

SYSTEMATIC LITERATURE REVIEW (SLR): THE INFLUENCE OF INEQUALITY ON EDUCATIONAL DEVELOPMENT IN CITIES AND VILLAGES

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ABSTRACT

The educational gap between urban and rural areas is a complex issue and is often the focus of attention in educational literature. This research aims to analyze the influence of education gaps in cities and villages on access, quality and educational outcomes. Research findings show that educational inequality affects physical access to schools, the availability of educational resources, the quality of teaching, and students' academic achievement. Factors such as differences in infrastructure, economic levels, transportation access, and regional education policies play an important role in shaping these disparities. The proposed policy implications include increasing accessibility to education , increasing teacher training in remote areas, and strengthening cooperation between the government and local communities. This research makes an important contribution to understanding the complexity and impact of education disparities between urban and rural areas and provides direction for effective mitigation efforts. This research aims to examine literature reviews related to the influence of inequality on development in cities and villages. The research method uses the SLR (Systematic Literature Review) method. Data collection was obtained by collecting related articles on similar research. The articles obtained and used in this research were 7 national journal articles obtained from the Google Scholar database using the publish application.

Keywords: *Village; Influence Factors; Educational Gap; City; Education quality.*

INTRODUCTION

According to Law Number 20 of 2003, education is a deliberately planned effort to form a learning environment and learning process that allows students to develop spiritual potential, self-control, personality, intelligence, morality and skills necessary for the good of their person and society. , state, and nation are the core of education. Education has a very important role in building positive contributions in human life. man. It involves interactions between students, teachers, and the learning environment. Promotes a deeper understanding of the surrounding environment as well as preparing oneself for a better life. The educational gap between urban and rural areas has been of deep concern in the educational literature because of its significant implications for overall educational development. Differences in educational access, quality and outcomes between urban and rural areas reflect complex challenges in efforts to achieve educational equality. Despite the progress that has been achieved in improving access and quality of education in several regions, the gap between urban and rural areas is still a disturbing problem in many regions throughout the world, both in the categories of developed and developing countries. The importance of understanding the influence of disparities in educational development between urban and rural areas is something that should not be ignored. Factors such as differences in infrastructure, economic level, transportation access, and regional education policies play an important role in shaping these disparities. In addition, other challenges such as a shortage of well-

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qualified workforce in small areas, information technology gaps, and lack of access to teacher training also contribute to ongoing education gaps.

In rural areas, access to education is often hampered by various factors, ranging from physical distance from schools, limited infrastructure, to limited human and financial resources. Children in rural areas often face extra challenges such as poverty, limited health services, and lack of social support that can impact their educational participation and attainment.

On the other hand, in urban areas, although there are more educational options, gaps still exist. The quality of education can vary significantly depending on geographic location and socio-economic conditions. Apart from that, the high cost of living can also be an obstacle for less well-off families to obtain quality education in the city.

The educational gap between rural and urban areas is not only a matter of access, but also the quality and relevance of the education received. Differences in curriculum, facilities and infrastructure, and teacher qualifications can create deeper gaps between these two regions. The impacts of this educational gap include limiting individual potential, perpetuating cycles of poverty, and inhibiting regional economic growth. Therefore, it is important to implement a holistic and sustainable strategy in overcoming the education gap between rural and urban areas, which involves collaboration between government, society and the private sector.

By understanding the role and impact of educational disparities, we can develop more effective and inclusive strategies to improve the quality and accessibility of education in both environments. Through this research, we seek to investigate the factors that influence the education gap between urban and rural areas and explore relevant policy implications in efforts to increase educational equality across regions.

According to Wahab (2010), Indonesia uses a National Education System which has been implemented since the issuance of Law No. 20 of 2003. This National Education System is implemented centrally or everything is centered on the government. Starting from learning objectives, learning materials, to learning methods, everything is regulated by the Government (Munirah, 2015). Apart from that, it is also necessary to improve the quality of the education system in Indonesia which is indirectly related to the sustainability of character education (Daga, 2018).

According to data released by the Central Statistics Agency (BPS) in March 2023, the education gap between urban and rural areas is still quite large. Based on information regarding the highest level of education achieved by the population aged 15 years and over in these two regions, there are still 5.11% of the population in rural areas who have never received education and 12.39% who have not completed basic education (SD).

On the other hand, the percentage of the population who have never attended school in urban areas is only 1.93%, and who have not completed basic education (SD) is 6.62%. In urban areas, 49.16% of the population aged 15 years and over have completed senior secondary education (SMA) or equivalent. However, only 27.98% of the population in rural areas have achieved a high school education level or equivalent. Data shows that the majority of residents in the village have only completed education up to elementary school level, namely around 31.13%.

