



# Transformation of Education Paradigm in Indonesian Rural Area's: Study of High School Student Perception

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## Abstract

The change in the order of life as a result of the COVID-19 pandemic has drastically changed the face of education. Technological acceleration causes learning patterns to change. However, the change in learning patterns has not been accompanied by the right transformation of the educational paradigm. This research, which was carried out using a critical ethnographic approach, attempted to review the inequality that occurs in education in Indonesia, especially in rural areas as a result of the error in the learning paradigm used. This study aims to advocate for students in rural areas to get learning with the right paradigm so that there is no decline in the field of education. From this study, it was found that the appropriate paradigm used for online-based learning is learning that emphasizes independent learning and accommodates various student learning styles. The post-pandemic learning requires a systematic strategy that considers various aspects. Based on this research, it is hoped that there will be reflection to create better education for everyone.

**Keywords:** *Curriculum, Pedagogy, Post Pandemic Education.*

## Introduction

The global Covid-19 pandemic has changed drastically from a health crisis to a multidimensional crisis. The spread of the virus that occurs massive and exponentially, directs mankind to various social groups in order to contain the spread of the virus. The scale of the crisis is increasing on a scale that was previously unimaginable, health threats, economic threats, social threats, to threats to the world order which causes all

human beings to rethink about the new "normality" of life (Grek & Landri, 2021). Three major crises rocked the world and society institutions: health crisis, ecological disaster, and exacerbated by the global crisis in form of physical limitations (Delanty, 2021, p. 5). What's more, the pandemic is being handled politically with various policies that don't make health as a top priority. In particular, it creates various problems

ranging from welfare, income, and power. The crisis of democratic values, education, and social literacy is also getting worse (Giroux, 2021, p. 5). Quoting the opinion of Nelson Mandela that "Education is the most powerful weapon you can use to change the world", the education crisis is something that must be really watched out for and responded to with appropriate action.

Education during a pandemic often receives overtreatment and is unrealistic. Various restrictions and technological leaps that aren't followed by careful preparation, grows its own challenges. Instead of running smoothly, technology transfer causes so many gaps in education both in terms of infrastructure and mastery of technology. It is difficult to imagine how the world of education will return to pre-pandemic conditions, because the conditions are already very different (Gomes, Sá, Vázquez-Justo, & Costa-Lobo, 2021, pp. 574–576). Technology-based learning in an internet base that is based on an inappropriate learning paradigm can enlarge existing problems. The learning paradigm that is often used is the paradigm in which educators continuously become knowledge givers whose task is to fill students' thoughts with the information they have, then "withdraw deposits" at the end of learning by carrying out a series of tests. This paradigm is called the banking concept of education (Freire, 1985, p. 53). A good education should have a clear goal, to create agents of social change who have distinctive and special abilities. However, education instead tries to create students who are always filled with a wide variety of knowledge as various pieces of scattered ideas (Whitehead, 2018, p. 10). The knowledge that is so broad and taught with the banking concept is felt to be increasingly distancing students from the goal of education to create agents of social change. Indeed, the existence of agents of social change is very important in society to move all members of society to face the changes in the post-pandemic era. This agent of social change in Arnold Toynbee's writing is referred to as the creative minority, a small group of community members with the ability and creativity to move large groups of people to face the challenges of the times (Toynbee, 1974).

The right educational paradigm needs to be formulated with great care. The implementation of technology-based learning in the network (online) needs to be balanced with the right learning paradigm so that the learning gap does not occur further. As an illustration, based on research conducted through the program for International Student Achievement (PISA) in 2018, the level of access to information technology for students in Indonesia who are 15 years old is around 34%, inversely proportional to developed countries such as the United States with a rate of only 34%. access to information technology which is already above 75% (Gomes et al., 2021). The gap in access to information technology is felt even further in rural areas. The

provision of equitable access to technology is necessary but not sufficient to reduce inequality in rural areas. It is very important to change the educational paradigm for students in rural areas. Virtual learning for some parties, especially those with limited access to technology, causes marginalization of these parties. Educational disparities are increasing, where educational equality should be the main goal (Cherubini, 2020, p. 1).

