



The Social Landscape of Education in Rural Areas: Evening Study Programs, Study Irregularities and Academic Achievement

Marleny Leasa^{1*}, John Rafafy Batlolona², Elsina Titaley³, Thopilus Batlolona⁴ 

¹Elementary School Teacher Education Study Program, Pattimura University, Ambon, Indonesia

² Physics Education Study Program, Pattimura University, Ambon, Indonesia

³ Department of Sociology, Pattimura University, Ambon, Indonesia

⁴ State Middle School 81 Central Maluku, Indonesia

ARTICLE INFO

Article history:

Received April 17, 2024

Accepted September 10, 2024

Available online October 25, 2024

Kata Kunci:

Pendidikan Pedesaan, Program Belajar Malam, Ketidakteraturan Belajar, Prestasi Akademik

Keywords:

Rural Education, Night Study Programs, Study Irregularities, Academic Achievement



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Sekolah di pedesaan di setiap wilayah menghadapi sejumlah masalah tantangan yang unik pada lingkungan mereka. Tantangan-tantangan berupa ketidakteraturan siswa dalam belajar malam. Mereka mengabdikan di waktu malam dengan mengakses sosial media sehingga berdampak buruk pada prestasi akademik. Oleh sebab itu, tujuan dari penelitian menganalisis program belajar malam dan keteraturan belajar siswa di daerah pedesaan yang berimplikasi pada prestasi akademik siswa. Jenis penelitian ini adalah studi kualitatif berupa studi kasus pada siswa SMP. Subjek yang terlibat dalam penelitian adalah kepala SMP, guru, kepala desa, perangkat desa, dan orang tua siswa kelas satu hingga tiga. Metode pengumpulan data yakni observasi. Metode analisis data yang dilakukan deskriptif kualitatif. Hasil penelitian menunjukkan bahwa dengan program belajar malam, maka terjadi keteraturan belajar dan prestasi siswa meningkat dan lebih baik. Selain itu ditemukan bahwa pada malam hari tidak ditemukan siswa di luar rumah. Mereka menghabiskan waktu belajar di rumah guru di empat titik yang telah disiapkan untuk belajar. Selain itu, orang tua tidak menjadi takut lagi karena setiap malam kondisi siswa telah terkontrol dengan baik sehingga tidak berdampak pada hal-hal yang negatif. Oleh sebab itu dapat direkomendasikan bahwa program belajar malam di daerah pedesaan dapat meningkatkan keteraturan belajar, prestasi akademik dan karakter kepribadian siswa. Implikasi penelitian ini dapat menjadi dasar bagi perumusan kebijakan yang lebih inklusif dan adaptif terhadap kebutuhan masyarakat pedesaan, khususnya dalam hal penyelenggaraan program studi malam.

ABSTRACT

Rural schools in each region face a number of challenges unique to their environment. Challenges in the form of student irregularity in evening study. They spend their evenings accessing social media, which has a negative impact on academic performance. Therefore, the aim of the research analyze evening study programs and student study regularity in rural areas which have implications for student academic achievement. This type of research is a qualitative study in the form of a case study on junior high school students. The subjects involved in the research are junior high school principals, teachers, village heads, village officials, and parents of students in grades one to three. The data collection method is observation. The data analysis method used was descriptive qualitative. The results of the research show that with the evening study program, there is regularity in learning and student achievement increases and is better. Apart from that, it was found that at night no students were found outside the house. They spend time studying at the teacher's house at four points that have been prepared for learning. Apart from that, parents are no longer afraid because every night the student's condition is well controlled so that it does not have a negative impact. Therefore, it can be recommended that evening study programs in rural areas can improve learning regularity, academic achievement and student personality traits. Implications of this research can be the basis for formulating policies that are more inclusive and adaptive to the needs of rural communities, especially in terms of organizing evening study programs.

*Corresponding author.

E-mail addresses: marlenyleasa3@gmail.com (Marleny Leasa)

1. INTRODUCTION

Currently, the classic problem that is still faced in all countries in the world is education. This is especially true for schools in rural areas, which face unique challenges related to geographic isolation, racial segregation, and limited community resources. Many problems hinder the development of quality education in rural areas, including socio-economic conditions, lack of teachers with appropriate qualifications, poor curriculum implementation, lack of resources, poor school management, and lack of community involvement in rural schools (Hannaway et al., 2020; Pieri & Mangione, 2023). Rural areas often require more services, employment, and opportunities than urban recreational activities (Dlamini et al., 2019; Evans & Mendez Acosta, 2023). Many rural schools experience difficulties, especially teacher shortages, for various reasons, including poor infrastructure and facilities. Apart from the problem of teacher shortages, schools in rural areas also face very worrying challenges. Over the years, there have been suggestions for distance education as a partial solution to some of the problems facing rural schools. Regarding the quality of education, teachers in rural areas still have to be more qualified than teachers in urban areas. Although there are social and economic disparities between urban and rural areas, equal opportunities must be provided to all students, including those who have access to education (Afzal Tajik et al., 2019; Muhaimin et al., 2020). This problem can be illustrated by the widespread poverty in many African countries, which has major implications for the provision of quality education. Rural schools face tough challenges unique to their environments. Lack of parental interest in their children's education, inadequate state funding, lack of resources, unqualified teachers, and multigrade teaching are some of the obstacles to achieving effective education. These challenges can be caused by various sources, both from within the school structure and from the external environment, including local communities and educational authorities (Ahmadu et al., 2021; White & Reid, 2020).

