

THE IMPACT OF SOCIAL CHANGE ON ACCESS TO EDUCATION IN LACKGROUND AREAS

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Abstract

The aim of this research is to describe the impact of social change on access to education in disadvantaged areas using a literature approach. The method used is a descriptive method with a literature approach, by analyzing 50 international and national journals that have been published online. With a time, frame of 5 years, 2021-2025. This research aims to describe the impact of social change on access to education in disadvantaged areas through a comprehensive literature study approach. Social changes covering demographic, economic, technological and cultural aspects are analyzed based on various relevant literature sources to identify their influence on the availability, affordability and quality of education in areas classified as underdeveloped. This research summarizes and synthesizes findings from various studies, reports and scientific articles to provide a clear picture of the challenges and opportunities that arise as a result of social change in the context of access to education in underdeveloped areas.

Keywords: Social change, education, underdeveloped areas

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Education is a key pillar of progress in a country. In Indonesia, the context of the national teaching system functions strategically to produce quality, competitive and ethical human resources. However, as time goes by various challenges of globalization arise during the implementation of education policies. These problems include differences in the quality of education, unequal access, and the need for strategies to meet the demands of society and the work environment. (Iis Margiyanti & Siti Tiara Maulia, 2023).

Education plays a very crucial role in forming individual character and skills, as well as improving the quality of human resources. Apart from that, education also has the potential to be a driving force for meaningful social change. Through the educational process, individuals can gain the knowledge and skills that are needed to face various social and economic challenges that exist in society. However, the education sector in Indonesia still faces various challenges. Problems such as limited access to education, low quality of education, and the gap between education in urban and rural areas are issues that need to be addressed immediately. Apart from that, the social changes taking place in Indonesia, including shifts in cultural values and technological advances, also influence the dynamics of our education system. (Sihaloho et al., 2023)

The gap in access to education in Indonesia is a complex issue and requires an effective public management policy approach. The policies implemented should be able to reach underserved community groups, especially those who live in remote areas and have low incomes. One way to overcome this gap is to integrate digital technology in public management, which has been proven to increase access to quality educational resources. Sumarno (2023) revealed that the application of digital technology not only improves administrative efficiency, but also expands access to online libraries, digital textbooks and educational applications, which is very important to overcome the limited resources faced by students and teachers. (Juliansyari, 2024)

The importance of improving the quality of education is now increasingly urgent, in line with global demands and changing job market dynamics. Competition at the international level requires graduates not only to have academic knowledge, but also practical skills and a deep understanding of technological and scientific developments. Thus, the educational context in Indonesia must be able to not only provide broad access, but also ensure that the curriculum and teaching methods remain relevant to the demands of the times. (Nasir et al., 2023)

In the current global era, education has become an important role in achieving a brilliant future. However, to excel globally, civic values must be maintained within a student's identity (Santika Virdi et al., 2023). In other places, there are still many

less fortunate people who are underage, requiring them to work while undertaking academic education. This results in those who are still young having to try to balance academic demands so that it becomes their challenge to be successful one day. Many researchers have conducted research in the field of formal and non-formal education, finding that there are still large gaps in our knowledge about how students enter academic activities and full-time work (Muhammad et al., 2021). In rural Pakistan there are children who are told to balance academic, non-academic education and work. This increases the burden they receive in their lives and can also affect their well-being. Not only formal education, non-formal education programs also play a supporting role by helping alternative learning. (Sanam Khuhro and Asma Khuhro, 2023)

II. Theoretical Review

Social Change

Soemardjan (1981: 87) stated that: Social change is a change in society's institutions that affects the social system, including social values, attitudes and behavior patterns of groups in society. Soemardjan also said that in general the causes of social change are divided into two large groups, namely: 'First', changes that originate from society itself. For example: due to the development of science, increasingly extensive knowledge produces sophisticated technology which then changes human life. New discoveries resulting from developments in science, whether in the form of technology or ideas, spread to society, are known, recognized and then accepted and cause change. Apart from the development of knowledge, changes that occur in society itself are caused by conflict. Individual conflict with values, norms and customs that have been going on for a long time will cause change if these individuals move away from the values, norms and customs that have been followed so far. The theory above convinces that social change in access to education is very influential. (Molle & Latuheru, 2021)

