



An Explorative Study of the Gap in Access and Online Learning Facilities in Tomohon City Primary School

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Abstract. The implementation of distance or online learning is hampered by challenges such as a lack of skills among teachers and other members of the teaching staff in the management of learning models, including the utilization of a variety of online learning instruments. The ongoing learning process at primary school in Tomohon City employs a conventional learning paradigm, but teachers are frequently required to do administrative chores. In order for schools to achieve various academic and non-academic achievements, the development of the quality of the results of the implementation of education in schools cannot be separated from the involvement of stakeholders who collaborate and support each other in designing and implementing all school activities. In addition, Tomohon City is well recognized as having the most qualified instructors; hence, education is an essential component in the production of high-quality human resources. As a matter of fact, due to the large fees that must be invested, not everyone is able to obtain a proper education. This research is an experimental case study designed to collect information regarding the gaps in access and online learning facilities at primary schools in the city of Tomohon. According to the findings on primary schools in the city of Tomohon, there are six indicators with satisfactory achievement outcomes and ten with good achievement results. Reports on education quality indicate a need to raise standards, especially in Tomohon City's primary schools; for this reason, it is vital that the city's principals and learning committees collaborate in order with government and related institutions to implement a quality assurance process and demonstrate sustained improvement. Consequently, it is necessary to demonstrate a strong commitment and strengthen teamwork in order to achieve the desired educational quality standards.

Keywords: Education · City Primary School

1 Introduction

In an effort to enhance the education system in Indonesia, the Indonesian Ministry of Education and Culture has introduced a new policy in the independent learning program, namely the National Assessment as a replacement for the National Examination.

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The National Assessment is an initiative to identify and evaluate fully the quality of the process and learning outcomes of primary and secondary education units in Indonesia. In order for pupils to do their best on the National Assessment, it is essential that the relevant education units support the initiative's implementation. The necessity for meticulous preparation is necessitated by the fact that the evaluation of school excellence at the primary and secondary levels is based on student performance on the National Assessment, beginning with reading, numeracy, and character. The national assessment is comprised of three different instruments, namely the Assessment of Minimum Competency (hereinafter refers to AKM), the Character Survey, and the Learning Environment Survey.

Teachers are adequately prepared to handle AKM, according to the learning resources, questions, HOTS evaluation forms, and modules available to students. Changes in many areas of people's life, including the educational system, have resulted from the ongoing outbreak of the COVID-19 pandemic over the world. Face-to-face meetings have been discontinued in Indonesian educational institutions. As an alternative, the government of Indonesia promotes all educational activities to be conducted remotely. There are many advantages to learning online, including the fact that teachers can easily monitor their students' progress, students may take advantage of media already in their immediate surroundings and students also have a lot of time with family.

In online learning, all instructional materials and assessments are distributed and administered online. This online education system is supported by a number of tools, including Google Classroom and Google Meet. Students have sufficient study time throughout the adoption of online learning. Students can learn at any time and in any location, unrestricted by space and time. It is hoped that this research will be beneficial to a number of different parties, including benefits for students, benefits for teachers, benefits for institutions, and benefits for researchers themselves. This research provides teachers with knowledge regarding new learning strategies, to their benefit.

2 Methods

This research is an exploratory case study to obtain information about the gaps in access and online learning facilities at primary schools in the city of Tomohon. This research was designed using qualitative descriptive research. This multi-site study is considered appropriate in this study because this study seeks to reveal data and facts from research sites consisting of several sites. The research process started from a broad and in-depth exploration and then continued with more narrow and targeted data collection and analysis activities until finally a comprehensive conclusion was reached about the quality assurance system.

The research population is all primary schools in North Sulawesi Province. The sample of this research is Primary School in Tomohon City. The data collection in this study used techniques documentation studies (study documents). The data analysis used in this study is an interactive model analysis technique consisting of three processes, namely data reduction, data presentation and conclusion.

3 Results and Discussion

The spread of the COVID-19 pandemic is a major factor that contributes to the challenges that are encountered in the field of education. This circular is an educational response to the COVID-19 pandemic that has recently been going around. Since the circular was released, all teaching and learning processes that were previously brought to school and learned in class are now being transferred through learning at home, or what is more often known as school from home. Each student's online learning (on the network) utilizes internet connectivity to facilitate student access to various assignments and information provided by the school or class teacher. During online learning, students have sufficient time to study. In contrast to the situation in schools, where teaching and learning can only take place between the hours of 7:00–12:00. However, students continue to prefer learning at school, where they can interact with peers and teachers and receive materials and explanations directly from the teacher. If a student is having trouble understanding something, they can speak with the teacher or another student in the class who has plenty of opportunities and unrestricted time to ask questions or make statements. Students who participate in teaching and learning activities that take place at home or online do not have the opportunity to interact face-to-face with their teachers or peers. In addition, students who participate in online learning have a more difficult time accessing a variety of information due to the limitations imposed by the network.