Achieve his life goals. The situation is different in urban areas, where access to schools is easier and adequate transport is available, allowing children to reach school quickly. Difficulties in education between rural and urban areas are not only limited to access to schools, but also include gaps in



universities in Bandung also complained about the lack of facilities they received. Steps that can be taken by the government are to collect data on deficiencies and needs for facilities in villages, then provide these facilities to improve learning in villages. However, there are obstacles such as poor road access or the government's lack of attention to village schools, even though students in villages also need adequate facilities. The existence of inadequate school buildings, such as leaking roofs, fragile walls and poorly maintained floors, greatly disrupts learning activities. This becomes an obstacle for students who have the potential to achieve achievement. With good and complete facilities, students in the village can study in peace without worrying about the condition of their school.

The high cost of education in Indonesia is currently being impacted by almost all groups of society. There are three factors that cause the low quality of education in Indonesia, namely as follows:

1. Learning approaches

All problems in education in Indonesian society are rooted in the failure of the education system, both at home, in the community and at school. If all of these aspects do not function optimally in providing education to children, then it is the child who will experience the impact, with the emergence of attitudes or behavior that are not in accordance with the goals of education.

2. Curriculum Changes

In Indonesia, every time there is a change in the government cabinet, especially in the education minister, the curriculum often changes. This phenomenon is considered to be one of the causes of the low quality of education in this country. Even though the curriculum changes frequently, this does not guarantee an increase in the quality of education. On the other hand, frequent changes in the curriculum actually result in uncertainty in the foundations of education. The curriculum, as the basis for teachers in teaching, will become less effective if it is continuously changed.

3. Teacher Competency

In a developing education system, the existence of professional teachers is very important. This means that every teacher is expected to have the ability to understand the subject matter well and in depth. One of the challenges is in remote areas where there is often a shortage of teachers who have qualifications according to educational needs.

From several aspects that have been mentioned, there are solutions to improve the quality of education in Indonesia. First, is creating a new learning approach in Indonesia, where teachers do not only focus on subject matter, but also pay attention to the holistic development of students, both intellectually and psychologically. Next, is to improve the quality of teaching staff by ensuring that they have broad competencies, including pedagogical, personal, social and professional competencies. Lastly, the importance of establishing a consistent and relevant curriculum as a basis for learning for students. To overcome these problems, participation and supervision are needed from various parties, from students, the community, to the government. Education is a key asset in the development and progress of the nation, therefore, improvements in education are very important to create a quality next generation capable of bringing Indonesia to glory. Starting from small things, such as prioritizing the importance of education, can be the first step to overcoming this problem. One of the main benefits of quality education is the preparation of a productive and qualified workforce, which will contribute to increasing the productivity and quality of companies in the future.

RESEARCH METHODOLOGY

This research is a literature review that applies the Systematic Review (SR) method, which is better known as Systematic Literature Review (SLR). This approach is a systematic way to collect, critically evaluate, integrate, and organize research results that are relevant to the research question or topic being

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studied. SLR is a systematic approach to identifying, evaluating, and synthesizing all relevant evidence from existing research related to a particular research topic. A systematic method is a way to study a particular problem by identifying, evaluating, and selecting research that fits predetermined criteria. This research aims to investigate the impact of inequality on educational development in urban and rural areas. A qualitative approach is applied in this research with the aim of producing in-depth descriptions of speech, writing, or observable behavior of individuals, groups, communities, or organizations in certain contexts. This approach is viewed from various balanced points of view, using the SLR method.

This research uses the Systematic Literature Review (SLR) method, a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and ideas that have been carried out by researchers and practitioners with the aim of recognizing, reviewing and Evaluating all research determined that this research consisted of several stages including:

First, the main question is how to reduce the education gap between urban and rural areas. Second, the data population in this research is journals that focus on the influence of inequality on educational development in cities and villages. The literature search was started using Google Scholar via the Publish or Perish application. The keywords used are the relationship between character education in elementary schools by limiting the articles from 2019 to 2023.

Third, after obtaining a number of articles, researchers found 50 articles that were relevant to the theme of the influence of inequality on educational development in cities and villages in a Google Scholar database search. Then, 30 articles related to the research topic were selected, and from there they were studied in detail. Of the 30 articles, 20 were included in the research and analyzed in depth. Of the 20 articles, only 7 articles matched the discussion theme, while the rest were not included in the discussion or search. Articles that match the research theme will be presented in the discussion and conclusion sections. The flow diagram of the exclusion and inclusion process at the Systematic Review stage shows the number of articles involved in each step.