History learning, offers so much things to create future leaders. Through history learning, students will be invited to explore ideas that are very influential in society, about what happened in the past, and its implications in the present to shape the future (Kitson, Husbands, & Steward, 2011, p. 7). History learning at the high school level is dominated by learning with the banking concept of education. Educators position themselves as knowledge givers who continuously provide information about history in various stories, information, stories, and explanations. The role of students who should be the "main characters" in history learning becomes less pronounced. History learning in the 21st century era, should be able to make students the most active parties in learning and make educators as learning facilitators (Grant, 2003, p. 29). Through such a historical learning process, it is hoped that agents of social change can be created.

Based on this background, it was deemed necessary to conduct a study to formulate the right paradigm for learning in rural areas after the Covid-19 pandemic.

The paradigm

was formulated after conducting a study of the real conditions of high school students in rural areas. This research is also an advocacy effort for students who are marginalized as a result of the disparity in virtual learning. The focus of the learning taken is on learning history. History learning is very important when it is associated with the formation of agents of social change. As the focus of the research, students at Getasan 1ST State Senior High School in Getasan District, Semarang Regency were taken as a research area that represented rural areas in Central Java because the students came from villages in the Getasan District.

### **Methodology**

This research was held with a qualitative approach that uses a Critical Ethnographic design. In critical ethnographic design, the researcher takes an approach to a particular group or community that is currently in an "oppressed" condition to then raise issues that occur in that group with the aim of advocating for the group or community to be able to be free from "oppression" (Beach & Vigo-Arrazola, 2021). In terms of this research, the researcher tries to advocate for groups of students in rural areas who experience a kind of learning imbalance as a result of implementing online learning. This study focuses on students at Getasan 1st State Senior

High School as the subject of research that located in rural areas with the composition of students also coming from rural areas. The condition of the school and student home on the slopes of the mountain also makes access to the internet a bit difficult, so that the school can be used as an illustration for other schools in rural areas that have limited internet networks. After collecting research data, the validity of the data is tested using method triangulation and source triangulation to obtain truly reliable information. Then the data were analysed using the miles-hubberman interactive analysis technique (Huberman & Miles, 2009). Then the research data will be compared with the literature and related educational theories to formulate the best learning paradigm. The data was collected using a questionnaire system that contained a series of closed-ended questions with 5 options. The Statement used in the questionnaire are as follows:

**Table (1)** List of statements for a questionnaire

Number	Statement
1	Internet is easy to access
2	Learning materials are easy to understand
3	Learning resources are easily accessible
4	The teacher always provides motivation for learning in class

A 5-point Likert scale was used in this study to determine the responses of the subjects involved in this research. The scale includes: Strongly agree, Agree, Neutral, Disagree, and Strongly disagree.

**Table (2)** List of Likert Scale Option

Number	Category
1	Strongly Agree
2	Agree
3	Neutral
4	Disagree
5	Strongly Disagree

