
Analysis of Village and City in the Concept Modern Education

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Keywords

Education, Poverty
in Rural and Urban
Areas.

Abstract

Differences in attitudes and behavior reflect that rural and urban children have different passions in studying. City children with existing facilities in schools and in some areas have been provided with fast information with the existing media they are no longer interested in seeking knowledge. So education has a very important role in alleviating poverty, especially in rural communities, where access to education is very limited. In addition, awareness of the importance of getting education is still very much in rural communities. To achieve this, it is necessary to cooperate with related parties in equitable access to education for all communities, especially rural communities in the context of alleviating poverty and improving sustainable welfare. In order to minimize the gap between education in urban and rural areas in terms of quality and quantity, education harmony is needed such as: structuring local content, determining curriculum standards and textbooks, determining study hours, teacher appointment patterns, provisions for the number of students per class, teaching hours for teachers and others are determined equally.

INTRODUCTION

One of the reasons why education cannot be touched by the poor is because of the high cost of education. This condition of society exists in villages as well as in cities. The condition of education in big cities, even though the tuition fee is free, still has problems, namely the difficulty of buying uniforms and school books because the school does not provide them for free so that in the end many children in the city drop out of school and choose to live on the streets. Meanwhile, the condition of education in the village is not much different from that in the city, the problem is the same, namely costs and infrastructure problems. Poor rural communities will not go to school, this condition is

exacerbated by incomplete infrastructure in the village such as there is no high school in a village so that if rural people want to go to high school, they have to go all the way to the city and this makes it more difficult for poor people in the village to access education. In fact, the government has an obligation to provide adequate education for free which is regulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which states that all citizens have the same rights in obtaining quality education and also all citizens have the right to have the opportunity to improve education as long as they are free. life. So with the law that regulates the rights of citizens to get education, all Indonesian citizens should get education to the highest level without having to struggle with the problem of poverty.

Schools have the potential to instill the value of dissent in society. They say education is intellectual, but in reality education is misleading. Just look at the quality of our education is only measured by the diploma we get. Even though today many diplomas are sold easily and many are buying them. Hasbullah (2005:1) states that education can simply be interpreted as a human effort to foster his personality in accordance with the values in society and culture. Basically, education is like an experiment that will never end, as long as there is human life in this world. It is said so, because education is part of human culture and civilization that continues to develop. This is in line with human nature that has creative and innovative potential in all areas of life.

According to Law no. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and country. Education is a fundamental human phenomenon, which also has a constructive nature in human life. The quality of education according to Ace Suryadi and H.A.R Tilaar (1993:159) is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible. In the context of education according to Umaedi (1999:4), the notion of quality or quality in this case refers to the educational process and educational outcomes. From the context of the "process" of quality education involves various inputs (such as teaching materials: cognitive, affective and, psychomotor), methodologies (which vary according to the ability of teachers), school facilities, administrative support and infrastructure and other resources as well as creating a conducive atmosphere. conducive.

We know and feel together that the condition of education in Indonesia so far has not given satisfactory results, especially if it is related to the goals of national education as stated in Law No. 20 of 2003 chapter II article 3 which states that "National education functions to develop and shape character. as well as the nation's civilization that is useful in

the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Minimum educational facilities and infrastructure are standard or the same as in urban areas, (Rahmatullah, AS, et al., 2022) especially until they are able to meet internet access, (Syahrani, S. 2021) so universities should be able to manage and set standards for their institutional facilities and infrastructure to adjust national standards, (Syahrani, S. 2022) so that facilities and infrastructure are not an excuse to hinder the pace of digital adaptation of schools (Syahrani, S. 2022) and learning in schools will be more weighty because all learning media can be shown through.