In WJH Sprott's view conveyed by Madekhan Ali, there are two types of social change, namely episodic change and patterned change. Episodic changes occur sporadically as a result of certain unexpected events, such as commotion, new discoveries, natural disasters, etc. Meanwhile, patterned changes take place in a planned and programmed manner, as seen in development efforts or policy changes in the education system. These changes are carried out based on mature predictions, so that the impacts or consequences can be anticipated quite accurately. (Rizik et al., 2021)

The theory of multilinear evolution states that social change does not necessarily follow the same evolutionary line. Social change can occur in various different ways according to the conditions and context of each society, but even though the paths are different, these changes still lead to the same goal, namely progress or modernization. The multilinear evolutionary theory of social change emerged as a counter to the unilinear evolutionary theory. However, the application of these theories should be done with certain limitations. This research further focuses on the influence of increasing urbanization in undermining traditional values that have existed for centuries, which were previously based on hierarchical arrangements and patron-client relationships. Now, the old social structure is starting to be shaken and replaced by a new social structure. New social divisions in the world of work are slowly replacing the caste system and social divisions based on heredity with class and professional systems. (Rathore & Ghani, 2023)

Access to education

Research conducted by Nasution (2016) resulted in the conclusion that every nation must pay serious attention to education, because education allows a person to observe the progress and decline of a nation. It is natural that the Indonesian people do not want to live in a backward country because education does not receive enough attention along with other advances. Aspects of leadership or government, both central and regional governments, have an impact on fundamental aspects of educational development. The aim of decentralizing education, in turn, is to empower Indonesian people and help them develop. Therefore, to eliminate

disparities, leaders' policies must be evenly distributed in each region. However, we must admit that the issue of educational development is the responsibility of all parties, not just the government.

The education access policy has been regulated legally and written in the 1945 Constitution, as in article 31 which states that every citizen has the right to obtain education. The Indonesian nation also has diversity and differences, so education must be communicated to all corners of the country without discrimination. This policy aims to provide equal opportunities and convenience for every individual to obtain education. Access to education means that every citizen has the opportunity to take advantage of opportunities and contribute to educational programs. This access is based on social attitudes that are free from discrimination, political strategies in the form of laws and regulations that support and prevent discrimination, the availability of an accessible physical educational environment, and the existence of appropriate learning/educational resources. (Seputar et al., 2025)

Access to education provides comfort and equal opportunities for someone who wants to obtain an education. This access to education is intended for areas in underdeveloped and remote areas. These facilities and infrastructure can be in the form of non-discriminatory social attitudes, political policies in the form of laws and regulations that support and prevent discrimination, the availability of an accessible educational abiotic environment, learning media or teaching aids. appropriate teaching, and affordable educational costs, which enable every individual in society to take advantage of the opportunity to take part in the learning/teaching process in the educational program of their choice.

3. Disadvantaged Areas

According to Presidential Regulation of the Republic of Indonesia No. 63 of 2020 concerning the determination of disadvantaged areas, Disadvantaged Regions are districts whose territory and society are less developed than other regions on a national scale. Development of underdeveloped areas is an effort made to improve the welfare of people in areas that are still lagging behind other areas. The main

objective of developing underdeveloped areas is to reduce disparities between regions, improve the quality of life of the community and encourage equitable development nationally. (N. A. Putri & Eriyanti, 2025)

