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## **COMPARISON OF ELEMENTARY SCHOOL STUDENT LEARNING OUTCOMES BETWEEN URBAN AND RURAL ENVIRONMENT**

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### **ABSTRACT**

*Students with urban and rural social backgrounds, who are in the same educational institution, elementary school, allow students to show different learning outcomes. This is due to the influence of their respective social behavior and habits, in their social implications. Students with urban social backgrounds seen from a more advanced social, economic, and cultural life, with the complete facilities provided, are very supportive of the student learning process, this is illustrated from everyday life. Meanwhile, a rural social life that appears to be routine habits, simple social actions, and lack of knowledge of technology and other supporting facilities for progress; therefore, the attitude of passively accepting the state of nature is still evident. Such conditions, which geographically within the scope of their regional boundaries, in different social institutions, need proper attention and management, so that they can have the opportunity to advance together.*

**Keywords:** *elementary school, student, urban, rural, outcomes*

### **INTRODUCTION**

Education is part of the process of national life, in which the vision of national education is implied in the national education system law to create an Indonesian

society that is peaceful, democratic, skilled, highly competitive, advanced, and prosperous in the container of the United Republic of Indonesia that is devout, mastering technology, have a work ethic and are highly disciplined. The key to a nation's success is the human resources a nation has, especially its younger generation. One of the efforts to improve the quality of human resources is by improving the quality of education because it is a basis for building human character, mental and spirituality so that it can be used as a benchmark for the quality of the nation. Improving the quality of education in Indonesia is always carried out in various ways, one of which is improving the quality of education in schools. This is following the objectives of national education as stated in the Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System, Chapter II, Article 3 states that: National Education functions to develop capabilities and shape the character and civilization of a nation with dignity in the context of the intellectual life of the nation, aiming at developing the potential of students to become human beings who believe and have faith in God The One and Only, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In line with these educational goals, parents should continue to strive so that children achieve their learning goals and try to avoid learning difficulties faced by children. Schools and classrooms are student communities that are small units of society. They are learning to know and explore the treasures of knowledge. Through school, students are expected to become educated, skilled, increase their knowledge and abilities so that they are full of confidence and ultimately lead to improving the quality of life. Education in schools cannot be separated from teaching and learning activities, which include all activities related to the provision of the subject matter so that students acquire knowledge skills that are beneficial to life. One indicator of the achievement of learning objectives is the level of learning outcomes achieved by students after participating in the teaching and learning process. The level of learning outcomes will contribute to achieving the future success of students.

As formal educational institutions, primary schools that are born and develop effectively and efficiently from and by and for the community are instruments that are obliged to provide services to the community in educating citizens. Schools are managed in a formal, hierarchical, and chronological manner that aligns with the philosophy and goals of national education (Sion, 2016). Likewise, with families and communities, families and communities where students are a social institution that is the background of the student's social life which geographically, sociologically, and psychologically can influence students, especially on their learning outcomes.

Urban communities are often referred to as urban communities. The definition of urban society is more emphasized on the characteristics of their life and the characteristics of their life that are different from those of rural communities. Social mobility in cities is much greater than in villages. In the city, a person has a greater chance of experiencing social mobility, both vertically, namely moving to a higher or lower position, or horizontally, namely moving to another job of a similar level. In rural communities, the pattern of interaction is horizontal, much influenced by the kinship system. This condition is interesting to study in more depth concerning student learning outcomes. This is an effort made by schools and communities and focuses on one goal, namely improving existing student learning outcomes so that there is equality, and opportunities to advance together.

## **LEARNING OUTCOMES**

### **Rankings**

In the cognitive realm, there are six levels of thought processes, from the lowest level to the highest level, which includes six levels, namely as follows:

1) Knowledge, which is called C1

Emphasizes the mental process of remembering and re-expressing the information that students have obtained precisely according to what has been previously obtained. The information referred to is related to mathematical symbols, terminology and terminology, facts, skills, and principles.

2) Understanding, which is called C2

The lowest level in aspects of cognition related to mastery or understanding about something. At this level, students are expected to be able to understand mathematical ideas if they can use several relevant rules without the need to relate them to other ideas and all their implications.

3) Application, which is called C3

Cognitive abilities that expect students to be able to demonstrate their understanding of mathematical abstractions through their proper use when they are asked to do so.