The problem of teachers in rural areas also occurs in several developed and developing countries in the world. In California, for example, the rate of emergency credentials issued to rural schools is 8.3%, while it is only 4.2% for urban schools. This suggests that although rural areas can fill urgent vacancies, many of the teachers recruited may need to be qualified. The same thing also happened in Japan, the Ministry of Education explained that a survey conducted in the 2021 school year showed that 1,897 (5.8%) schools at all levels were negatively impacted by the teacher shortage. Additionally, the number of applicants for teaching careers declined from 12.8 to 2.6% between 2000 and 2020. In Australia, the government is committed to solving the ongoing problem of staff shortages; however, teachers in urban areas are in excess supply, while there are still many vacancies in rural areas due to insurmountable barriers (Blanchard et al., 2020; Young-Pelton & Doty, 2019). Meanwhile, in China, due to better salaries and working conditions in urban areas, the turnover ratio of primary school teachers in rural areas is also increasing every year and was twice as high as in other cities in 2014. In Russia, more than 24.8% of teachers in remote villages have expressed their intention to leave their current positions. It should be remembered that teacher quality is the most significant determinant of successful student academic performance (Ho & Tsai, 2020; Ziduli & Buka, 2020).

To overcome education problems in rural areas, the Chinese government has adopted policies and is considering increasing the salaries of teachers working in rural areas. However, although the government increases teacher salaries, the number of qualified teachers still needs to be increased. In Singapore, apart from offering competitive starting salaries, various incentives, including career development opportunities, have also been implemented to attract prospective teachers. The Taiwanese government has adopted policies to attract teachers to work in rural areas. The first offers rural teachers a 5-10% salary increase and bonuses for long-term teaching. The latter includes granting additional credit and promotion to administrative positions. However, many teachers who are still in office are still reluctant to work because of the disadvantages of working in rural areas (Khanal, 2022; Pears & Konstantinidis, 2021).

Schools in rural areas are still underdeveloped. In rural areas, schools must provide adequate facilities and infrastructure for students, which is essential to facilitate effective educational attainment. Apart from that, teachers do not go to school because the distance between home and school is far, which requires high transportation costs. Apart from that, many welfare problems experienced by teachers are not handled by the government (Gemnafle et al., 2021; Le Fanu et al., 2022). Another big problem is the smaller number of schools. They are far from home, and the children have to travel long distances. Teaching methods and strategies can be utilized to provide education according to student needs. Students may need help to understand academic concepts efficiently and produce better academic results. In realizing the development of the education system, teachers have an important role. In rural schools, teachers need to be more skilled and qualified. They encourage students to express their points of view, observations, and experiences. The main objectives of rural schools are to ensure that every student receives a quality education, assist students in enrolling in higher education institutions, provide guidance and support to researchers to participate efficiently in educational development, implement new teaching methodologies

and assessment systems, and promote schools towards stress-free environment (Callado Moreno et al., 2021; Ghanim et al., 2020).

Throughout the world, the question of how to provide quality education to young people in rural areas is critical. Many countries are following the urban education systems of developed countries and need to understand the realities and needs of rural areas. This situation sparked heated debate among educators, government, education experts and observers. We must address these issues to trigger the process of rural development, as rural education is considered an important tool of society. Existing research argues that geographic and socio-economic disparities between rural and urban areas create significant gaps in social and economic development and access to infrastructure and welfare services. However, rural schools are neglected in education policy. Long-term research shows that informed educational, health, and nutritional interventions during childhood have the potential to impact adult productivity and well-being later in life (Batlolona & Mahapoonyanont, 2021; Cuervo, 2020). Globally, addressing education inequality and multidimensional poverty means governments support the needs of the most disadvantaged and marginalized groups in society. Thematic analysis identified enabling and constraining factors in supporting children's learning and well-being across the three themes of infrastructure, educational resources and children's institutions, initial teacher education (ITE), and socio-economic status.

Many of the factors identified as hampering the quality of education in Ghana and other African countries are education management and technology gaps (Ang et al., 2023; Tuñón & Martínez, 2021). In educational management, strategic planning, monitoring, supervision and effective school discipline are essential. In contrast, the technology gap is the absence of internet connectivity and technological equipment that hinders students' search for global knowledge and reduces teachers' coverage of syllabi and textbooks, which are not in line with current learning conditions and needs. The gap in student academic achievement in rural and urban areas is getting worse. However, the government has implemented reforms to increase educational opportunities in rural areas. However, this gap is not affected by investment or at least is not reduced significantly. The gap in rural-urban student learning achievement is not only caused by real factors, but also intangible factors. Intangible factors may include efficiency of resource use, school management or leadership, accountability, parental involvement, and perception (Febriana et al., 2021; Yudianta et al., 2020). In Colombia and several countries in Latin America, teachers are professional developers who are considered an important factor in improving the learning process and student performance. In addition to their influence in the classroom, Colombian teachers are also recognized as potential agents of change and leadership for building a more equitable society.

There are many challenges associated with learning and educational development. Many experts attribute this to a poor school climate, an environment that is not conducive to meeting children's psychological and developmental needs. Previous research found that countries in Sub-Saharan Africa, Arab countries, and southern Asia experience poor education management, resulting in high illiteracy rates of 37.7%, 27.1%, and 20% respectively. In contrast, countries such as Germany, England, and the United States have good education management systems, so that the illiteracy rate is less than 7% (Frahm & Cianca, 2022; Plessis, 2020). The happiness of education in several developed countries in the world in the education system is inversely proportional to the challenges of education in Indonesia which has not been able to achieve the right goals. In rural areas in Indonesia, for example, teacher awareness and student participation levels are still lacking. Additionally, the building infrastructure and classroom environment in rural areas are not suitable for learning. Rural schools in Indonesia are very different from other countries because they have unique cultural, social and economic backgrounds.