METHODS

This study focuses on the analysis of villages and towns in the concept of education. It means that readers know how important education is for the successors of this nation. And the readers know what is really happening in the world of education today. Because there are many problems that occur in the world of education today, the research method is the method used by researchers in order to collect data to carry out research activities from determining the formulation of the problem to drawing conclusions from the research. This research is all the results of observations and interviews in-depth interviews with selected informants through direct face-to-face meetings, while other sources are books relevant to the study being researched and photos used as additional data to strengthen the main data. The steps of data collection were obtained through observation techniques, interview techniques, and data collection techniques. The data analysis procedure includes the stage of organizing data, developing categories.

In qualitative research, data collection is not guided by theory, but is guided by facts found in the field. Therefore, the data analysis carried out is inductive in nature based on the facts found and can then be constructed into hypotheses and theories. Qualitative approaches do not rely on evidence based on systematic logic, numerical principles or statistical methods; actual speech, cues and other social actions are the mental material for qualitative analysis. As mentioned by Lexy J. Moleong, in Ade Sujastiawan (2018).

Explain about qualitative research. Qualitative research is more concerned with terms of "process" than "outcome". This is because the relationship between the parts being studied will be much clearer when observed in the process. Qualitative research requires the establishment of boundaries in research on the basis of the focus that arises as a problem in research.

RESULTS AND DISCUSSIONS

Villages and cities in the concept of education

Education is a conscious and planned effort for students to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, personality, intelligence, noble character and skills that are used for themselves and the community around them. Education in the city is indeed very different than in the village, where the city is the amount of information available, and also the existence of the internet which is worldwide today. Whereas in the village it is not like that maybe even the opposite. In the village, they have a commitment to get education, although they rarely get information about events in this world, and they also compete to get more education than in the city.

Many rural people migrated to the city to continue their studies with the aim of obtaining a higher education. What is certain is that they will be happy with the school in the city, because of the information that can be found in it. It is in stark contrast to the condition of the teachers in the city, which is full of facilities and conveniences. It comes back to how teachers in the city teach according to a schedule, and minus the dedication and sacrifice for their students, city teachers tend to be more materialistic and structural. Teachers in cities tend to be time-bound and stingy with spare time to carry out student development activities. Although not all of them have such character, generally teachers in the city tend to lack a genuine sense of sacrifice.

Education in the City

In a geographical sense, the city is a place where the population is dense, the houses are grouped together, and the people's livelihood is not agriculture. While the city in terms of geography is a cultural landscape caused by natural and non-natural elements with symptoms of a fairly large population concentration, with a heterogeneous and materialistic style of life compared to the area behind it. One of the phenomena of urban community education is that upper-class people send their children to luxury schools at a time when the economically weak people have to struggle even to send their children to ordinary schools. So, this inequality can trigger jealousy which has the potential to become social conflict.

The improvement in the quality of education that has been achieved will be in vain if social turmoil in society due to inequality due to poverty and injustice is not suppressed (Hanakristina, 2010). Schools with good quality because they have competent teachers, complete facilities, and smart students will be even better. Meanwhile, schools of moderate quality are just the opposite. Schools that are of moderate or poor quality will get worse.

Already the teaching staff is less competent, the facilities are lacking, the students are also lacking academically.

Village Education

The inability of the village to deal with the rapid progress of the city is one of the causes of the weakness of the education system in the village itself. Often the development of education implemented in village schools is not adjusted in advance to the needs that exist in the community. Even more concerning in the preparation of the curriculum is sometimes equated with curriculum development in city schools. This then makes it impossible for schools in rural areas to be able to respond to the challenges and job opportunities that exist in their own area. Finally, there is a tendency that if there is an educated village child, he will be reluctant to work in his village and then prefer to go to find a more promising job to the city. Some of the phenomena that are currently happening include the uneven distribution of scholarships provided by the government. For example, scholarships that cannot afford are not fully distributed to people who really need it. With requirements that can be said to be not too complicated, one of which is attaching an SKTM (Certificate of Disability) from the local government, so prospective students who register can easily get scholarships. Unfortunately, nowadays there are many phenomena of identity falsification, which should be classified as able to poor because some of them think and are reluctant to spend big money for tuition fees. As a result of people like that, people who can't afford to lose opportunities.