4) Analysis, which is called C4

The ability to sort information in components until the hierarchy and the relationship between the ideas in the information becomes visible and clear.

5) Synthesis, which is called C5

Ability to combine elements to form a unique structure and system. In mathematics, synthesis involves combining and organizing mathematical concepts and principles to create them into mathematical structures that are different from the previous ones.

#### 6) Evaluation, which is called C6

The activity of making judgments regarding the value of an idea, creation, method, or method. Evaluation can guide a person to gain new knowledge, better understanding, applications, and unique new ways of analysis or synthesis. In general, evaluation reports are presented in three forms, namely: numbers and letters, language, and pictures/graphics. Numbers can be in the range 0-10 or 0-100. In the form of letters for example from letters A, B, C, D, and in language can be: fail, lack, sufficient, good, and satisfying. In the form of graphs such as columns, lines, circles, areas, scatter, and bars. Reports or notes about students can be made in two ways, namely complete notes and incomplete notes. Complete notes containing student achievement and personality aspects, for example, honesty, cleanliness, diligence, and so on. Meanwhile, the incomplete notes only contain student achievement and a few aspects of personality.

#### **Influence factors**

Cities are centers of settlements and population activities that have administrative boundaries. The learning process involves two subjects, namely, the teacher and students will produce a change in students as a result of learning activities. Changes that occur in students as a result of non-physical learning activities such as changes in attitudes, knowledge, and skills (Firman, 2000). Various changes occur in students as a result of the learning process. The school environment includes:

- a. The physical environment of the school, including the atmosphere and infrastructure, learning infrastructure and infrastructure, learning resources, and learning media facilities.
- b. The social environment, concerning the relationship between students and their friends, teachers, and other school staff.
- c. Academic environment, namely the school atmosphere and implementation

Good or high learning achievement from a field that is worked on requires various efforts, namely the educational process that takes place in school. Educational communication between teachers and students or vice versa will not work well without support between students as learners and teachers as educators. A teacher must help create conditions that can provide motivation and guidance so that students can develop their potential or abilities and creativity through learning activities.

In general, the factors that influence learning outcomes are divided into two categories, namely internal factors, and external factors. These two factors influence each other in the individual learning process to determine the quality of learning outcomes (Djamarah, 2012). These factors are in many ways interrelated and influence one another. A student who is conserving science or having extrinsic

motives for example usually tends to take a simple and not deep learning approach. On the other hand, someone who is highly intelligent and gets positive encouragement from his parents may choose a learning approach that is more concerned with the quality of learning outcomes. So, because of the influence of these factors, students who are high-achievers and under-achievers appear or fail at all. The following is a description of the influencing factors:

#### 1) Student internal factors

Internal factors are factors that come from within the students themselves. Internal factors include learning motivation, student intelligence, interests and attention, learning attitudes and habits, persistence, socioeconomic, and physical and psychological factors.

##### a) Physiological aspects

Physiological factors are factors related to the physical condition of an individual. The physical condition of students, in this case, health, both physical and spiritual health has a very important role in the learning process. The physical condition of a person whose health is disturbed will result in that person being unable to study optimally. For example, students' low hearing and vision will hinder the absorption of image and image information. As a result, the process of accessing information carried out by the student's memory system cannot run smoothly. Unlike students with healthy hearing and vision, they will easily absorb information in the form of pictures and images.

##### b) Psychological aspects

Learning is essentially a psychological process, therefore all psychological states and functions of course affect one's learning. Among the students' psychological factors that are generally seen as more essential is the level of intelligence.

Therefore, intelligence is the most important factor in student learning. If students have high intelligence, they will be able to easily accept and understand the lessons delivered by the teacher. So that the chances of achieving success in learning are high. On the other hand, students with low intelligence have very little chance of achieving success in learning.

#### 2) Attitudes of students

Attitude can be defined as a predisposition or tendency to respond in certain ways to the surrounding world, either in the form of individuals or certain objects. This attitude will give direction to one's actions or actions. A positive student attitude, especially towards teachers and subjects, is a sign of a good start for student learning. Conversely, students' negative attitudes towards teachers and subjects can cause learning difficulties for these students.

#### 3) Student talent

Everyone has talents that are not owned by others. Humans have the potential to achieve achievements up to a certain level according to their

respective capacities. Talent is someone's ability that is not owned by others. For example, someone has a talent for typing, so he can type fluently and quickly compared to people who have less or no typing talent.

