralization in turn is to empower and develop Indonesian people through education. Therefore, the leader's policies must be evenly distributed to each region so that

gaps no longer occur. However, we must realize that the problem of education development is not only the responsibility of the government, but also the responsibility of all parties.

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