

ANALYSIS OF THE PROBLEM OF MANAGEMENT FUNCTION OF EDUCATION SYSTEM IN UNDERDEVELOPED ELEMENTARY SCHOOLS (SD)

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Abstract

Basic education in disadvantaged areas in Indonesia faces various challenges that hinder its development and quality. This study aims to identify the main issues in the management of education in primary schools (SD) in disadvantaged areas and provide recommendations for improvement. Using a qualitative approach and case study method, this research examines four key factors influencing the quality of education: the limitations of infrastructure and facilities, the quality of educators, access to learning materials, and community participation. The findings indicate that limited physical facilities, including inadequate school buildings, poor sanitation facilities, and limited access to technology, are significant obstacles to the learning process. In addition, the low quality of teachers, who often do not meet the required educational qualifications, and the lack of motivation and professional development for teachers, exacerbates the problem of educational quality. The lack of access to adequate learning materials and the limited community involvement in education management are also contributing factors. This study recommends improving educational facilities, providing teacher training, and enhancing community participation in education to create more inclusive and quality education in disadvantaged areas.

Keywords: *basic education, disadvantaged areas, infrastructure, teacher quality, learning materials, community participation.*

INTRODUCTION

Education in Indonesia still faces major challenges, especially in underdeveloped regions. Although Indonesia has experienced various advances in the education sector, the quality of education in underdeveloped regions is still far behind compared to urban areas. Elementary schools (SD) as the first level of education play an important role in shaping the character and basic knowledge of Indonesian children. However, many elementary schools in underdeveloped regions experience serious problems in terms of managing the education system. The main problems faced include the lack of adequate facilities and infrastructure, low quality teachers, and limited access to adequate learning materials. (Hasanah et al., 2024).

This problem shows that the gap in education between underdeveloped and developed regions is widening. Underdeveloped regions, especially in border areas, rural areas, and remote areas, often lack adequate basic facilities to support teaching and learning activities. Meanwhile, the quality of teachers in these areas is often far below national standards. Based on a report by the Ministry of Education and Culture (2021), more than 60% of schools in underdeveloped areas do not have adequate computer facilities and internet access, which hinders the technology-based learning process. This is a major problem amidst the growing digital transformation in the world of education. In addition, the shortage of qualified educators and the lack of training for teachers are significant factors that worsen the condition of education in these areas. (Idin et al., 2024).

The importance of this study is to provide a deeper understanding of the problems of education management in elementary schools in disadvantaged areas. This study aims to explore more deeply the various factors that cause poor

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education management and to provide appropriate recommendations to improve the quality of education. Limited educational facilities, inadequate teacher quality, and minimal access to other educational resources are crucial issues that affect the quality of education for children in disadvantaged areas. Given the importance of basic education for the development of a country, overcoming educational disparities between regions is a strategic step in creating educational equality throughout Indonesia.(Isma et al., 2023).

What is different about this research lies in its approach that combines qualitative analysis with case studies in several underdeveloped areas in Indonesia. Previously, many studies have focused more on education management in urban areas or in developed areas. This research will fill the gap by analyzing education management in elementary schools in underdeveloped areas in depth, including factors that influence the quality of education management, as well as solutions that may be implemented at the local level. This research also contributes to the formulation of more inclusive education policies based on regional needs.(Qomarrullah et al., 2024).

With more detailed findings on the problems that occur in the field, it is hoped that this study can contribute to education policy in Indonesia. The results of this study will be used as evaluation material for the government in formulating more effective policies to improve the quality of education in disadvantaged areas. In addition, the recommendations resulting from this analysis are expected to be practically implemented by schools, teachers, and the community in improving better education management. Quality education in disadvantaged areas will not only improve social welfare, but also encourage long-term economic growth in these areas.(Syahza & Suarman, 2013).

This research is expected to be an important reference for policy makers, academics, and education practitioners in formulating strategies to improve the quality of education in elementary schools in disadvantaged areas. With a more holistic approach and based on real conditions in the field, it is expected that the solutions found can be more applicable and can be implemented more easily at the regional level. Based on this analysis, it is expected to create a more inclusive, equal, and sustainable education system throughout Indonesia.

METHOD

This study uses a qualitative approach with a case study method. The focus of this study is elementary schools in disadvantaged areas in several provinces in Indonesia. This approach was chosen because it can provide a deep understanding of real conditions in the field, as well as factors that influence the management of education in disadvantaged areas.(Sugiyono, 2017). The data collection techniques used were in-depth interviews with the principal, teachers, and other related parties, as well as direct observation in the field. In-depth interviews were chosen to dig up information more openly and deeply about the challenges faced by educators and schools in managing education. Direct observation was conducted to understand the physical and social context around the school, which also influences the quality of education.(Creswell & Creswell, 2017).

The data obtained were then analyzed using a thematic analysis approach. Thematic analysis was used to identify and understand the main themes that emerged from the collected data. This approach allows researchers to detail the main problems that exist in the management of education in disadvantaged elementary schools, as well as to understand the relationship between various factors that affect the quality of education in the area.(Braun & Clarke, 2006). With thematic analysis, researchers can group emerging issues based on certain themes, such as facilities and infrastructure, teacher quality, access to educational materials, and community participation.