Online education can be hampered when students do not have access to a reliable internet network, as was the case for students in Tomohon City. This is due to the fact that their homes are located in more rural locations, which are more prone to experiencing disruptions in internet networks. Because the availability of an internet network is the most important precondition for the operation of an online learning system, this presents a problem in and of itself when it comes to the implementation of online education. Because of the low quality of the internet network, the students are unable to comprehend the directions provided by the instructor. This is because the information that the students have obtained is insufficient and obscure. The teacher's speech gets less fluent as they explain, and the information that is received is insufficient, which causes the pupils to have difficulties comprehending the subject that is being presented to them. Because the internet plays such a vital role in enabling the efficient operation of online learning, a shaky internet connection can be a significant barrier to students' ability to gain knowledge through this method. The current state of affairs is consistent with what Rosenberg has stated about the fundamental requirements of e-learning, also known as online learning, namely the requirement that delivery be made to users (students) through the use of computers that adhere to the standards of internet technology.

Article 8 of Law 14/2005 stipulates that instructors must possess academic qualifications, competencies, educator certifications, physical and mental health, and the capacity to achieve national education goals. Academic qualification is a diploma of academic education level that teachers must possess according to type, level, and formal education unit at the place of assignment (Article 19 of Law 14/2005). Article 1 paragraph 1 of *Permendiknas 16/2007* stipulates that every teacher must meet nationally acceptable academic qualification and teacher competency standards. The academic qualifications of teachers can be gained through formal education and a feasibility and equivalency exam, as explained by the academic qualities required to be recruited as

instructors in certain disciplines that are indispensable but have not been established in higher education. A university that is permitted to carry out the feasibility and equality exam for someone who has expertise but does not have a diploma will do so. This test will determine whether or not the individual is qualified.

In addition to having the right qualifications, teachers in schools, madrasas, and other formal educational institutions from the primary to secondary level are also required by law to have certain skills. The national standards for teacher competence are made up of four main parts: pedagogical, personal, social, and professional competencies. The four competencies are all part of how well a teacher performs their profession.

There are still many teachers who do not have the required academic qualifications due to the following factors: (1) there is still a lack of internal motivation for teachers to achieve the required academic qualifications, (2) teachers are too busy with teaching activities so that they do not have time to do lectures (knitting studies), (3) there is not enough availability of LPTK which can provide adequate educational service facilities, especially for teachers who are already in office.

Based on the Average Years of Schooling (refers to RLS) and Expected Years of Schooling (HLS) are indicators of the components of the Human Development Index (refers to IPM). Where these two indicators include the basic dimensions of knowledge. The average number of years of schooling in Tomohon City in 2021 has a target with realization 10.74. Looking at the existing trend (last 2 years), 2021 will increase by 0.009%. This shows that the number of years of schooling in Tomohon City is increasing and quite high, compared to the national target in 2021, which is 10.73. Length of schooling is a measure of an individual's accumulated educational investment. The achievement of RLS is supported by several factors, one of which is the public's perception of education which is considered promising for the future, as well as the cost of education that can be reached by all levels of society.

Online and distance education are governed in Indonesia by Ministry of Education and Culture Circular No. 4 of 2020 about the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency. In this circular, the government lays forth principles for online education with the following goals: to give a meaningful learning experience, free from the stress of the expectations of completing all curriculum milestones for grade promotion and graduation; to place an emphasis on life skills education, notably with respect to the Covid-19 pandemic; to allow for some flexibility in learning activities and assignments, taking into account the interests and circumstances of individual students. A second important factor for successful online education is having access to the material being studied. According to statement in Susanty, open distance learning expands students' access to educational possibilities as a result of the availability of online resources. Nevertheless, this condition is highly affected by a variety of factors including age, access to computers and the internet, and the existence of the digital divide. The successful operation of open distance learning depends on a variety of factors, one of the most fundamental of which is the provision of sufficient access.

The rapid evolution of online education from in-person to distant learning is compelling educators to embrace new tools. The availability of teachers to facilitate home-schooling depends on more than just the physical resources of schools. Because of the growing demand for online education at home, many people have been forced to

acquire the necessary technology in an extremely short amount of time. The majority of respondents agreed that older educators were skeptical about students' use of technology. Teachers are given opportunities for professional development as well as technical assistance through the school. Notwithstanding, teachers require time to adapt to new modes of learning and teaching, which may have a negative impact on the quality of learning and teaching (Rosyida & Saputri, 2022).