In addition, some students at one of the public universities in Bandung also complained about not getting proper facilities. The high cost of education in Indonesia is now felt by almost all levels of society. Then the problem of educational infrastructure where there are a lot of school facilities that are very bad and unfit to be used as educational support facilities. Thousands of school buildings have collapsed, damaged, and are no longer fit for use, especially in rural areas. As a learning facility, a school should have good buildings and facilities, so that students are comfortable in the learning process. Not only the poor school infrastructure but also the damaged student textbooks. The content in a textbook is found to have pornography in it.

This is very damaging to the morals and ethics of the students who are the nation's buds. School book publishers should uphold ethics in the textbooks they publish. Another educational issue that is still being discussed is the school operational assistance fund (BOS). This fund seems to have not been effective for all groups, especially students who cannot afford it. BOS is indeed intended for underprivileged students but the disbursed BOS funds have not yet reached the rightful hands. There are many cases where BOS funds have been misused, such as being taken by the school and not given to students, taken by students from the rich, and not being used for school aid purposes. Indonesia is a large country, large in terms of population and large in terms of the size of the country. It is

common knowledge that education in Indonesia is still far behind when compared to neighboring countries such as Malaysia, Singapore, Thailand, China, etc. which is still in Asia. Don't compare it with developed countries because it's even further in comparison, far back. When referring to PISA (Program for International Student Assessment), Indonesia is still far behind in terms of quality of education compared to other countries in the world. In 2009 data released by PISA, Indonesia is in the bottom 10 of the top 10 out of 65 other countries. In fact, if you look further, the education budget that has been disbursed is very large, and should be able to boost the education system towards a better direction, not towards a worse and worse direction.

Actually, if you want to be honest, education in Indonesia is still not evenly distributed. Still focused on certain areas that are affordable, affordable in terms of the area or the presence or absence of students and educators. Try to compare how education in the city with the village, teachers, students, buildings and other infrastructure. Which is more complete and well-maintained? The answer is of course the city, why? Because the city is easy to reach and the budget is easy to access.

In the village? Please see for yourself how the education situation in the villages, especially remote and isolated villages. Don't children in cities and villages have the same right to education? Aren't they also Indonesian citizens who have Indonesian ID cards and are also taxed? So, why are magnificent school buildings only in the city? Which should also be in the village to support the teaching and learning process. When children in remote areas do not pass the national exam, is it because they are stupid or lazy? No, they didn't pass because they didn't deserve to graduate with unsupportive infrastructure.

I am personally very worried that in the future education in this beloved country will move away from the element of knowledge transfer. So that future generations only prioritize diplomas as a medium of exchange to get jobs while putting aside knowledge as a source of life. Don't we agree with science that our degree will be higher and the dignity of the nation will be more elevated. But why is the application in the field the opposite of what should be done? Children in Indonesia have extraordinary personal qualities, not a few have won awards abroad because of their extraordinary abilities. And unfortunately not a few with their eyes open are allowed to make careers in other countries with important positions. Aren't they smart because the state provides educational space? But why just let them go? Indonesian inventors and scientists prefer to have careers in other countries because their own country cannot accommodate them or roughly can't afford to pay their salaries. Isn't the state money increasing every year, so where is the money? Is it to take care of things that are not important or enter the accounts of "fake scientists"? Hopefully in the future the flow of education can move forward, led by a knowledgeable generation who still puts science first as the main goal. Hopefully, education in remote villages will also be

given more attention so that the generation of knowledge is not only limited to cities, which are increasingly "poisoned" by the flow of modernization. Hopefully important scientists are more motivated to educate prospective scientists in remote villages.

These differences in attitudes and behavior reflect that a rural and urban child has a different enthusiasm for studying. City children with existing facilities in schools and in some areas have been provided with fast information with the existing media they are no longer interested in seeking knowledge.