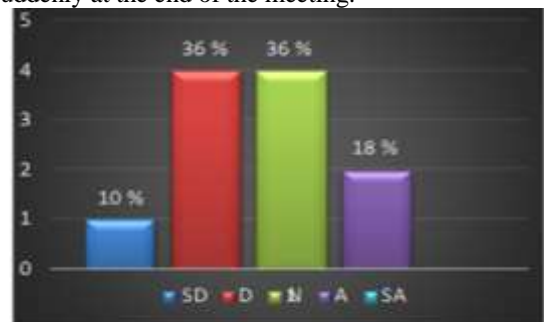
## Result and Discussion

### Result

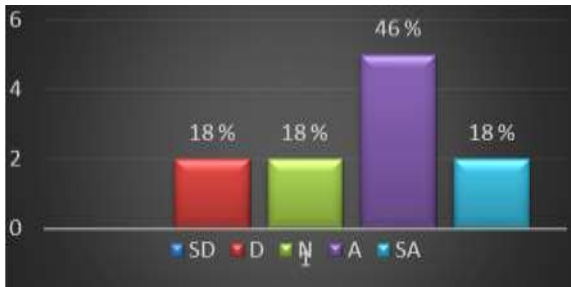
In an effort to deal with the rate of transmission of Covid-19, the Indonesian government issued various policies that limit the mobility and physical access of the population to various public facilities, including educational facilities. The implication is that teachers and students cannot do face-to-face learning and must switch to online learning. This change in the pattern of learning activities does not immediately occur smoothly, various problems, especially in terms of the readiness of infrastructure are increasingly slowing down the change in habits from face-to-face learning to online. Based on research results from the Kompas

Research Team (Tim Kompas, 2020), at the beginning of the pandemic the coverage of the internet network and the availability of equipment was still not evenly distributed throughout Indonesia. Access to technology and internet networks in urban areas is still around 50.92%, while access in rural areas can be said to be very low at 26.56%. Nationally, the level of access to technology and internet networks is at a very low point, which is 39.90%. Of course, this can affect the effectiveness of online learning activities, so that educational goals will be increasingly difficult to achieve.

Later on, the online learning situation was going better. Internet access at the rural level is getting better by accelerating the provision of internet networks to remote parts of the country. With the support of several State-Owned Enterprises (SOEs) such as telkom (Indihome and orbit), PLN (Iconnet), and from various private network providers, internet network access becomes easier to access. Based on a survey conducted by the research team in 2021 on high school students in getasan areas, 18% of students strongly agree and 46% of students agree that the internet network is getting easier to access. Compared to the number of students who disagreed and declared neutral, each was 18%. This shows that there have been improvements to the network infrastructure for accessing online learning. In this study it was also found that during online learning the teacher provided learning materials through the online platform WhatsApp and google classroom. The learning technique is where the teacher presents learning materials in the form of articles and texts through Google Classroom, then the teacher asks students to summarize the material and then collect it via WhatsApp. On certain materials, the teacher intersperses the material provided by presenting learning videos that have been prepared by the teacher. Sometimes the teacher gives a kind of test activity suddenly at the end of the meeting.



**Figure 1:** The Level of Ease on Understanding The Learning Materials



**Figure 1: The Level Of Ease on Internet Access For learning**

With this kind of learning pattern, students tend to feel that the learning material is very difficult to understand. Only 18% of students agreed that the subject matter was easy to understand. 36% of students disagreed, 10 percent of students strongly disagreed, and 36% stated neutral. This is still only related to the cognitive aspect, not describing the affective and conative aspects, because learning is still only centered on the delivery of learning material targets in accordance with the specified competency standards (Manickavasag & Surwade, 2017). In the context of history learning, the learning objectives are character building and value inculcation, this goal cannot be said to be achieved as long as online learning is implemented.

As a substance for reflection for teachers, it is necessary to change the pattern of learning in order to accommodate the formation of character and the cultivation of values through online learning activities through learning activities that emphasize the internalization of values (Gunnestad, Mørreaunet, & Onyango, 2015). Then it is also necessary for teachers to pay attention to the diversity of types of media and learning materials used, considering that each student has a unique learning style and is different from the others. Differences in learning styles also require different learning treatments, such as implementing innovative learning activities and the use of learning media that are in accordance with the learning styles of each student (Nurbaiti, Padyah, & Muzakia, 2020).



**Figure 3: The Level of Ease on Access to Learning Materials**



**Figure 4: Motivation Given By The Teacher**

The positive things that can be taken from the learning activities at the research site is that the learning materials are very easy to access. Almost all respondents stated that the learning materials were very accessible, 63% agreed and 37% strongly agreed. This ease of access to learning materials is certainly an opportunity to improve the quality of learning in order to catch up with the level of education. This ease of access needs to be supported by independent learning needs from students. To increase learning independence, teachers need to continue to motivate and facilitate students to continue to study independently (Yasin et al., 2020).