In point of fact, the culture of distant learning has not yet made its way into everyday life in Indonesia. The country is already increasing its use of digital learning; yet, there is still room for improvement in the field of remote education, particularly for pupils in younger grades. Learning occurs in person the vast majority of the time, if not entirely. Teachers are accustomed to being at school to engage in conversation with their pupils. When and where technology is utilized for learning is typically determined by a combination of factors.

This integrated system comprises interconnected components that work together to ensure that the quality assurance procedures for education are carried out to the highest possible standard. Within the context of the quality management system, this is one component of the management system of the organization. The research conducted by Gaspersz identifies five primary components that constitute an organization's management system. These components are referred to as the following: a. Quality Management System (QMS); b. management responsibilities; c. resource management; d. product realization; and e. analysis, measurement, and improvement (Gaspersz, 2001). Meanwhile, the ISO 9000 management series explains that there are eight principles of quality management, namely: "(a) customer focus, (b) leadership, (c) people involvement, (d) process approach, (e) systems management approach, (f) continuous improvement, (g) factual approach to decision making, and (h) mutually beneficial relationships with suppliers" (Maulana, 2011).

In light of the above explanation, it is clear that quality assurance must be managed effectively inside a quality management system. A system will operate optimally if all of its components can perform their jobs and functions correctly. Similar to how education units, planners, policy makers, and other resources must collaborate effectively to produce higher-quality education, so too must the quality assurance process. Thus, it is clear that quality assurance necessitates adopting and implementing corrective measures. School quality assurance must be based on the quality achievements identified through the compilation of quality assurance program implementation processes (Sulistiyowati, 2022). A program must be planned from beginning to end in compliance with defined criteria for quality assurance.

There are already many qualified primary school teachers in the city of Tomohon but still there were 40.4% uncertified. The distribution in each region has been evenly distributed both in cities and counties. However, more attention needs to be paid to unqualified teachers. Teachers are required to have a minimum academic qualification of a bachelor's degree (S-1) or four diploma (D-IV) according to the subjects in primary school. Participants have educator certificates, in terms of academic requirements, it is very clear that the requirement to become a teacher is to have a minimum academic qualification of S-1 or D-IV according to the subjects they teach. In addition, having an educator certificate is also a requirement that must be met. The fact that a teacher already

has an educator certificate is that the teacher already has several teacher competencies (Aliyyah et al., 2020).

When schools provide a positive school climate for students, they are less likely to avoid school. Students will see that school is a place that provides knowledge in a fun way and does not put pressure on them. Therefore, directly a positive school climate will have a good influence on the social and emotional well-being of each student.

The gap in infrastructure has caused one of the obstacles to the difficulty of progressing the quality of human resources in Indonesia. With limited or perhaps even deprived conditions, students, especially in rural areas, cannot experience facilities as good as schools in urban areas. For example, adequate study rooms, good desk chairs, internet facilities, libraries, laboratories, sports facilities and others. Whereas the existence of facilities and infrastructure is an important part of education standards. The achievement of student learning outcomes is certainly supported by learning facilities where this affects student learning readiness in both the academic and non-academic fields which indirectly through the teaching and learning process has fostered student interest and interest in the utilization or use of existing educational facilities in the primary school environment. This means that the better the supporting facilities implemented in the school, the better the students' learning readiness, and vice versa if the supporting facilities implemented in the school are not good, the lower the student's learning readiness. This shows that learning facilities make a major contribution to improving student learning readiness, namely internet/Wi-Fi indicators. This means that the school's attention to the availability of internet/Wi-Fi for students is able to improve student learning readiness in online learning. Not only learning facilities in schools can affect the quality of student learning readiness, but learning facilities at home also have an effect. Learning facilities are an important factor in determining students' motivation and readiness to learn. Having complete learning facilities at home will be very important and helpful for students in the learning process. These facilities can be in the form of stationery, a place to study or other facilities.

Equitable funding to revitalize schools needs to be intensified so that all facilities can be available and suitable for use so as to support students in obtaining education. In the *Propernas* (National Planning Program) 2000–2004 concerning education development policies, it is stated that the government “is seeking to expand the acquisition of high-quality education for all Indonesians towards the creation of high-quality Indonesian people with a significant increase in the education budget” (Regulation, 2000). Thus, the government must show its intention in the world of education by reviewing the supply and funding of school infrastructure, both for areas that lack or are left behind in remote villages.