Criteria for Determining Disadvantaged Regions According to the Ministry of Development of Disadvantaged Regions of the Republic of Indonesia (2016), in aggregate the problems faced by underdeveloped regions are as follows: a) The quality of human resources in underdeveloped areas is relatively lower than the national average due to limited community access to education, health and employment opportunities. b) The spread and isolation of underdeveloped areas is due to remoteness and scarcity of regional facilities and infrastructure. c.) Limited access to capital, markets, information and technology for local economic development efforts. d.) There are security disturbances and disasters that cause regional conditions not conducive to development. e.) So far, the development orientation of border areas between countries has not been as the front porch of the Unitary State of the Republic of Indonesia and has placed more emphasis on security aspects (security approach), resulting in a very wide gap with the border areas of neighboring countries. f.) Remote Indigenous Communities (KAT) have very limited access to social, economic and political services and are isolated from the surrounding area. (Banten et al., 2022)

III. Methodology

This research uses a descriptive method with a literature approach, by analyzing 50 international and national journals that have been published online. With a time bracket of 5 years, 2021-2025. This is done by analyzing what is relevant to understanding social changes in education. Through this approach, researchers utilize secondary data in the form of information that is available from various scientific sources. The main data sources in this research are scientific journal articles and research reports related to the topic of social change in access to education. Scientific journals were chosen because they provide the results of relevant empirical

and theoretical studies, provide in-depth insight and empirical evidence regarding educational disparities and the strategies that have been implemented to overcome these disparities. In this study method, the sources used were taken from various journals and articles on the Google Scholar platform, Open Knowledge Maps, and Sinta Kemdikbud which are relevant to the research topic. Next, these sources are analyzed and synthesized to gain a better understanding of the research topic. In this research, the literature study method is used to analyze the impact and influence of social change on access to education in disadvantaged areas. Before the paper is published, it must first be discussed with peers and colleagues to get meaningful input. After the paper has been revised according to colleagues' input, the paper is published to increase insight into scientific developments.

IV. Results

Gaps in access to education in disadvantaged areas

Access to education is a mandatory ownership of every human being which has become the first guideline in achieving sustainable and equitable development. In this case, the gap in access to education in developed areas such as cities and underdeveloped and deepest areas is where there are problems that must be resolved, especially in our country, namely Indonesia. The deepest areas have quite a lot of challenges ranging from limited teachers, poor development and socio-economic vulnerability, this can trigger access to quality education. (Vega et al., 2024)

Quality and good education will create intelligent individuals, because a person's character is formed through good education so that individuals feel they can develop into a useful figure in their surrounding environment, both personally and in their social environment. Tools and infrastructure are the most crucial elements in the successful implementation of education. However, there are still shortcomings which could be one of the gaps in education in underdeveloped areas. Currently, learning methods are still traditional. There are still many schools and

universities that provide education, although with various limitations. This factor is also influenced by the lack of facilities, infrastructure, allocation of funds, and skills of teaching staff in creating effective learning models. (Saragih et al., 2023)

Causes of Gaps in Education Access in Disadvantaged Areas

The gap in access to education in disadvantaged areas is influenced by several interrelated factors:

1. Geographical factors are the main challenge. Many areas are remote and difficult to reach due to limited road, bridge and public transportation infrastructure. The long distance to school and difficult terrain make it difficult for children to access education.
2. Limited educational infrastructure also plays a role. Schools in disadvantaged areas often do not have adequate facilities, such as damaged or uninhabitable buildings, a lack of classrooms, and a lack of adequate teaching and learning facilities.
3. The problem of a shortage of teaching staff. In underdeveloped areas, the ratio of teachers to students is higher, namely 1 teacher for 25 students, compared to developed areas which have a ratio of 1:15. Many teachers in remote areas have honorary status and have to teach a variety of subjects, which of course has an impact on the quality of learning received by students. Economic factors also contribute greatly to educational disparities. Poor families in disadvantaged areas often cannot afford to pay for their children's education, including school fees, books and transportation. Limited scholarships and educational assistance further exacerbate this situation.
4. Social factors cannot be ignored either. Discrimination against minority groups, lack of public awareness of the importance of education, and the practice of early child marriage, hinder children's participation in education in

disadvantaged areas. All of these factors complement each other, creating complex challenges in efforts to increase access to education in these areas.