#### 4) Student interest

Interest is a feeling of preference and interest in something/activity without being asked. In simple terms, interest (interest) means a tendency and high excitement or a great desire for something. For example, a student who has a strong interest in mathematics will focus more on mathematics than on any other subject.

#### 5) Student motivation

The basic understanding of motivation is the internal state of both human and animal organisms that encourages them to do something. In this sense, motivation means a power supplier who behaves in a directed manner. Motivation has a huge influence on the learning process (Fitriani, 2013). Students who do not have the motivation, of course, will tend to be lazy while students who have motivation will become diligent students. Students who lack or do not have the motivation to learn can be made so that these students have greater motivation, namely by explaining things that are interesting and useful for life and things related to their aspirations.

### **External factors**

These external factors include family environment, school environment, and community environment.

#### 1) Family environment

The family is the first and foremost educational institution. It is hoped that families will always try to provide for their children's needs, both biological and psychological, as well as to care for and educate them. Also, the family is the foundation layer for further education. Family factor (parents) has a very big influence on the success of students in learning. The level of parental education, the size of the income, insufficient or lack of parental attention and guidance, whether or not the parents' relationship with their children is close, all also influence the achievement of children's learning outcomes. The family environment is also an important factor in shaping individual learning patterns. Individuals unconsciously form habitual patterns according to daily activities in their respective environments. Parents must always follow the development of their children at school and try to find out what abilities their children have. Parents who pay less attention to education. the child, causing the child not / less successful in learning. The family factor is the main factor and greatly affects student achievement among other external factors.

#### 2) School environment

The state of the school in which to learn also affects the level of learning success. The quality of the teacher, the teaching method, the suitability of the

curriculum with the child's abilities, the state of the facilities or equipment in the school, the condition of the room, the number of students per class, the implementation of school rules, all of these contributes to the success of children's learning. If a school does not pay attention to discipline (discipline), then the students do not obey the orders of the teachers and as a result, they do not want to study seriously at school or home. This results in low student achievement.

### 3) Community environment

The condition of the community where students live also affects student achievement. The slum environment of students, many unemployed and neglected children can also affect student learning activities, at least students have difficulty when they need study partners, discussions, or borrow learning tools that they don't happen to have. Besides, sometimes it also causes laziness to learn in students when they are in a slum environment. If in the neighborhood where the community consists of educated people, especially their children are on average high school and have good morals, this will encourage children to be more active in studying.

Of the several external factors, what distinguishes learning achievement between students who live in urban areas and students who do not live in rural areas is the way of learning. Ideally, students who live in urban areas have better learning achievement because they are more intense in their studies. For this reason, most parents have the initiative to house their children in urban areas in the hope that their children can be smarter and excel in learning and educational problems. Where most schools in urban areas apply a system of learning hours for more intentions with extras that make students more creative. This is done and it is hoped that the student can become smarter by learning and knowing things he does not know.

Besides that, it is also with schools located in urban environments that are completely supportive of the learning process. Where when in rural areas there is a slightly different way of learning, students in urban areas are very influential in learning. And if there are students who cannot understand the subject matter, they can directly ask their friends who can (understand). However, if you are at home, it will be difficult to do because you are given the lack of supporting environmental factors, such as the presence of study companions. With this study partner, students can learn together to discuss the subject matter being studied. However, by living in an urban area, not all of it can guarantee that students can become more intense in learning. As many of us know, in urban schools there are various activities, ranging from extra activities and so on. It is all hoped that students will be able to accept the process and better learning outcomes.

Likewise, with students who do not live in rural areas because of inadequate infrastructure, the results are not optimal and the parents just surrender due to limited facilities because the teacher is also inactive, maybe for various reasons.

get a direct warning from parents/family. However, being at home, where all facilities can be fulfilled, does not guarantee that students will be better off. With this facility, it can be used as an obstacle or support for student learning achievement. For example, with television, children can watch television to their heart's content so they forget to learn. Or also by being at home students can be freer to associate with their environment, because they feel they have a lot of time to study because it can be done at any time, or on the contrary, they waste time in vain.

By being at home, the most important supporting factors for student success are family factors, then other supporting factors, such as environmental (Ludang et al., 2011), and school factors. Because successful or unsuccessful students are from the family itself. If the child is in a less harmonious (messy) family, it will cause the child's mental learning to decrease and decrease so that he is lazy to learn. However, if students are in a family that cares about their children's education, here the role of parents/family is needed to motivate students in learning and at the same time be able to control and supervise children's learning. So this is what distinguishes the way students learn between those who live in urban areas and rural areas, which in turn can affect student achievement.