The comparative description of educational problems from several countries above is an example of educational problems in rural areas which is our collective homework. Many Indonesian children in rural areas really want to get a decent education. Urban and rural environments have characteristics that can influence parents' decisions or motivations to get involved and how they see their child's education improving in the future. For example, the pace of life in urban areas is fast, while in rural areas it is more relaxed. There are also differences in the social, economic and socio-cultural conditions of parents between urban and rural Indonesia. For example, parents in urban areas usually have a higher level of education than parents in rural areas. Regarding work, parents in urban areas tend to work in trade and services, while parents in rural areas generally work in agriculture. Regarding life values, rural communities tend to be more traditional and religious (Cuervo & Acquaro, 2023; Leasa & Batlolona, 2020). There are several reasons why education in rural areas is lower than in urban areas, including low will and mindset that still considers education to be less important; poor economic capacity; lack of support from parents; lack of adequate infrastructure; lack of professional teaching staff.

The above situation is similar to the urgency of this research. Students in rural areas who are at the core of this research, are less concerned about study hours at night. They play more with their friends on the beach to access the internet. The reason is, it is located in a village located on the bay so it is difficult to

access the internet. Therefore, students or the public have to go to the beach to look for an internet signal. This situation happens every day at night; they spend time accessing social media in the form of YouTube, WhatsApp, Facebook, Instagram, Whatsapp, or TikTok. Social media also plays a role in students' continued search for information, news, education, insight and long-distance contact. The convenience of social media offers many fun features for its users. Therefore, social media has become a primary need today. This is a positive impact, but negative impacts also occur on teenagers. Most students spend a lot of time on platforms like Facebook, Twitter and WhatsApp while using smartphones, which are now an everyday gadget. Therefore, many students spend 7-8 hours accessing social media or browsing all night. Conditions like this escape the attention of parents. Therefore, student academic achievement decreases due to student irregularity in learning. Every semester parents complain that their children's academic performance has not improved significantly. Therefore, the junior high school principal who saw this situation held a program called the "Evening Study Program" which focused on four points. The factors identified above are considered responsible for the low academic performance of school students. Therefore it is necessary to understand that no matter how well planned a country's development is, low academic performance can destroy everything. This implies that poor academic performance and high failure rates are indicators of backwardness in a society. Therefore, this study aims to analyze evening study programs and the regularity of students in rural areas, which have implications for student academic achievement.

2. METHOD

This research was conducted in Sanahu Village, West Seram Regency, Indonesia. This type of research is a case study consisting of a qualitative exploration of the challenges and problems faced by school principals in developing schools in rural areas and what can and should be done to improve the quality of education in rural areas. This research method is a qualitative method of seeking meaning and contributing to theory development by setting priorities inductively (Banaji et al., 2020; Çiftçi & Cin, 2021). Qualitative methods were used because the main aim of this research was to understand how school principals in rural areas view these issues and their complexity and impact on development in rural schools. The research involved junior high school principals, teachers, village heads, village officials, and parents of students in grades one to three. SMP 81 Central Maluku was chosen (the school is still within the Central Maluku Regency government area, but the school is located in Sanahu village which is part of the West Seram Regency area) because it is the only school that operates at night. learning program. This allows for in-depth investigations and expanded responses. Questions focused on how respondents experienced the challenges and problems they faced in improving school quality and community development. The researcher made every effort to encourage respondents to share their opinions about challenges and problems as well as their successes in life experiences and told the evening learning program about the challenges and problems encountered.

3. RESULT AND DISCUSSION

Result

If we reflect on education in rural areas, a picture will emerge of schools in the form of facilities and infrastructure, teachers and students. In this village, the authenticity of culture with all its uniqueness is still very much felt. Until now, educational problems in rural areas throughout the world have not been resolved properly regarding facilities. These conditions are presented in Table 1.

Table 1. Problems with the Quality of Education in Rural Areas in Several Countries in the World

Continent	Results	Source
Asia		
China	<ul style="list-style-type: none"> • Students with disabilities • The Teacher Education Quality Improvement Program (SQIPTE) is the first policy specifically dedicated to teaching staff development since the founding of the People's Republic of China. 	<ul style="list-style-type: none"> • (Han dkk., 2022) • (Zhao, 2023)
Bangladesh	Household Income and Production 2005-2010	(Mahmud & Akita, 2018)
India	The Montana Autism Education Project (MAEP) is located in rural areas and schools on or near Indian reservations.	(Muda-Pelton & Doty, 2013)

Continent	Results	Source
Pakistan and Kazakhstan	Coordination between stakeholders is considered to be an important factor in providing quality teachers	(Nawab & Sharar, 2022) & (Afzal Tajik et al., 2022)
Indonesia	Professional Development Opportunities <ul style="list-style-type: none"> ● Integrated curriculum and network system ● Economy, quality of facilities and infrastructure, quality of teachers and curriculum 	<ul style="list-style-type: none"> ● (Turwelis et al., 2022) ● (Leasa & Battolona, 2023)
Europe		
Dutch	<ul style="list-style-type: none"> ● Inclusive education for early childhood ● Quality of teaching ● Services and facilities ● Reorganization of basic education in the last two 20 years 	<ul style="list-style-type: none"> ● (van der Werf et al., 2021) ● (van der Pers & Helms-Lorenz, 2019) ● (Pot dkk., 2023)
Poland, France, Portugal	<ul style="list-style-type: none"> ● Small rural primary schools in Finland are analyzed based on three thematic foci: the relationship between local rural schools and the surrounding community, small rural primary schools as learning environments, and the teaching profession. 	● (Ferreira, 2011)
Filandia	In many cases, young people in rural areas need more educational opportunities.	● (Kalaoja & Pietarinen, 2009)
Germany and European countries	Reviewing research over the last 25 years on small schools, where rural teachers feel valued for their work as teachers	(Weiss & Heinz-Fischer, 2022)
English	Attention to inclusive education	(Hargreaves, 2009)
Spanish		(Callado Moreno dkk., 2015)
Africa		
Sub Sahara	Provision of social, infrastructure and economic services	(Chakanika et al., 2012); (Sumida & Kawata, 2021); (Harimau, 2022)
South Africa	Socioeconomic, development, ecology	(Halle, 2014)
Ghana	Internet facilities, economy and services to ensure inclusive and quality education	(Donkoh dkk., 2023)
Australia		
Australia	concerns about isolated teacher attraction and retention, the availability of opportunities for different types of learners and knowledge, inadequate infrastructure, and post-school options for young people. Policymakers must strive to think differently about the 'rural problem'.	(Downes, 2018)
American		
Argentina	<ul style="list-style-type: none"> ● Per capita household income ● Principles of equality of opportunity and social cohesion; decentralization of the education system at the institutional level; problems of quality and equality of education; teaching career; and financial resources. 	<ul style="list-style-type: none"> ● (Tuñón & Martínez, 2021) ● (Muscara et al., 2013)