Impact of Gaps in Access to Education

- -Children who do not receive formal education face a greater risk of being trapped in poverty, experiencing violence, facing discrimination, and having limited employment opportunities in the future.
- -Limitations in access to education also hinder the development of each individual's potential and hinder socio-economic progress, both at the regional level and the nation as a whole.

Efforts to Overcome Education Gaps in Disadvantaged Areas

- Basic Infrastructure Development: Increasing physical access by building adequate roads, bridges and transportation systems to open up the isolation of remote areas.
- Improving Educational Facilities: Building and renovating schools, providing adequate learning facilities, and expanding access to digital technology needed for the teaching and learning process.
- Distribution and Improvement of Teacher Quality: Sending young teachers through programs such as the "Indonesia Mengajar Movement", as well as providing training and incentives for teachers serving in remote areas.
- Economic Assistance: Providing subsidies, scholarships and educational assistance programs for underprivileged families, so that their children can get access to a decent education.
- Role of the Community and NGOs: Providing moral and financial support, as well as building partnerships with the government to improve access and quality of education in the surrounding environment.
- Monitoring and Appropriate Budget Allocation: Ensuring that government programs are carried out effectively and on target, and avoiding excessive bureaucratic obstacles so that assistance can be felt directly by the community.

Factors of social change that influence education

1. Technological development

The development of ICT, which is an abbreviation for information and communication technology, has become an influential factor in the lives of Indonesian citizens when interacting, communicating and seeking information. From the first developments in long-distance communication to the boom in smartphone and internet users, technology has become an influence on every aspect of life. Mobile phones, cyberspace, applications for sending direct messages, and many platforms are partners in today's life that are not far from most people. (Rabbani & Najicha, 2023) Without using sophisticated technology, teachers and students in Pakistan will be disadvantaged because they cannot access education. Through sophisticated technology, students and teachers are able to download lesson materials on their computers. Through this material, they can carry out holistic learning, both theory and practice. Teachers will be creative if the learning provided uses mobile. The increase in the use of mobile phones has exceeded the development of IT. Mobile phones are understood by people in all parts of the world to increase flexibility in community activities and the state has opened up opportunities to obtain comprehensive education (Mileaningrum et al., 2023). Learning using mobile phones provides the same opportunities for all learning materials so that they can be downloaded in all places so that the student's location is not an obstacle. Gadgets are very effective to carry, so students can use these gadgets wherever and whenever for all lesson materials, skills, doing assignments or coordinating in completing projects. The sophistication of gadgets makes it easier for students to obtain learning materials and encourages students to study and improve the learning process to make it more effective.

2. Changes in Education policy

The Indonesian government implements a number of educational policies that must be implemented in the learning process to advance the education system in Indonesia. These important educational policies include changes to the policy of abolishing the National Examination (UN), temporary suspension of the 2013 curriculum, and other educational policies. National Examinations (UN), international standard schools, education costs, teacher competency, teacher certification, and free education are just some of the issues in education policy that are currently widely discussed. The more issues there are, the higher the level of belief, falsehood, dynamic and abstract. The number of issues will determine the strategy that needs to be formed. These issues must also be described appropriately to determine the appropriate approach to implementation. Typically, these issues have a significant impact on how operational or strategic policies are implemented. Operational policies are policies whose consequences can be changed relatively according to the current context and dynamics, while strategic policies have decisions that cannot be changed. The formulation of education policies as part of the development process does not always result in legislative regulations; instead, it often results in educational policy proposals intended to make fundamental changes to current policies. The latest education policy in Indonesia is a combination of the Five Day School (LHS) and the Full Day School (FDS) system. Five School Days is a strategy implemented by Education and Training Imam Muhadjir Effendy as an implementation of Character Education (PPK). This approach reduces six school days to five school days. The school week, which previously lasted from Monday to Saturday, now only lasts from Monday to Friday. With shorter school days, students can learn more in one day. Guidelines regarding school days have been established by public authorities through directions from the General Education Service of the Republic of Indonesia in Population Guidelines Number 23 of 2017 concerning School Days, which is written in article 2 paragraph 1, "(1) School days last for 8 (eight) hours in 1 (one) day or 40 (forty) hours for five days in 1 (one) week." This policy is applied to all levels of education, both primary and secondary, with varying hourly rates. (Tintington et al. al., 2023)