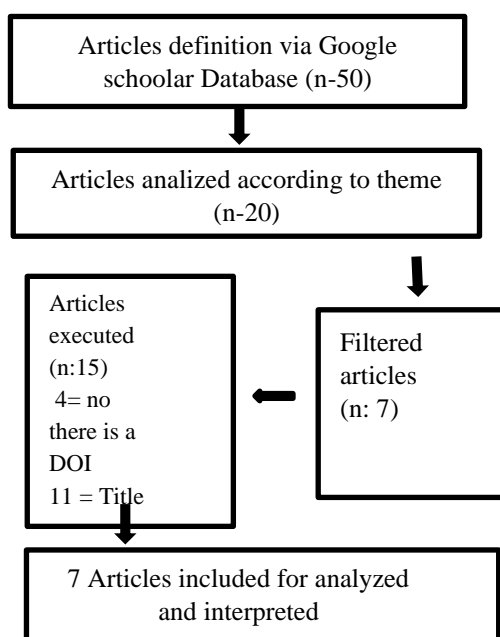


Figure 1. Flow diagram related to the systematic literature review steps

RESULTS AND DISCUSSION

Results

This research examines the gap in educational development in cities and villages. This research aims to analyze differences in teaching, facilities and resources between schools in cities and villages. The government also needs to continue to reduce the education gap between rural and urban communities. Some steps that can be taken are renovating school buildings, building libraries in villages, and improving facilities to support education in villages (Vito & Krisnani, 2015).

Educational disparities also have an impact on economic inequality in Indonesia. Students who live in urban areas usually have better access to quality education, so they are more likely to get good jobs and higher salaries. On the other hand, students in rural areas often do not have similar opportunities to obtain quality education, making it difficult for them to get decent jobs and adequate salaries. Apart from that, educational disparities also affect skill levels and productivity in Indonesia. Students who receive quality education in urban areas tend to be more creative and innovative, which can encourage industrial and economic growth. However, students in rural areas are often poorly trained to develop the skills needed in a modern economy. To overcome this educational disparity, the government needs to make various efforts, such as providing subsidies for rural schools, improving educational infrastructure, and developing a curriculum that is in line with industry needs. Apart from that, efforts are needed to improve the quality of teaching staff in rural areas so that children there receive quality education. These steps will help reduce the education gap between urban and rural areas, as well as strengthen economic competitiveness.

The education gap between cities and villages is a complex phenomenon involving various economic, social, cultural and infrastructure factors. the problem of educational disparities in cities and villages. In rural areas, it is often difficult for children to access education due to the long physical distance to school, especially for those who live in remote or isolated areas. In addition, infrastructure constraints such as poor roads and lack of public transportation can make it difficult to travel to school. In many villages, problems such as inadequate school buildings, lack of sports facilities, and limited supply of clean water are also problems in educational facilities. second, namely the Availability of Human Resources. Villages often experience a shortage of trained teachers, both due to a lack of teachers and a lack of adequate training for them. This can have a negative impact on the quality of teaching and learning. At the same time, cities are better able to attract qualified educators because they have better access to training and career opportunities. This creates a difference in school quality between urban and rural areas. Urban schools are usually equipped with more resources and facilities than rural schools. For example, urban schools often have well-equipped scientific laboratories, rich libraries, and modern educational technology. On the other hand, rural schools are often constrained by low budgets, resulting in a lack of essential facilities for an adequate learning experience. Moreover, economic differences between cities and villages can have an impact on access to education. Families in rural areas may face financial challenges in covering the costs of their children's education, including school fees, books, and uniforms. Difficult economic situations in rural areas can result in children having to work from an early age to support their families, reducing their chances of continuing their education. Apart from that, cultural differences and social values between cities and villages can also influence education gaps. For example, the expectations that families have for their children's education

may vary between urban and rural settings. Local culture and social norms can influence children's motivation and interest in learning in rural areas. Lack of access to additional educational opportunities such as courses and extracurricular activities is also a challenge for children in villages. This situation can hinder their development of additional skills and interests outside the academic curriculum. The long-term impact, the education gap between urban and rural areas can strengthen cycles of poverty and inequality, because education plays an important role in opening up economic and social opportunities. The impact of this educational gap can last in the long term, affecting regional economic growth and the overall welfare of society. As a result, the education gap between urban and rural areas has become a serious problem that requires attention and cooperation from the government, community and other related parties. Steps to reduce this gap must include efforts to increase access to education in rural areas, improve the quality of teachers and school facilities in rural areas, and strengthen financial support for underprivileged families to finance their children's education.