Why does this happen to school children in the city? Due to several associations in the city community and in the family aspect, children are not cared for between father and mother, busy working for money and children being educated by a servant so that children do not have love between parents and education is neglected. They are met with all kinds of needs from wake up until sleep again so that the children are bored to study and finally without any support from parents to move forward.

Village Community Education Hearing the word village is synonymous with an area that is quite far from urban areas. Access that is a little difficult is seasoned with traditional community habits. Such geographic location has an impact on the state of human resources such as teachers. If the case is not native, few teachers are willing to serve in the village area. Most of them use the village as a stopover to be able to transfer to the city. Rural communities also have the same opportunities as urban communities to obtain education. The government opens equal educational opportunities for rural and urban communities. In fact, the fighting spirit of the rural community is higher than that of the urban community. Because urban people think that education in the village is not so advanced because of the lack of adequate facilities and infrastructure. Because education in the village and in the city is very different. 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 this can be realized, of course, with the support of quality, creative and creative human resources. 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. Rural and urban education can be overcome with the following steps, the government in this case is of particular concern. The government's task here is not easy, starting from rehabilitating school buildings that are no longer suitable for use in rural areas. Or build rooms that also support teaching and learning activities such as laboratories and school libraries in rural areas. The government must also cooperate with various related parties to maximize the APBN budget for education and to improve the quality of education.

The most important factor in overcoming the problem of educational disparities in rural and urban areas is the teacher. Teachers are people who have duties and responsibilities in educating the nation's children to realize quality education. Although in realizing quality education, it is not only the factor of educators that must be considered but

also the problem of the allocation of funds, facilities and infrastructure that are also supportive. However, teachers still have a big role in advancing the world of education.

The central government and local governments must deploy quality teachers to villages so that the quality of education in rural areas can balance out education in urban areas. To support the plan, the government can prepare greater incentives for outstanding teachers who want to teach in villages.

In general, the villagers work as farmers, laborers and traders. The economic situation is still difficult. Usually qualified citizens are those who have succeeded in becoming Indonesian Migrant Workers (TKI) sent abroad. They return home by building a house or making the results of their hard work as business capital. Although not a few of them returned to their hometowns because of a case so they did not bring anything. There are many unimportant assumptions about education. Apart from the many people who are experiencing economic problems, there is an assumption that everything about a woman is at the end of the "kitchen". The point is that there is no need for a high education for a woman if it occurs after marriage only to serve her husband and children. Even though it will certainly be directly proportional if a woman's higher education is accompanied by a loyal attitude to her family. Regardless of this assumption, the conditions that are often encountered are about difficult transportation access such as the absence of public transportation, damaged road conditions which discourage learning motivation. Another thing is about people's habits. For example about learning in the current pandemic. City Community Education Slightly different from the conditions of rural communities in general. Urban people are more literate in terms of education. Basically, access to facilities and learning facilities in urban areas is quite capable. In schools in urban areas, students come to school accompanied by their parents or even bring and have their own vehicle for upper secondary level. As for elementary school students, their socialite parents are waiting for them. Mothers are in gangs as is the friendship of their children.

After completing formal school as an obligation, they also take the sunnah such as tutoring, courses or tutoring outside of school hours. However, the aspects of all the facilities provided are not a guarantee of better moral and character education. Vocational high school students are often involved in fighting problems. It's not clear what the fuss is about and the problem is, when they meet without a clear reason, they just fight. Ironically, this sometimes results in victims who are not involved in the brawl.

As one of the people who have experienced education in urban areas, of course I feel lucky to be able to experience education in the city with all the facilities provided, but do our brothers and sisters who receive education in the village get the same treatment as us? in the city, if analyzed, it can be said that there is injustice in the treatment of education in the city and in the village

It can be said that the solution to all the problems above is a continuous domino effect. The aspect of full awareness of the importance of getting an education needs to be re-characterized in our minds. Education is the nation's greatest asset to build an independent society. Indeed, education is a conscious effort to learn anywhere and anytime.