3. Covid-19 pandemic

In education after the COVID-19 pandemic, education as cultural socialization becomes increasingly important. The COVID-19 pandemic has drastically changed people's way of life and social interactions. Therefore, education needs to adapt to the existing situation and develop learning strategies that can be carried out online or remotely (Raja et al., 2024). Remembering that school is a gathering place for children who want to get education by studying in class with their friends. Under these conditions, the government issued a "learning from home" policy in response to the serious impact of the Covid-19 pandemic which resulted in 68 million students and 3.2 million teachers being affected. However, Distance Learning (PJJ) risks hampering or even stopping the learning process in schools in remote areas due to limited internet access and the costs that each student must bear. Schools and students who do not have adequate facilities face difficulties in continuing the teaching and learning process. This is one of the factors that changed social education when the Covid-19 pandemic hit the whole world, including Indonesia. (Balushi & Kohar, 2024)

Government and NGO strategies in increasing access to education

1. Smart Indonesia Program (PIP)

This program is provided by the government to people who want to go to school but cannot afford it because they are hindered by economic problems that occur in underprivileged communities. With this program, it is a little to lighten the burden on parents in financing their educational life. The Smart Indonesia Program (PIP) is an important policy in education in Indonesia because it has a strategic aim to overcome various challenges faced by society, especially related to access to education. Poverty is one of the main obstacles to access to education in Indonesia. Many children from poor or vulnerable families are unable to continue their education due to limited funds. PIP provides cash assistance to ease the burden of education costs, such as transportation costs, school supplies and pocket money, so that children from disadvantaged families can still attend

school. PIP significantly helps reduce school dropout rates. Data shows that PIP participants have a higher level of educational continuity than non-participant students. This program has succeeded in preventing millions of children from dropping out of school during the decade of its implementation. PIP contributed to increasing the gross enrollment rate (GER) for education in Indonesia to reach 98 percent. With this assistance, more children can continue their primary to secondary education, including in remote and disadvantaged areas. This program aims to reduce the gap in access to education between rich and poor community groups, between men and women, and between urban and rural areas. This supports equal learning opportunities for all levels of society. Investment in education through PIP helps create a superior and competent generation of young people. By increasing access to education, this program supports sustainable development goals and develops the potential of students to become creative, independent and noble human beings (Muharam, 2023).

2. 12 years of compulsory education

The government's 12-year compulsory education program must be implemented. This program aims to expand and equalize access to quality education for its citizens. Apart from that, this program also aims to develop individual potential so that they can live independently in the community and continue to a higher level in order to achieve a more decent life. To implement the 12 year compulsory education program, steps that can be taken are to expand and increase the number of classrooms in schools so that student capacity can increase. For 3T areas, the government can overcome the problems previously mentioned by establishing a dormitory which is expected to reduce the number of children dropping out of school. Especially for 3T areas, the 12 year compulsory education program can be implemented with mobile teachers, mobile libraries, small schools, and various other initiatives that can support the success of the 12 year compulsory education program. Or it can also be done by providing smart homes and vehicles that function as learning facilities for students. (Iis Margiyanti & Siti Tiara Maulia, 2023)