Based on 7 journal article sources that have been determined to meet the inclusion criteria, the research results are as follows in Table 1.

Table. 1 Research Results on the Effect of Educational Gaps in Cities and Villages.

Researcher and Year Study	Journal	Research result
Santoso, et al (2023)	Factor, Reason, and Solutions to Social Gaps in Education	Can be concluded that: 1. City teachers have higher qualifications or are called professionals because their teaching methods are highly valued. 2. The government must equalize national education standards in all regions. 3. Parents must increase awareness of the importance of education for children because parents have a big role (Santoso, Abdul Karim, Maftuh, & Murod, 2023)
Muhammad Sufyan Rabbani, Anissa Nurul Chotimah, Jemima Fathima Pasha (2023)	PPDB Zoning System in Realizing Equity Education	Can be concluded that: Education is the foundation for the formation of quality human resources, with diverse achievements. Education has an important role in improving the quality and progress of the nation. However, the quality of education in Indonesia is considered low, according to data from UNESCO. Factors such as unequal access, lack of adequate facilities and infrastructure, as well as a lack of qualified and adequate educators are the main causes of the low quality of education in Indonesia. The Ministry of Education and Culture is trying to improve the education system to improve its quality.
Sahira sahira (2023)	Planning for Equal Education in Remote Villages to Improve the	In today's society, the education system must fulfill two main goals. First , to provide individuals with the necessary knowledge to be involved in social, economic and political life. Second, to make education more accessible to as many people as possible, with

		Quality of Education in Indonesia	efforts to equalize the quality of education. Improving the quality of education is very dependent on equality education , and the school zoning program is one of the government's efforts to increase educational equity, requiring cooperation between the government and the community to improve the quality of education, through improving the education system and improving the quality of teaching staff.
Dianawati (2023)	Lega	Government responsibility and Social Gaps in Education	The research results show that the government's lack of efforts to achieve equitable development can lead to social disparities in education, which have significant impact on the development of human resources in Indonesian society. One of the gaps that is still visible is in infrastructure, teaching and learning processes, facilities and infrastructure, and teaching staff. The phenomenon of educational inequality has the potential to widen its impact and influence various aspects, including economic, cultural and local aspects. Professional teaching staff are very important to increase creativity and advance the success of students as the next generation. However, gaps in the teaching and learning process, both from students and from teaching staff or teachers, can cause misalignment. Gaps in the teaching and learning process can be influenced by several factors, such as lack of preparation in teaching, diverse student behavior, lack of interaction in learning, stubborn attitudes, and the level of student absorption, etc.
S. Suryana (2020)		Educational Problems in the Perspective of Educational Development	<p>The results of the analysis of national education development in Indonesia highlight a number of challenges that must be overcome in the future. These challenges include equal distribution and expansion of access, improving quality, relevance and competitiveness, structuring governance, accountability and public image, as well as increasing financing.</p> <p>At the basic education level, the school participation rate (APS) for the population aged 7-12 years and aged 13-15 years has reached 96.8% and 83.5%. However, there are still around 3.2% of children aged 7-12 years and around 16.5% of children aged 13-15 years who are not in school, mostly due to economic reasons. The 9-Year Compulsory Primary Education Program places additional pressure on expanding and equalizing learning opportunities in primary education, which in turn increases participation in secondary education. Secondary education participation is increasing, reaching 53.5% in 2005, but there is still pressure on the provision of learning opportunities in higher education. The participation of</p>