We both know that education in villages is lower than education in cities, as for why education in villages is lower than in cities, namely: 1) Self-will, in villages the average willingness to pursue higher education is very minimal, they are more If they choose to work if they are male and prefer to get married if they are female, they do not think about how important education is for their future life. 2) Parental support, parental support is very important for the enthusiasm of children to take higher education, if parents do not support their children to study, the child's willingness to take education will decrease, the form of support can be physical and spiritual, physical it can be in the form of financial and spiritual financing, it can be in the form of motivation for children about the importance of education. 3) In terms of infrastructure, we can see for ourselves how school buildings in the village sometimes the buildings in the village are not suitable to be used as schools, the facilities and infrastructure are also incomplete or can be said to be very lacking. 4) Manpower, this factor also affects where sometimes the workforce or teachers who teach in the village are very few or can be said to be lacking.

Those are some of the reasons why education in the village is lower than education in the city, as the next generation, let us prioritize education by seeking knowledge as high as possible, and for the government to improve infrastructure facilities in villages that have not been said to be worthy of being used as places to seek knowledge. The children there are even more enthusiastic about receiving what is called education.

The benefits of education for rural communities as an instrument of liberation, namely the benefits of rural communities from poverty, underdevelopment, misfortune, and sharing. In addition, good education should also function as a means of empowering individuals and rural communities in particular to face the future. Education through schools, Islamic boarding schools, courses established in rural areas where people are still 'blind' to knowledge. Empowered rural communities as a result of a good education can have added value in life that is not possessed by people who do not receive any education at all. So clearly, the role of education as a basic basic need and must be fulfilled for rural communities in other benefits to improve the standard of living and welfare of life in a sustainable manner. In terms of education in cities and in villages, it is very different, as if attention to education in urban areas makes the quality of education in urban and rural areas unequal, problems with teacher welfare, there is also inequality in assistance for educational facilities, and many other things. So do not be surprised if the quality of education in Indonesia is still not evenly distributed where the quality of education in the city is better than in the village.

The government must be sensitive to the condition of education in each region and can take definite steps to improve the quality according to the conditions of each region. Not only the government, but the community must also work hand in hand with the government to be able to increase awareness that education is important and can always supervise educational activities in Indonesia.

The development of the world in this era of globalization requires a lot of changes to the national education system that is better and able to compete in a healthy manner in all fields. With the increasing quality of education, it means that the human resources that are born will be of better quality and will be able to bring this nation to compete in a healthy manner in all fields in the international world.

CONCLUSION

It is time for Indonesia to rise up to improve itself to fix the existing education problems. Participation and joint supervision are needed from students, the community, to the government. After all, education is one of the important assets of the development and progress of the nation. If the young shoots can lose and do not experience a good education, Indonesia in the future cannot be expected to have a future because there is no next generation that can bring Indonesia to the peak of glory. Therefore, reflecting on the problems above, it is hoped that they can be overcome immediately, at least starting with small things, such as instilling the importance of education in all circles.

These differences in attitudes and behavior reflect that a rural and urban child has a different enthusiasm for studying. City children with existing facilities in schools and in some areas have been provided with fast information with the existing media they are no longer interested in seeking knowledge. So education has a very important role in alleviating poverty, especially in rural communities, where access to education is very limited. In addition, awareness of the importance of getting education is still very much in rural communities. To achieve this, it is necessary to cooperate with related parties in equitable access to education for all communities, especially rural communities in the context of alleviating poverty and improving sustainable welfare.

In order to minimize the gap between education in urban and rural areas in terms of quality and quantity, education harmony is needed such as: structuring local content, determining curriculum standards and textbooks, determining study hours, teacher appointment patterns, provisions for the number of students per class, teaching hours for teachers and others are determined equally..

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