3. Teacher training

The benefits of training for teachers aim to update and enrich their knowledge and teaching skills so they can adapt to developments in the curriculum and educational technology. Through training, teachers can learn the latest teaching methods, classroom management techniques, and how to use technology in the learning process, which is very important in the ever-changing world of education. Training also helps teachers overcome challenges in the teaching process, such as understanding the needs of diverse students and developing more inclusive and creative strategies (Diki Maulansyah et al., 2023). This is very important to reduce gaps in the teaching and learning process, especially in rural areas which often face limited facilities and resources. Continuous training also provides opportunities for teachers to collaborate with colleagues, share experiences, and find solutions to various educational problems in their environment. With training, teachers can develop self-confidence in teaching and build a positive learning environment in the classroom. In a village context, where learning materials are sometimes inadequate, this training allows teachers to be more creative in providing alternative learning resources. (Reresi & Lamatoka, 2023). In addition, training in the use of technology supports teachers' abilities to integrate digital devices and educational applications in learning. Technology-savvy teachers can use interactive media and e-learning platforms, which can increase student participation and facilitate more interesting learning. The influence of teacher training on the quality of teaching is greatly influenced by the training received by teachers. Teachers who are well trained are able to manage the class more effectively, use teaching methods that suit student needs, and motivate students to learn actively. (K. Pendidikan, 2024)

It is critical that pre-service teachers are prepared to teach diverse classes and feel ill-equipped to do so currently. A recent study by López-Azuaga and Suárez Riveiro (2020) shows that schools are only prepared for the students they currently teach (e.g. with immigrant and non-immigrant backgrounds) and are not taking steps to train teachers in managing other aspects of diversity (e.g.

special educational needs). Managing diversity in the classroom, teaching diverse students, and developing knowledge and attitudes that support inclusive education – a process that requires the transformation of schools to be able to serve all students – has thus become an important aspect of the professionalization of teachers and education. To provide them with the best training in inclusive educational practices, pre-service teachers need theoretical knowledge and practical experience with diverse student groups. We view diversity as a broad concept that encompasses multiple dimensions of heterogeneity. Therefore, student diversity can be seen in various aspects, including gender, special needs, interests, talents, socio-cultural background, or language first spoken. In recent years, awareness of diversity has increased in schools since the integration of students with special needs (Resch & Schrittester, 2023).

In this case, programs which are government strategies must have assistance from NGOs which must be developed and delivered in a culturally sensitive manner. NGOs now play a very significant role in the education sector in many developing countries. In advancing education in developing countries and exploring the successes and challenges faced. Based on their report, the authors have provided recommendations to help educators in the public and private sectors in all developing countries as well as NGOs operating in other countries, so that all children receive quality primary and secondary education. Policymakers, Non-Governmental Organizations, and school administrations may be able to utilize these findings to advocate for universal access to quality education in their countries.(Reza et al., 2022)

Long-term impact of education on regional development

Education is the main instrument in improving human abilities that contribute to economic development. Through education, individuals are given the opportunity to make various choices that can improve their social status. Those who have high productivity tend to achieve better welfare, which is reflected in increased

income and consumption. However, low productivity among the poor is often caused by their limited access to education.

New growth theory highlights the crucial role of government in enhancing human capital development and encouraging research and development to increase productivity. Investment in education has proven effective in improving the quality of human resources, which ultimately has an effect on increasing individual knowledge and skills. The higher a person's level of education, the greater the knowledge and skills they have, thereby stimulating increased productivity in the world of work. (Sembiring et al., 2023)

In the long term, spending on education is a very crucial investment for more inclusive economic growth. Education is one of the public services provided by the state to its people. The government's awareness of the important role of education as the main driver for more inclusive economic progress has triggered the budget allocation for this sector which is the highest compared to other expenditures. However, sufficient time is needed so that quality and competitive education can be realized. The government should direct long-term spending on education functions towards improving quality, by focusing attention on developing the quality of teachers, students, curriculum and the teaching and learning process as a whole. Here, it is not only physical expenditure such as building construction or providing equipment that is a priority, but also curriculum development that can improve the quality of students and teachers. By realizing quality human resources, it is hoped that there will be increased welfare and development which will have a positive impact on achieving more optimal inclusive economic development. (Safitri, 2021)