		<p>the population aged 19-24 years who had the opportunity to study at tertiary institutions in 2005 reached 14.62%, indicating that there are still challenges to increasing access to higher education</p>
<p>Siti Fadia Nurul Fitri (2021)</p>	<p>Quality Problems Education in Indonesia</p>	<p>Education is a human right that must be guaranteed for every individual. Through education, it is hoped that the next generation will be formed who is intelligent and qualified, able to optimize existing progress, and have a high level of nationalism. Without education, significant progress will not be achieved. Therefore, education has an important role and should be accessed by all citizens from an early age, because it is a key factor in the progress of a country.</p> <p>To improve the quality of education in Indonesia, there are solutions that can be implemented. First, is introducing a new learning approach in Indonesia. Teachers need to monitor the development of students is not only in terms of subject matter, but also intellectual and psychological aspects. Furthermore, improving the quality of teaching staff is very important. They must have a variety of competencies, including pedagogical, personal, social and professional competencies. Lastly, establish a consistent and relevant curriculum as the basis for teaching for students .</p>
<p>Moh Fikri Tanzil Mutaqin, Dadan Darmawan, Imas Masturoh (2023).</p>	<p>Quality of the Education Sector: Analysis of Public Service Community Survey in Pandeglang Regency.</p>	<p>The results of this research indicate that improvement is an essential need for every individual. Education plays a role in forming identity through developing skills, morality and intelligence, as well as preparing individuals for the world of work. Additionally, education also influences a person's social, economic, and political status, making it important for both the individual and society as a whole. As a provider of quality human resources, education plays an important role in the development process. However, access to non-formal education, especially in terms of literacy education, still does not receive adequate attention, especially during the pandemic. To overcome this, the government has initiated an Operational Assistance program for formal and non-formal education units in PAUD, SD and SMP. The aim is to assist schools in meeting non-personnel operational needs. However, in fact, the implementation and distribution of this program has not been optimal in improving the quality of public services in the education sector. Delays in distribution and discrepancies in administrative data for disbursement applications still occur frequently, resulting in many schools having difficulty meeting their operational needs.</p>



Discussion

Research results from the seven journals show that there is a significant gap in education between urban and rural areas. Factors such as accessibility to schools, quality of education, and student participation rates tend to differ between cities and villages. The discussion highlights the need for policy interventions to address this gap, including efforts to increase accessibility to education in villages, improve the quality of education and school facilities in rural areas, as well as programs specifically designed to motivate student participation and increase educational equality between urban and rural areas. Although there are variations, urban schools generally have better facilities, such as more complete libraries, better laboratories and better trained teachers. By addressing this gap, we can expect improvements in educational opportunities and community well-being across the region.

Efforts to reduce the education gap between rural and urban areas can be done with special attention from the government. The government's tasks include the rehabilitation of school buildings in rural areas that are no longer suitable, as well as the construction of supporting facilities such as laboratories and school libraries. The government needs to collaborate with various related parties to optimize the use of the APBN budget in the education sector, with the aim of improving the quality of education.

The role of teachers is the most important factor in overcoming the education gap between rural and urban areas. Teachers have a big responsibility in educating the nation's generation to achieve quality education. Although other factors such as allocation of funds and facilities also have an important role, the role of teachers remains key in educational progress. The central and regional governments must send quality teachers to rural areas to improve the quality of education there. Large incentives can be given to successful teachers who are willing to teach in rural areas. Education must be a top priority in local government development agendas.

Inequality in access to education is a condition where each region does not have the same opportunity to obtain education. According to Shao et al. (2019), regions that have a stronger economy tend to have higher educational achievements than less developed regions. The results of the regression analysis show that education funding and educational infrastructure have a negative and significant impact on the level of educational inequality, while income has a positive but not significant impact. The distribution of education funds from the central government to each region has proven to be effective in reducing levels of inequality, in accordance with previous research findings by Hartoyo et al. (2017); Shao et al. (2019) which shows that the appropriate allocation of education funds can positively influence equal distribution of access to education. Investment in the development of educational infrastructure, such as increasing the number of schools, has also been proven to reduce existing educational gaps. The Indonesian government has taken many steps in digital transformation, especially to reduce the gap between urban and rural areas. Digitalization is expected to provide benefits to the community in gaining access to quality education, development of local MSMEs, financial inclusion, and other aspects.

CONCLUSION

That this gap can hinder educational progress and cause inequality in educational opportunities. All the educational challenges that have been mentioned show that it is time for Indonesia to make improvements and overcome them. The participation of all parties, from students, society, to the government, is very important in overcoming current education problems. Education plays a crucial role in the progress of a nation, so improving the quality of education must be the main focus to ensure the nation's sustainable progress. Factors such as accessibility to education, quality of education, and



student participation rates play an important role in creating this gap . However, it can also be seen from the number of teaching staff in urban and rural schools that there are significant differences. The number of teachers tends to be greater in urban areas than in rural areas. The lack of teacher interest in teaching and guiding in rural areas is caused by limited access to transportation and poor school facilities in rural areas. The difference in education between urban and rural areas can be observed from the good facilities in urban schools which are also supported by competent teachers, which ultimately creates intelligent students. On the other hand, schools in rural areas often have inadequate facilities and less competent teaching staff. Educational disparities between urban and rural areas can exacerbate socio-economic disparities and limit individual development opportunities in society. Therefore, continuous efforts are needed to reduce this gap through policies that improve accessibility, improve the quality of education, and encourage student participation in villages. By reducing the education gap between urban and rural areas, communities can experience significant improvements in educational opportunities, social mobility, and overall well-being.

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