Based on the information above, the factors that affect student achievement are influenced by internal and external factors of the students themselves. Where students themselves play an important role in organizing their learning and can condition their environment.

## **EFFECTS OF LIVING IN URBAN AND RURAL AREAS**

### **Comparison of conditions**

A lot of influence is generated when parents choose to live in urban and rural areas. The positive impact of children attending school in urban areas learns more regularly and parents are involved. This should be a consideration for educational institutions in Indonesia to balance theory with real work in the field. With theory alone, a person can only convey the ideas in his mind, develop his thoughts and analyze the theory. When compared with real work, the nation's children can gain valuable learning experiences through involvement that directly find, formulate, solve.

School is an educational environment that is deliberately designed and implemented with strict rules such as having to be tiered and sustainable so it is called formal education. Also, the school organizes a learning process to achieve educational goals. The school environment also concerns the academic environment, namely the facilities and implementation of teaching and learning activities, various curricular activities, and can be viewed in terms of advantages as follows:



The advantages of urban environmental schools:

1. More advanced facilities
2. Clothes are tidier
3. Learn more on time

Disadvantages of urban neighborhood schools:

1. Excessive use of technology, an example of the timeless use of gadgets.
2. In the early evening, the children were still in front of the television and PlayStation.

The advantages of students who are in a rural environment:

1. Students in rural areas are not less interested in learning than students in cities.
2. In the afternoon, the children in the villages have taken a bath and those who are Muslim are ready to pray maghrib and get ready to go to the mosque.

Shortage of students in rural settings:

1. School facilities are limited
2. Student uniforms are sometimes colorful.
3. When coming home from school, students help their parents to work overcome these problems. These two things should be done in a balanced way in the educational process.

Unlike the case with children who are in urban areas, who can get education easily and with complete facilities. People in urban areas should be grateful for this because they can get a decent education without being constrained by facilities and easy transportation access. Moreover, the quality of education is guaranteed to be good in urban areas. But things that are well educated cannot reflect it in the life of the nation and state. Therefore, this underdeveloped education results in the majority of people in rural areas having only primary school education. The lack of highly educated people has led to an increase in the unemployment rate which has led to poverty in the sub-district due to a lack of knowledge and broad insight. This is the main problem in the sub-district of Palangkaraya City and the infrastructure is inadequate (Ludang, 2010). Access is still difficult and means of communication are not fully available. When viewed in the development of border areas, there are still some unresolved problems such as poverty, development gaps between urban areas and inland or border areas, labor issues, and environmental problems. Also, teachers who come from rural areas themselves have a low quality of education because only high school graduates. And the curriculum that does not meet the standards makes students less educated, such as in cities. Then information, which is one of the problems in access to education, in rural areas tends to experience delays in the information.

**Progress**

Through education, a person will be able to apply his knowledge to everyday life. One indicator of the success of the learning process can be determined based on the learning outcomes achieved by students. To support the achievement of a learning outcome, a learning model is needed that can support the learning process in the classroom to succeed as expected by the teacher to students. Inappropriate use of learning models can lead to boredom, thus less motivating students to learn. The learning model is a pattern or learning step that is applied so that the objectives of learning outcomes that are expected to be quickly achieved can be achieved more effectively and efficiently (Amri, 2013).

The difference between rural and urban areas does not always refer to negative and positive things, in some cases villages have shown extraordinary achievements compared to cities. Particularly for education, for example, in general, in terms of facilities, the differences between schools in cities and villages are far different. However, in terms of enthusiasm for learning, those who live in rural areas are no less successful.

Even recently, in general, in cities with various conveniences, children did not show commensurate achievement. On the other hand, in villages, with various limitations, children who excel and have an extraordinary enthusiasm for learning to emerge. The advancement of technology has been completely absorbed by urban children so that it has become a daily sight of how urban children cannot be separated from gadgets. Meanwhile, for children in the village, having high-tech tools is still a dream. But the negative impact of technology has also been perfectly absorbed in the city, while the village is not very visible. In the afternoon, children in urban areas are still busy in front of the television, play station machines, or surfing in cyberspace, while many children in the village are ready to go to the mosque, prayer room and break, for prayer. Maghrib in the congregation and continued with learning the Koran.