University-related support programs for entrepreneurship contribute to sustainable development in regions in terms of supporting a balance of economic benefits and socio-ecological benefits in the region. The role of universities in supporting the spillover of knowledge in the entrepreneurial ecosystem and innovation system in the region where they are located. Given that such universities are usually public sector organizations, they have a greater tendency to be at least to some extent embedded in a region. (Wagner et al., 2021)

Investments in education and workforce development have a very significant long-term impact on economic growth. One of the most visible examples is the expansion of the GI Bill in the United States, which provided educational assistance for World War II veterans. By providing returning servicemen with access to education, this policy not only improved personal life prospects, but also made a major contribution to overall economic growth. Higher educational attainment creates a more creative workforce, which in turn supports increased productivity and innovation. The long-term impact is the realization of a more enthusiastic and ambitious economy, as well as increased social mobility and opportunities for society. (Challoumis, 2024)

DISCUSSION

Since 2015, world leaders have officially endorsed the Sustainable Development Goals (SDGs) agenda as a global development agreement for the next fifteen years. One of the targets in the Sustainable Development Goals states that all forms of inequality must be resolved immediately by 2030. Development must be universal, integrative and inclusive or development that leaves no one behind. In this context, every country throughout the world has an obligation to ensure that none of its citizens are left behind, forgotten or marginalized from achieving a prosperous life. The TPB/SDGs aim to ensure that all boys and girls complete primary and secondary education and ensure equal access to education for all children. Equitable and quality education will certainly encourage the achievement of other TPB/SDGs goals. Equitable education is certainly able to support inclusive and sustainable economic growth, a productive workforce, and decent work for all, thereby reducing income inequality. (Rashed & Shah, 2021)

With many educational problems occurring in underdeveloped areas, it is necessary to expand access to education and improve its quality. This is one of the community's demands for educational services in disadvantaged areas. Equal distribution and expansion of access to education is one of the government's

responsibilities. The government must be able to ensure that there are no gaps in education in various regions in Indonesia, including education in underdeveloped areas. The government must also pay more attention to education in disadvantaged areas because their geographical location is quite far from the center. Government innovations are things that are expected to be a solution to various problems that exist in education in underdeveloped areas. (Pratama, 2023)

Efforts to ensure access to education in remote areas require not only successful policies, but also close cooperation between government, communities and the private sector. This combination is very important to build an integrated and sustainable education chain, enabling every child in remote areas to feel their right to receive a superior education. It is hoped that the programs issued by the government for access to education can strengthen synergy between all parties, increase the capacity of teaching staff, and ensure a fair and equitable distribution of educational resources. (A. Pendidikan et al., 2024)

Inequalities in access to education in remote areas often stem from complex structural challenges. Recent research shows multifaceted challenges in educational access and resource distribution. Spatial inequality significantly influences access to education in certain areas. In Indonesia, efforts to improve access to education in remote areas involve the development of decision support systems designed to optimize the allocation of school operational funds, aiming to improve the overall quality of education. (Sania et al., 2024)

Education is the main capital for individuals to improve their abilities, both through formal knowledge and informal skills. This is very important to open up opportunities to find work, especially amidst the high level of competition in the world of work today, which in turn can reduce unemployment rates in an area. Triwiyanto (2014) stated that a deep understanding of the nature of education will provide a strong foundation for educational practice, which aims to humanize humans. A person's level of education has a big influence on their way of thinking, where formal education helps shape values within the individual, especially in responding to new things. As stated by Kamaludin (1999), the higher a person's education, the greater the ability and opportunity to work, which ultimately

contributes to reducing the number of unemployed. Ideally, the level of education a person has should be commensurate with the type of work he or she is involved in. Every individual who has a good education always hopes to be able to easily get a job that is adequate and in accordance with the skills they have. (Mouren et al., 2022)