RESULTS AND DISCUSSION

1. Limited Facilities and Infrastructure

One of the biggest problems found in the management of education in elementary schools in remote areas is the limited facilities and infrastructure. In many schools, the buildings used for the learning process are still in very poor condition, even unfit for use. For example, some schools in remote areas still use buildings that are fragile and do not meet safety standards. Often, classrooms are inadequate to accommodate a large number of students, resulting in suboptimal learning. Some schools even have to use multipurpose rooms for teaching and learning activities that should be carried out in more suitable classrooms.(Suryadi, 2020).

In addition, poor sanitation facilities are also a major problem. In some disadvantaged areas, many schools do not have adequate toilets, or the existing toilets are in very poor condition and not well maintained. This causes discomfort for students which can affect their health and concentration while studying. In addition, the lack of access

to clean water and adequate sanitation facilities also increases the risk of disease spread in the school environment, which in turn impacts student absenteeism and disruptions in the teaching and learning process.(Culture, 2016).

Limited internet access is also a major obstacle in the education process in elementary schools in remote areas. Limited internet access prevents students and teachers from accessing more varied and quality learning materials. In this digital era, the lack of technological facilities prevents schools from adopting more interactive and technology-based learning methods, which have become standard in many urban areas.(Suryadi, 2020).

2. Quality of Teaching Staff

The quality of teaching staff is a fundamental problem that affects the management of education in elementary schools in underdeveloped areas. Many teachers in underdeveloped areas do not meet the established educational qualification standards. Most teachers in underdeveloped areas have inadequate educational backgrounds, such as not having a bachelor's degree in education or not having training that is in accordance with the latest curriculum developments.(Source: 2019). This results in low quality of teaching given to students.

In addition, the motivation and commitment of teachers in remote areas are also a problem. Many teachers work in these areas with low salaries and in unfavorable socio-economic conditions. This low welfare often reduces the enthusiasm of teachers to teach optimally. Research by(Rahmawati & Asmin, 2021)shows that the low motivation and commitment of teachers in remote areas greatly affects the effectiveness of learning. Teachers who are less committed and do not feel appreciated are often not optimal in providing teaching, which has a direct impact on the quality of education received by students.

In addition, the lack of training and professional development for teachers in disadvantaged areas hampers their ability to adopt more modern and student-oriented teaching methods. In many schools, teachers do not have the opportunity to attend training or workshops that can improve their teaching competency, so they cannot implement the curriculum optimally.(Source: 2019).

3. Access to Learning Materials

Access to quality learning materials is a major challenge for elementary schools in remote areas. Many elementary schools have difficulty obtaining textbooks that are in accordance with the latest curriculum. Especially in very remote areas, schools often do not receive timely or adequate distribution of books. The lack of textbooks and other teaching materials limits the teaching and learning process. In addition, many schools do not have access to additional learning materials, such as reference books or learning videos that can improve students' understanding of the material.(Mubarok et al., 2023).

The lack of use of technology is also a inhibiting factor in learning. Although technology can improve the quality of learning, in remote areas, many schools still rely on traditional teaching methods and cannot utilize technology in the learning process. In fact, technology can be a very effective tool for accessing various learning resources, such as educational videos, e-books, and interactive learning applications, which are very helpful in providing variety in the learning process.(Mubarok et al., 2023).

4. Community Participation

Community involvement in managing education in underdeveloped areas is often very minimal. In many cases, communities do not have a high enough awareness of the importance of education for their children. In some areas, communities focus more on daily economic needs and do not prioritize education. In fact, community support is needed in various aspects, such as financing, supervision, and provision of other educational resources.

Research by(David Wijaya, 2019)shows that community participation in education is very important in determining the success of education programs, especially in disadvantaged areas. Communities that are active in education can play a role in helping schools in terms of financing, such as donating funds for school renovations or purchasing learning equipment. In addition, the community can also play a role in supervision, ensuring that the education provided is in accordance with student needs and is of high quality. Without active involvement from the community, the success of education in disadvantaged areas will be difficult to achieve(David Wijaya, 2019).

CONCLUSION

The management of education in elementary schools in underdeveloped areas in Indonesia faces various challenges that affect the quality of education received by students. Limited facilities and infrastructure, such as inadequate school buildings and poor sanitation facilities, hinder the comfort and effectiveness of the learning process. In addition, the low quality of educators, both in terms of qualifications and motivation, is a major problem that affects the quality of teaching

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in underdeveloped areas. Lack of access to learning materials that are in accordance with the curriculum and low use of technology also worsen the condition of education. The minimal role of the community in supporting the management of education further worsens this situation, even though community participation is very important for the success of education. Therefore, to improve the quality of education in elementary schools in underdeveloped areas, improvement efforts are needed which include improving facilities and infrastructure, teacher training, utilizing technology in learning, and increasing community awareness and participation. With these steps, it is hoped that the quality of education can improve and create equality of education throughout Indonesia, especially in underdeveloped areas.

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