The atmosphere at school between the city and the village is also different. Urban school facilities are relatively more advanced, unlike those in villages, many of the school buildings are still a cause for concern. In the urban school, the children are in uniform, beautiful and handsome, shoes and smelling good. Meanwhile, in rural schools, it is still a daily sight of how schoolchildren wear colorful uniforms, some are not wearing footwear with a haggard and tired face, because it is not uncommon until the afternoon that they still have to help their parents' activities.

Such is the difference between schools in cities and schools in villages, which in some cases still shows differences such as between heaven and earth. However, in terms of the quality of human resources in rural areas and urban areas, they are equally qualified. However, some factors affect the quality of education so far.

These factors include: environment, economy, educators, educational infrastructure, information media, and enthusiasm for learning; all of them are described as follows.

### 1. Environment

Environment greatly influences in determining whether or not the quality of education is good. If an environment does not pay attention to education, there will be a lack of attractiveness to obtain higher education. So that the progress of an area will be hampered. This is due to the lack of public knowledge about the importance of education. So that the sons and daughters in the village are less interested in obtaining higher education. They are more inclined to continue the process of their parents such as farmers, traders, hunters, and so on.

### 2. Economy

Economic factors in influencing the quality of education are not only experienced in villages, but also cities. This is due to the high cost of education, which is caused by the increasing cost of living, especially in cities. Whereas in the village there is less job creation, so it is more focused on agriculture, livestock, fisheries, mining and so on. Only certain people have the opportunity to get a better education. Meanwhile, their parents, who do not have more income, can only send them to the elementary level, even if they do not just drop out in the middle of the road. So that only returned to help his parents to earn money.

### 3. Educators

Not only is the quality of teachers concerned but also the quantity of teachers is also very much needed, in influencing the quality of education. Teachers who have good quality education will produce quality students. One of the problems that occurred in remote villages was that some teachers were more likely to be interested in teaching in cities than in villages. The number of teachers currently is still lacking, this also affects the distribution of education in this country that we love.

### 4. Educational Infrastructure

Educational facilities and infrastructure also greatly affect the quality of education. This is what distinguishes the quality of education in rural areas and cities. Educational infrastructure in cities is more adequate. To spur students and educators in increasing their ability to explore science and technology. Easy road access, support, and adequate facilities. Inadequate educational infrastructure is even far from standard. Only some schools that have good infrastructure in the village are sponsored by private or public companies at high costs. This results in differences in the quality of education, with inadequate infrastructure. Such as road access that is far and difficult to reach, the quality of the building is not good. There are still other problems with facilities and infrastructure.

### 5. Media Information

In today's more modern era, information media are increasingly sophisticated and are easier to obtain. This helps education transfer knowledge and technology to

all levels of society. Information media plays an important role in influencing the quality of education.

Information media can be divided into two, namely:

a. Print media

Is it a medium for delivering news or information in writing or images? Usually using kretas or others, from the past until now the ones that are still very popular are usually newspapers, magazines, books and so on.

b. Electronic media

Is it a medium for delivering news or information visually or audio, either one way or two directions? Which usually uses electronic devices, in the form of TV, radio, computers and so on.

Information media are still constrained in obtaining village communities, this is one of the differences in the quality of education. With the lack of supporting facilities plus difficult information, education in villages is left behind.

6. Spirit of Learning

Passion is one of the most important foundations in achieving something. Without passion, it is difficult to achieve everything we want to achieve. Likewise, the enthusiasm for learning (Nurdyansyah & Fahyuni, 2016). Someone who has a high enthusiasm for learning, even with any conditions and situations, that person does not give up. So that what he aspires to come true. In improving the quality of education, there must be a passion that includes all components of education. The differences in the quality of education that occur need to be immediately followed up so that the quality of national education can be balanced and evenly distributed. This is all our responsibility, both the government and the people.

## **CONCLUSION**

In school, every student has different learning achievements due to many factors, namely internal and external factors of each individual. One of the external factors is the place of residence, the environment in urban and rural areas. These different environmental conditions produce differences in learning outcomes. Schools in urban areas must work optimally so that student learning outcomes are better than those in rural environments, as well as students who live in rural areas have to study harder so that their learning outcomes are not inferior to those in urban environments.

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