Education plays an important role in forming a quality generation that is ready to lead and realize the nation's ideals. Even though the government has allocated 20% of the State Revenue and Expenditure Budget (APBN) for the education sector and launched various programs to increase access, the results obtained to date are still far from satisfactory. Therefore, the government as a stakeholder must take serious steps in improving the quality of education so that we can produce intelligent human resources who are able to compete at the global level (Mhlanga, 2021). There are several factors that cause social disparities in education, including: first, difficulty in accessing schools; second, lack of adequate facilities and infrastructure; third, low interest and quality of teaching staff; and fourth, the cost burden is too high for households. Considering the factors above, it is important for the government and society to work together in efforts to improve the quality of education. Social disparities related to education must be minimized, even overcome, so as not to cause prolonged conflict in society. (D. Putri, 2025)

V. CONCLUSION

Access to education is a basic right of every human being and the key to sustainable, just development, but the gap between developed and underdeveloped regions in Indonesia is still a serious problem. Underdeveloped regions face challenges such as teacher shortages, poor infrastructure, vulnerable socio-economic conditions, as well as traditional learning methods and minimal facilities, which hinder access to quality education. Geographical factors that are difficult to reach, limited family finances, discrimination and early child marriage also worsen this situation. As a result, children in disadvantaged areas are more vulnerable to poverty and limited opportunities, hindering socio-economic progress. To overcome this, infrastructure development is needed, improving facilities and teacher quality,

economic assistance, the active role of the community and NGOs, as well as budget monitoring so that government programs are effective, so that all Indonesian children can receive quality education and contribute to nation building.

The development of information and communication technology (ICT) in Indonesia has changed the way people interact, communicate and access information, especially with the widespread use of smartphones and the internet which are now an important part of everyday life; This technology also allows wider and more flexible access to education, as seen in other countries, while encouraging teacher and student creativity in the learning process. The Indonesian government continues to reform education policies, including the abolition of National Examinations and the implementation of Five Day Schools to improve the quality of learning. In addition, the COVID-19 pandemic forced the education system to adapt to distance learning, although the challenge of access in remote areas is still an obstacle, so the "learn from home" policy was adopted to maintain continuity of education for millions of students and teachers, emphasizing the need for innovation and adaptation in modern education.

The Smart Indonesia Program (PIP) and 12 years of compulsory education are government initiatives to increase access to education for underprivileged communities in Indonesia. PIP provides cash assistance to ease the burden of education costs, so that children from poor families can continue their education without being hampered by economic problems, which has been proven to reduce school dropout rates and increase educational participation by up to 98 percent. Meanwhile, the 12-year compulsory education program aims to expand access to quality education and develop individual potential so they can live independently. Implementation of this program includes adding classrooms, establishing dormitories in 3T areas, as well as using mobile teachers and mobile libraries. In addition, teacher training is key to improving the quality of teaching, by providing the latest knowledge and skills so that teachers can manage diverse classes and overcome challenges in the teaching and learning process. Collaboration with Non-Governmental Organizations (NGOs) is also important to ensure these programs are

culturally sensitive and effective in reaching all children, so that quality primary and secondary education is universally accessible.

Education is the main key in improving human abilities and encouraging economic development. Through education, individuals can improve social status and productivity, which leads to better welfare. However, limited access to education often hinders poor communities. The new growth theory emphasizes the important role of government in investing in education to improve the quality of human resources. With good education, an individual's knowledge and skills increase, which in turn increases productivity in the world of work. Long-term education spending should focus on improving quality, including teacher and curriculum development, not just physical infrastructure. University programs that support entrepreneurship also contribute to sustainable development and socio-economic balance. Successful examples such as the GI Bill in the US show that access to education can improve individual prospects and overall economic growth. With higher education, a more creative workforce is created, supports innovation, and increases social mobility, thereby creating a more inclusive and sustainable economy.

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