In terms of motivation, students feel that the teacher has provided enough motivation. 45% of students agreed, 10% strongly agreed, but still 35% stated neutral and 10% did not agree. This indicates that there is still room for teachers to increase motivation so that the learning independence of students is even higher.

Based on the findings above, several points can be noted, such as: students already have access to a good internet network and learning materials are very easy to access. However, the learning pattern still has to be improved because it has not accommodated the various learning styles used by students. Then the teacher must be able to continue to motivate students to have learn independently.

The findings revealed that the history teachers faced challenges in terms of the lack of technical skills, lack of access to technology, and lack of policy support in the school. The teachers reported that they lacked the technical skills to integrate technology in their teaching practices effectively. They also mentioned that the school lacked the necessary technology and infrastructure to support the integration of technology in the classroom. Furthermore, the teachers felt that there was a lack of policy support in the school to encourage the integration of technology in the classroom.

### Discussion

Based on the results of interviews, the challenges faced by history teachers in adapting to technology in their



teaching practices. The lack of technical skills, lack of access to technology, and lack of policy support in the school are significant barriers to the integration of technology in the classroom. The study recommends the need for more technical training and support for teachers to improve their technical skills and effectively integrate technology in their teaching practices. The study also recommends the need for policy support at the school level to encourage the integration of technology in the classroom. Teachers feel that it is still necessary to improve their mastery of technology in order to better accommodate innovative digital learning media. So that increasing the competence of Technological Pedagogy Content Knowledge (TPACK) is an important thing for teachers to do (Suprpto et al., 2021). Increased understanding of learning styles and cognitive development of students is also another important thing that must be mastered so that teachers are able to formulate appropriate learning patterns for students in online learning.

The systematic strategy that can be applied for post-pandemic learning are: **prepare the more adaptive and responsive educational policies** that take into account the changes that occur after the pandemic. These policies should pay attention to aspects such as curriculum flexibility, educational technology, and effective resource utilization. **Improved accessibility and quality of distance education**, by establishing standards and models that are proven and accessible to all students. **Improved quality of education in formal and non-formal education environments**. This can be done by expanding the use of technology, improving the quality and training of teachers, and enhancing cooperation with international educational institutions. **Improving education in rural areas**. This can be done by strengthening infrastructure and improving accessibility to rural areas, as well as expanding opportunities for education and training outside formal environments. **Development of education with a more integrated and holistic approach**, by paying attention to social, psychological, and emotional aspects in the learning process. Improvement of the quality of the curriculum and learning materials that are more relevant to the challenges and needs of the present and future. **Improvement of supervision and evaluation of the education system to ensure the effectiveness and efficiency** of the implementation of post-pandemic educational policies and programs.

### Conclusion

From this study, the researcher found a conclusion to answer the research questions that had been determined, namely about the right paradigm for online learning in rural areas in Indonesia. The right paradigm to use is a learning paradigm that emphasizes independent learning and accommodates a variety of different learning styles of students. Teachers are

required to have TPACK competencies supported by an understanding of the diverse learning styles of students, so that teachers are able to condition students into students who are able to learn independently. In conclusion, the post-pandemic learning requires a systematic strategy that considers various aspects such as curriculum flexibility, educational technology, effective resource utilization, improved accessibility and quality of distance education, and improved quality of education in formal and non-formal environments. In addition, there is a need to improve education in rural areas, develop education with a more integrated and holistic approach, and improve the quality of the curriculum and learning materials. The evaluation and supervision of the education system are also crucial to ensure the effectiveness and efficiency of the implementation of post-pandemic educational policies and programs. Therefore, policymakers and educators should work together to establish adaptive and responsive educational policies that meet the changing needs of students and society.

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