The unequal distribution of instructors is one factor that points to the root of the problem of educational inequality. It is usual for rural areas and especially isolated villages in Indonesia to have insufficient numbers of available teachers. Because of the fullness of the educational facilities that are already in place, there is a concentration of instructors in metropolitan regions. As a result, up to this point, schools that are developed in cities may survive with their success, while schools in remote villages, where there is a dearth of teachers, are getting worse and more isolated. Despite the fact that the presence of teachers is extremely vital to the success of the educational

process. Teachers who engage in activities to educate, teach, guide, direct, train, assess, and evaluate pupils in a formal setting in order to prepare the next generation for the nation's workforce. If there is no instructor, then there is no one who can play a direct part in the process of transferring knowledge to the pupils.

Based on the findings of an analysis of research conducted at a primary school in the city of Tomohon, it is clearly visible that the novelty of this research lies in its association with the new policy; it is hoped that the government will be able to close the existing learning gaps and increase students' enthusiasm for education. Therefore, the office of education must oversee the face-to-face learning process and guarantee that health rules are followed. In relation to the disparity in access and facilities in primary schools, the obstacles that frequently occur include the time of learning equality education being constrained by the activities of learning citizens; there is a tendency for school-age children from impoverished families to drop out of school in order to help their families earn a living; and government assistance for education costs is only partially covered while other needs go inadequate to meet (e.g. practice materials and equipment are still very much needed). Consequently, it's important to raise funding for the following: the acquisition of learning facilities and infrastructure; the design of learning schedules that are more sensitive to the individual activities of participants in equality education learning; the expansion of the role of supervising/counseling teachers to support, guide, and motivate students from low-income households to persist in their pursuit of a college education; and the expansion of funding for scholarships for the unprivileged.

In line with education, the government also requires teachers to have a professional attitude so that the education taught is of good quality. In Law number 14 of 2005 concerning Teachers and Minister of National Education Regulation number 11 of 2005 and SNP (National Education Standards) are the government's efforts to increase professionalism and become professional teachers. Assuming that the teacher as a professional profession with all the competencies that must be possessed, will be able to improve the quality of learning, output, and outcome (Fitriyani & Aliyyah, 2022). In the recruitment of teachers, it is very important because the educators or teachers really determine the quality of learning that is good or not. Given that it is the teacher who often interacts directly with students, it is he who will often remember his words and actions, especially primary school students who will tend to imitate the teacher (Aliyyah et al., 2020).

The Tomohon City Government has a defined, tangible, and principled planning framework in place to achieve education development goals in the short, medium, and long term, so that this city is known for more than just being the City of Education. Because of the quantity and variety of educational opportunities available, but also because of how this city has managed to establish itself as a producer of graduates from high-quality educational institutions. As a result, the government continues to carry out updates, development of educational facilities and infrastructure, improving the quality of education personnel, and disseminating educational information in order to support and guarantee the quality of graduates and provide the greatest access to the needs of getting a decent education. Thus, we expect that the achievements of these graduates would be beneficial to the development of Indonesia, especially Tomohon City.

4 Conclusion

The attainment of academic qualifications of elementary school teachers at least Bachelor is an ideal prerequisite that must gradually and constantly be accomplished and improved in order to improve the quality and quality of education in elementary schools. The achievement of academic qualifications at the primary level is absolutely necessary to improve the quality and quality of education in this instance, the government, stakeholders, and education observers must work in concert to achieve this goal.

Due to the number of hurdles encountered by students, it may be claimed that the educational institutions' efforts to facilitate learning have not been effective. Inadequate network connectivity, boredom in learning, limited use of technology, and insufficient facilities and infrastructure in quota expenses are some of the contributing issues. Consequently, there is much to consider and prepare before implementing or supporting online learning. The ineffectiveness of online learning is exacerbated by the lack of supporting facilities and infrastructure, such as the high number of individuals who lack devices and internet connection, as well as the inability of people to use digital technology.

The location of housing after the spread of separate student homes has necessitated increased mobility to and from school via transportation. In this light, these students require transportation facilities that support the convenience and security of the mode of transit itself. The government, schools, and parents should investigate which means of transportation are best for student children in terms of affordability, safety, comfort, ease of access, speedy or on-time arrival at school, and smooth travel.

According to the findings of the study, all parties involved in promoting the quality of life of children must take strategic action in the form of intensive coordination functions and integrated program development. Persistent coordination among stakeholders for the realization of children's rights is practiced. The development of self-development and habituation programs for students, internal discussions between teachers to find and brainstorm opinions related to values and norms that must be developed not only for students but also for teachers, and the empowerment of Human Resources (HR) indicate that the implementation of school-based management in terms of stakeholder involvement to improve the quality of education in elementary schools in Tomohon City must be enhanced. In addition, there is community involvement, including parents of students, school committees, and local institutions interested in assisting with the improvement of the school's academic excellence. All stakeholders' participation enables the school to accomplish numerous academic and non-academic accomplishments. All school activities can ultimately improve community involvement, which has a direct impact on the quality of schools when stakeholders are involved.

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