As an observer of education in higher education, I feel sad about the problems of education in rural areas that have only just been resolved optimally. A developed nation can be seen from the quality of its education. Good education will produce quality human resources and have implications for the nation's progress. Realizing equal quality education is a challenge for all parties, the government and society. Rural areas also face challenges, especially in providing education services in remote, frontier and outermost

areas (3T). Limited educational facilities often make rural children complain and despair. This is the reality they have to accept amidst the education gap. Sometimes they express their feelings when we can be with their friends in the city. Sometimes, they have to sacrifice time walking long distances to get to school and access education. Some even have to cross bridges that are unsafe (or damaged) or cross rivers by boat or raft in order to study in class.

The villages in Elpaputih District are Sumeith Pesinaru Village, Ahiolo Abio Village, Watui Village, Huku Kecil Village, Sanahu Village, Wasia Village, Elpaputih Village. Each village has a public elementary school or private Christian school under the YPPK DR J. B. Sitanala foundation. However, of the seven villages, only two junior high schools are in the villages of Sanahu and Elpaputih. However, of the six villages, Sanahu is the closest. Ahiolo Abio Village to Huku Kecil Village are located in a mountainous area quite far away. Therefore, when people want to reach the highway, they have to walk tens of kilometers. Sometimes they use rafts to reach the villages of Sanahu, Wasia and Elpaputih on the coast. Therefore, students in the mountains who have completed elementary school usually attend school in Sanahu village. Sanahu Village has two hamlets, Huse and Batu Tree. Elementary school graduates from the mountains usually live in dormitories. The distance from Huse Hamlet to Sanahu Village is around 2 km. Therefore, they usually walk to school in the morning. Apart from that, there are also students in Bantu Tree Hamlet and Wasia Village. The distance from Batu Tree Hamlet to Sanahu Village is 3 km. The distance between Wasia Village and Sanahu Village is 1 km. Students usually walk to school. This is a sad condition. Not to mention the issue of inadequate teacher needs. Teachers who do not feel comfortable living amidst limitations will definitely want to move or move to a better school, plus various other reasons. The following are interviews with several students who live in Huse Hamlet, Wasia Village, and Tree Bantu Hamlet:

We hope that in the future the local government will provide school buses so that we can go to school well (WS).

Those of us who live in Wasia are close by, but our friends in Bantu Tree are far away; they have to walk to school at 6 am. It would be a shame if they came home in the afternoon. Oww...so hot (MS)

We are helped by motorbike, usually three people on one motorbike, but if our parents go to the garden, we usually walk (GB).

The various problems of education providers in rural or remote areas should be a joint responsibility between the government, community organizations and the community to help overcome the shortcomings of educational services. With limited facilities and access to educational services, various inspiring stories about education in the village have emerged. The various inspiring stories of some of the students above are of common concern. Apart from students, teachers experience very different problems. The sacrifices of teachers who dedicate themselves to educating children in rural areas must be paid by traveling long distances and being separated from their families. The following are the results of interviews with two middle school teachers:

My extended family is in Waisarisa, and I was assigned to Sanahu. I usually work from Monday to Friday. After school on Friday, I usually go straight to Waisari. I will come again on Monday morning. Usually I leave Waisarisa for Sanahu at 6 pm. The distance between Waisarisa and Sanahu is 43 km. In Sanahu, I lived in one of the community houses given to me temporarily from Monday to Friday (AW).

I live in Waipina; The distance between Waipia and Sanahu is 35 km. I'm just a contract teacher. I have to go to school every day. My salary is small; Sometimes, payments from BOS funds (School Operational Assistance Funds) take three months. I remained loyal, and I came every day to teach students. With this sincere devotion, there will definitely be blessings for me and my family. Alhamdulillah, in 2023 I was appointed by the government to become a government official with a work agreement (MM).

The problems faced by students are access to services, facilities and infrastructure that support learning and transportation to school. Some of these points were conveyed because these problems make learning difficult for students. Comfortable learning is the dream of teachers and students. Information from teachers and school principals shows that students' academic achievement has decreased due to disorganization in learning. At night, students spend 7-8 hours playing, on the beach looking for an internet signal, using social media, and even playing games. Therefore, study hours at home are neglected, and parents do not care about the child's condition. Sometimes someone reminds them, but their children end up scolding them. This phenomenon lasted for several years. The replacement of the new junior high school principal also addressed this problem. The following are the results of the interview with the Middle School Principal:

I gathered parents at school to discuss this issue together. I am concerned about the academic performance of students and the character of many students. If not addressed immediately, this can cause more problems. I propose a 'NIGHT STUDY' program which will be focused on four points: Duni Huse, Sanahu Village, Wasia Village, and Tree Batu Hamlet. Many parents worry about this problem because students who live close by are not a problem, but students who live far away are. I do this program to help students and parents. I didn't get anything, and I asked for payment. I am just sincere and devoted to helping students. Apart from that, I coordinated with the village head and all village officials to discuss this issue, and they strongly approved this program (TB).

The causes of student disorganization can vary. Some students may need more personal interest and ability to understand the subject, face a hostile and uncooperative teacher attitude, or struggle with a curriculum that overloads content and threatens oral exams. Poor learning disorganization can affect student learning activities and lead to low learning achievement. Forms of bad study habits in learning are often found in some students, such as studying irregularly, studying in a hurry, incomplete lesson notes, not being used to making summaries, not having the motivation to enrich the lesson material, and liking to plagiarize friends' work, often coming late, and studying when tests and exams are approaching or learning the system all night long. Bad study habits make it difficult for students to understand their lessons, because students' irregular study habits will make it difficult for students to understand their lessons. If students succeed in understanding what they are learning, they will produce good learning outcomes. On the other hand, if students study poorly and irregularly so they do not understand what they are learning, then the learning outcomes obtained by students will be less than satisfactory. The following are the results of interviews with junior high school principals from the program implemented:

This program is conducted only for junior high school students; it has not been done for elementary school students. I have coordinated with four elementary school principals from Sanahu and Huse villages, and hopefully this program can be implemented next year. With this program, students are no longer found on the beach playing with their cellphones, accessing social media, or even playing with friends. At 6 pm they will go to the learning center, which is a house that has been prepared for learning. With this program, parents feel happy, children are organized in learning, and their character or mentality improves. This program has been implemented for one year and student achievement is increasing. Parents also hope that this program will continue (TB).

Discussion

Progress in achieving educational goals for all millennium development programs and goals can be faster. Promoting rural development and education must go beyond set targets. Since the second half of the twentieth century, literature on rural education has emphasized the histories and structures that have created conditions and circumstances of "oppression," decline, disadvantage, and deficit. In deficit terminology, rural communities are often stereotyped in ways that emphasize their powerlessness. As schools in South Africa, particularly in the rural communities of Mpumalanga, seek to address the many problems and withstand rural adversity to promote a culture of learning, educational self-management, and resilience, these issues are becoming increasingly important as South Africa faces challenges. In addition, infrastructure, educational resources and children's institutions, initial teacher education (ITE), and socio-economic status also have an influence (Demeke et al., 2022; Hannum & Buchmann, 2020).

Teaching is a very professional job. Teacher salary income levels influence whether high-achieving professionals seeking employment will be attracted to teaching positions and whether current teachers will remain in the profession or be transferred to schools that offer relatively higher income levels. This has a direct impact on the supply and stability of primary and secondary school teachers and is an important factor in attracting and retaining quality teachers. Teachers in rural areas feel marginalized and unappreciated. There is a need for social justice in which education systems must recognize different social contexts, distribute resources fairly between rural and urban schools, and encourage teacher autonomy and participation in decision making (Chakanika et al., 2023; Darling-Hammond et al., 2023). Various kinds of research can provide information to educational leaders to align policies with rural conditions, but this does not happen due to a lack of studies on policy and practical issues regarding rural education. For example, in Michigan, researchers conducted an investigation over three years. They found that in addition to low salaries, geographic isolation, and the declining attractiveness of the teaching profession, stringent state certification requirements have become barriers to the recruitment and retention of rural teachers (Collins & Stockton, 2020; Donkoh et al., 2020).

Research also reveals that rural school leaders spend less time collaborating with fellow school leaders because of the long distances, distances between schools, and long distances. In Scandinavia and Sweden, influential research shows that leadership context and values matter. School leaders deal with relationships with many different groups of people inside and outside the school, both within the hierarchy and in different networks. One of the dilemmas related to these contextual differences is how to promote educational equity in all schools, regardless of local context, size and socio-economic situation. Through developing people's intelligence, improving skills, and forming communities of thought, education increases individuals' abilities to understand, utilize, and change the world, thereby encouraging socio-economic development and reducing inequality (Ferreira, 2021; Ghavifekr & Rosdy, 2021). China has long upheld the ideal of "education without discrimination" since ancient times, and the government has been committed to building a public education system that is accessible to all. In 1998, the People's Republic of China implemented an education policy, the "School Consolidation Policy", which included merging small schools in rural areas. This has had a significant impact on rural communities across China, where more than 60% of schools in remote areas have been closed (Guo & Li, 2021; Plessis & Mestry, 2021).

Disorder means disorganized. Student distraction is a problem for many educational institutions. This disorganization causes problems in students' lives. This becomes an obstacle to the child's overall growth and development. Students need to be more organized to make their academic career successful. India is a developing country that considers primary education as a basic right of every child. However, in many educational institutions, school attendance is irregular from primary to higher education levels. The high level of student disorganization in schools is a serious problem for the country. The results of research at five campus centers of Mid-Western University in Nepal examined the irregularity of student attendance in class and its relationship with academic achievement. Research shows that almost half of respondents answered that they are sometimes disorganized in their classes. Only a few students (4.45%) who never attended irregularly were aware of irregular attendance. A higher proportion (29.57%) of male students are always irregular than female students (Downes, 2020; Evans & Mendez Acosta, 2023). Another study also investigated 5,387 female students at Debre Berhan University in Ethiopia that menstrual irregularities had a significant impact on students' academic performance. The study found that students who experienced menstrual irregularities had significantly lower average grades compared to students who had regular periods.

Causes of student disorganization at school: spending most of the time playing: Playing is very important for a healthy life. The children in this study spent more time playing with their friends than going to school, which was the cause of student disorganization at school; Illiterate parents: The parents of the child need to be educated. They need more education. They need to be made aware of their children's education. Therefore, this can also lead to children's disorganization at school; Broken family: A school-going child lives with his father and younger brother. Her mother left their home and married another man. A lack of a healthy atmosphere at home can also lead to a child's disorganization at school; poor academic performance: The child's academic performance is lower than that of his classmates. Thus, he developed a negative attitude towards his studies. Therefore, he did not attend school regularly; Neglect from peers: Humans are social creatures. Consequently, everyone needs friends for a better life. However, the boy only had two friends at school, and his other classmates laughed at him because of his test scores and different extracurricular activities. Therefore, he developed a negative attitude towards his friends. This is also the cause of children's disorganization at school; Poor economic conditions: Poor economic conditions of children are also a cause of children's disorganization at school. Sometimes, children help their fathers in their work in their companies and are involved in various jobs.

From the description above, it is known that students become disorganized in class due to various reasons such as poor economic conditions, playing with friends, or neglect by classmates. Many factors such as personal, home, school and peer factors influence children regarding the problem of disorganization in the classroom. It was also found that children's poor economic conditions had an impact on their academic performance. Students study in the afternoon, evening and morning because they spend the night resting. Many students are addicted to the internet so they have low self-control. Wasting time can result in forgetting other parts of life, such as study time. Learning irregularities are also visible, for example reading while sitting in a recliner and moving to write in bed. Other irregularities include studying in a pattern all night before the exam, studying indoors and never leaving the house, and studying without a clear schedule. This is part of a pattern of poor self-management that has a significant impact on academic achievement and mental health. However, proper guidance from teachers and parents helps the child reduce the problem of disorganization as the student performs averagely in his academic career. If parents and teachers become more aware of the child's problems rather than focusing on disorganization, this awareness can reduce the behavior. However, after remedial measures are given to students, positive changes can be observed in their

behavior. He developed a positive attitude towards teachers, school, and classmates, which improved his performance and class attendance (Hlalele, 2020; Ziduli & Buka, 2020).

Schools are distinct physical areas with specific rules, routines, and activities. It is a place where children are somewhat isolated as they prepare to become adults, and schools as institutions accommodate a large proportion of the young population. This phenomenon is very often found in students who lack time to study regularly because they are busy with activities outside of school, such as playing games and hanging out with friends. Students who previously studied in a scheduled and regular manner, did assignments on time and made a structured lesson schedule, now no longer carry out the learning system effectively and in a structured manner (Weiss & Heinz-Fischer, 2020; Xuehui, 2021). Learning disorders that students often experience will eventually become bad study habits. These bad study habits will have an impact on student learning outcomes that are unsatisfactory.

Meanwhile, educators in rural areas often take on dual roles in teaching and working due to limited resources and staff. They may teach different grade levels or subjects, act as coaches or advisors for extracurricular activities, and handle administrative tasks outside of their primary teaching activities. Additionally, rural educators are often deeply committed to the success and well-being of their students (Pers & Helms-Lorenz, 2020; Tuñón & Martínez, 2021).

For example, teachers from developed areas can provide online classes to students in rural areas. Rural teachers can collaborate online with urban teachers to share teaching materials and deliver classes together (Shi & Sercombe, 2020; Starrett et al., 2020), allowing them to share the workload and utilize each other's expertise. Therefore, the use of technology in the teaching and learning process has the potential to support the work of rural teachers with rural communities, reducing difficulties in retaining educators on duty and improving the quality of education in rural schools (Turwelis et al., 2020; Werf et al., 2021). With The rapid development of educational technology, the convergence of education with the latest technology, such as extended reality (XR) technology, has brought innovation and motivation to make E-learning an important, comfortable, and affordable education model.

Data from this study are in line with findings in Colombia, showing the impact of implementing learning communities in rural areas, particularly regarding improved learning and social cohesion. The result is the transformation of rural schools into learning communities in Colombia. There is family participation in the development of teaching and learning strategies and decision making. The dialogue approach contributes significantly to a better school climate and social cohesion. Activity ii produces better and above average academic results. -national average in Colombia. The results obtained show academic improvement at the school with results that exceed the Colombian national average. The results also report how violence was reduced by 80%. All of these results are motivated by community participation in schools. This activity was carried out from 2015 to 2017 and showed a very significant impact (White & Reid, 2020; Young-Pelton & Doty, 2019). Moreover, Research in India examines the abilities of young students enrolled in primary school in schools located in rural India and their skills in various subjects, especially regional subjects. language, mathematics, and knowledge of English with principal components analysis (PCA) in students of classes 1-8 in Kerala, Andhra Pradesh, Telangana, Karnataka, and Tamil Nadu, and the North Eastern region namely Assam, Mizoram, Tripura, Sikkim, Meghalaya, Nagaland and Arunachal Pradesh, showing better academic performance than other states. This research in southern Africa is based on advocacy that has the competence and ability to share community-based leadership, such as school principals can build relationships with traditional, religious and business leaders. Community-based leadership in decision making is critical in resolving poor student performance resulting from social ills. With the existing approach, improving the quality of education in rural areas can be addressed (Wang et al., 2020; Yulianti et al., 2020).

The implications of this research show the importance of a deeper understanding of the social factors that influence academic achievement in rural areas. The results of this research can be a basis for formulating policies that are more inclusive and adaptive to the needs of rural communities, especially in terms of organizing evening study programs. With this program, it is hoped that access to education for students who are bound by household responsibilities or work during the day can be more optimal. However, this research also shows that irregularities in learning patterns, such as inconsistent attendance and disruption of study time, have a negative impact on academic achievement. Therefore, better pedagogical strategies and support from educational institutions and community participation are needed to overcome this challenge, so that students in rural areas can achieve better academic achievements without sacrificing their social responsibilities. The limitation of this research lies in its limited regional scope, namely that it only covers certain rural areas, so the results may not fully represent conditions in other rural areas with different social and cultural contexts. In addition, this research relies more on qualitative data from interviews and observations, which, although providing in-depth insights, may be less capable of depicting the quantitative impact of evening study programs on academic achievement at large.

Data sources are also limited to students and teachers, while perspectives from parents and the community have not been included comprehensively.

To overcome these limitations, further research is recommended to expand the scope of the study area and involve more quantitative methods, such as surveys or experiments, in order to obtain more representative and accurate data. In addition, there is a need for further studies involving various stakeholders, including parents, school administrators and local communities, to get a more holistic picture of the challenges and opportunities in implementing the evening study program. Future research could also focus on developing strategies to reduce learning irregularities, such as providing additional support to students in time management or providing more flexible learning facilities.

4. CONCLUSION

The conclusion that can be drawn from the results of this study is that with the night study program, there is regularity in learning and student learning achievement increases. In addition, it was found that students were not found outside the house at night. They spend time preparing to study at the teacher's house at four points. In addition, parents are no longer afraid because every night the condition of the students is well controlled so that there is no negative impact. Therefore, the night study program in rural areas can improve academic achievement and student personality character. Some suggestions that can be given: Experts and professionals involved in rural development must analyze the rural environment. Physical and cultural environmental conditions need to be considered. When project design and implementation are needed, it is important to ensure that environmental conditions will be able to handle the project properly. Communities should be encouraged to use schools as centers of education and social activities outside of elementary school. The school environment must be friendly to hold adult literacy classes, counseling activities, women's groups, community events, and other activities and events.

5. REFERENCES

- Afzal Tajik, M., Shamatov, D., & Phillipova, L. (2019). Stakeholders' perceptions of the quality of education in rural schools in Kazakhstan. *Improving Schools*, 25(2), 187–204. <https://doi.org/10.1177/13654802211031088>.
- Ahmadu, B. U., Rimamchika, M., Ibrahim, A., Nnanubumom, A. A., Godiya, A., & Emmanuel, P. (2021). State of personal hygiene among primary school children: A community-based cohort study. *Sudanese Journal of Paediatrics*, 13(1), 38–42. <http://www.ncbi.nlm.nih.gov/pubmed/27493356%0A>.
- Ang, L., Preez, H., Plessis, A., Basson, L., Ebersöhn, L., & Gu, Q. (2023). The role of early childhood development and education (ECDE) in supporting learning and well-being in rural early childhood and primary schools in South Africa. *International Journal of Early Years Education*, 3(3), 1–18. <https://doi.org/10.1080/09669760.2023.2259953>.
- Banaji, M. R., Fiske, S. T., & Massey, D. S. (2020). Systemic racism: individuals and interactions, institutions and society. *Cognitive Research: Principles and Implications*, 6(1), 1–21. <https://doi.org/10.1186/s41235-021-00349-3>.
- Batlolona, J. R., & Mahapoonyanont, N. (2021). Academic learning outcome and creative thinking skills on projectile motion topic. *JPI (Journal of Indonesian Education)*, 8(1), 1. <https://doi.org/10.23887/jpi-undiksha.v8i1.14524>
- Blanchard, M. R., LePrevost, C. E., Tolin, A. D., & Gutierrez, K. S. (2020). Investigating technology-enhanced teacher professional development in rural, high-poverty middle schools. *Educational Researcher*, 45(3), 207–220. <https://doi.org/10.3102/0013189X16644602>.
- Callado Moreno, J. A., Molina Jaén, M. D., Pérez Navío, E., & Rodríguez Moreno, J. (2021). Inclusive education in schools in rural areas. *Journal of New Approaches in Educational Research*, 4(2), 107–114. <https://doi.org/10.7821/naer.2015.4.120>.
- Chakanika, W. W., Sichula, N. K., & Sumbwa, P. I. (2023). The challenges of rural education in Africa. *South Africa Rural Educator*, 2(2), 6–17. <https://www.researchgate.net/publication/336676604>.
- Çiftçi, K., & Cin, F. M. (2021). What matters for rural teachers and communities? Educational challenges in rural Turkey. *Compare*, 5(5), 686–701. <https://doi.org/10.1080/03057925.2017.1340150>.
- Collins, C. S., & Stockton, C. M. (2020). The central role of theory in qualitative research. *International Journal of Qualitative Methods*, 17(1), 1–10. <https://doi.org/10.1177/1609406918797475>.
- Cuervo, H. (2020). A social justice approach to rural school staffing: The need for a politics of distribution and recognition to solve a perennial problem. *Journal of Pedagogy*, 11(1), 127–146. <https://doi.org/10.2478/jped-2020-0007>.
- Cuervo, H., & Acquaro, D. (2023). Exploring metropolitan university pre-service teachers' motivations and

- barriers to teaching in rural schools. *Asia-Pacific Journal of Teacher Education*, 46(4), 384–398. <https://doi.org/10.1080/1359866X.2018.1438586>.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2023). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>.
- Demeke, E., Zeru, A. B., Tesfahun, E., & Mohammed, W. B. (2022). Effect of menstrual irregularity on academic performance of undergraduate students of Debre Berhan University: A comparative cross-sectional study. *PLoS ONE*, 18(1), 1–7. <https://doi.org/10.1371/journal.pone.0280356>.
- Dlamini, J., Plessis, A. R. D., & Markham, L. (2019). Staffing and retention challenges of teachers in rural schools of eswatini: the case of the lubombo region. *International Journal of Rural Management*, 19(3), 361–378. <https://doi.org/10.1177/09730052221084767>.
- Donkoh, R., Lee, W. O., Ahoto, A. T., Donkor, J., Twerefoo, P. O., Akotey, M. K., & Ntim, S. Y. (2020). Effects of educational management on quality education in rural and urban primary schools in Ghana. *Heliyon*, 9(11), 1–14. <https://doi.org/10.1016/j.heliyon.2023.e21325>.
- Downes, N. (2020). Equity, access and quality education in rural Australia: a survey of SPERA Members. *Australian and International Journal of Rural Education*, 1(3), 169–174. <https://doi.org/10.1177/019263653501905810>.
- Evans, D. K., & Mendez Acosta, A. (2023). How to recruit teachers for hard-to-staff schools: A systematic review of evidence from low- and middle-income countries. *Economics of Education Review*, 95(3), 1–17. <https://doi.org/10.1016/j.econedurev.2023.102430>.
- Febriana, M., Nurkamto, J., Rochsantiningasih, D., & Muhtia, A. (2021). Teaching in rural Indonesian schools: teachers' challenges. *International Journal of Language Teaching and Education*, 2(2), 87–96. <https://doi.org/10.22437/ijolte.v2i2.5002>.
- Ferreira, J. (2021). Primary school challenges in the rural areas of Finland, France and Portugal. *Education et Societes*, 28(2), 109–130. <https://doi.org/10.3917/es.028.0109>.
- Frahm, M., & Cianca, M. (2022). Will they stay, or will they go? Leadership behaviors that increase teacher retention in rural schools. *Rural Educator*, 42(3), 1–13. <https://doi.org/10.35608/ruraled.v42i3.1151>.
- Gemnafle, M., Waimuri, S. P., & Batlolona, J. R. (2021). Organizational Climate of the School and Teacher Performance Improvement in the 21st Century. *International Journal of Science and Research (IJSR)*, 7(2), 119–126. <https://doi.org/10.21275/ART20179865>.
- Ghanim, M., Dash, N., Abdullah, B., Issa, H., Albarazi, R., & Al Saheli, Z. (2020). Personal hygiene, Hand hygiene, Hand washing, Primary school children; Personal hygiene, Hand hygiene, Hand washing, Primary school children. *Journal of Health Science*, 6(5), 67–73. <https://doi.org/10.5923/j.health.20160605.01>.
- Ghavifekr, S., & Rosdy, W. A. W. (2021). Teaching and learning with technology: Effectiveness of ICT integration in schools. *International Journal of Research in Education and Science*, 1(2), 175–191. <https://doi.org/10.21890/ijres.23596>.
- Guo, Y., & Li, X. (2021). Regional inequality in China's educational development: An urban-rural comparison. *Heliyon*, 10(4), 1–14. <https://doi.org/10.1016/j.heliyon.2024.e26249>.
- Hannaway, D., Govender, P., Marais, P., & Meier, C. (2020). Growing early childhood education teachers in rural areas. *Africa Education Review*, 16(3), 36–53. <https://doi.org/10.1080/18146627.2018.1445974>.
- Hannum, E., & Buchmann, C. (2020). Global educational expansion and socio-economic development: An assessment of findings from the social sciences. *World Development*, 33(3), 333–354. <https://doi.org/10.1016/j.worlddev.2004.10.001>.
- Hlalele, D. (2020). Rural education in South Africa: Concepts and practices. *Mediterranean Journal of Social Sciences*, 5(4), 462–469. <https://doi.org/10.5901/mjss.2014.v5n4p462>.
- Ho, H.-F., & Tsai, C.-L. (2020). What influences teachers to select their schools? Teachers' perspectives on strengths and weaknesses of rural and urban areas in Taiwan. *Discover Education*, 2(1), 1–12. <https://doi.org/10.1007/s44217-023-00053-y>.
- Khanal, S. P. (2022). Irregular attendance of university students at class and its relation to their academic achievement. *Tribhuvan University Journal*, 33(1), 115–128. <https://doi.org/10.3126/tuj.v33i1.28687>.
- Le Fanu, G., Schmidt, E., & Virendrakumar, B. (2022). Inclusive education for children with visual impairments in sub-Saharan Africa: Realizing the promise of the Convention on the Rights of Persons with Disabilities. *International Journal of Educational Development*, 91(4), 1–9. <https://doi.org/10.1016/j.ijedudev.2022.102574>.
- Leasa, M., & Batlolona, J. R. (2020). Islands education studies and challenges in learning science. *Journal of*

- Educational Research and Development*, 7(1), 79–87.
- Muhaimin, A., Habibi, A., Mukminin, A., & Hadisaputra, P. (2020). Science teachers' integration of digital resources in education: A survey in rural areas of one Indonesian province. *Heliyon*, 6(8), 1–8. <https://doi.org/10.1016/j.heliyon.2020.e04631>.
- Pears, M., & Konstantinidis, S. (2021). The future of immersive technology in global surgery education. *Indian Journal of Surgery*, 84(4), 281–285. <https://doi.org/10.1007/s12262-021-02998-6>.
- Pers, M., & Helms-Lorenz, M. (2020). Regional school context and teacher characteristics explaining differences in effective teaching behavior of beginning teachers in the Netherlands. *School Effectiveness and School Improvement*, 30(2), 231–254. <https://doi.org/10.1080/09243453.2019.1592203>.
- Pieri, M., & Mangione, G. R. J. (2023). The “Classes on the net” research project: The involvement and opinion of parents. *International Journal about Parents in Education*, 13(5), 1–19. <https://doi.org/10.54195/ijpe.16413>.
- Plessis, P. (2020). Problems and complexities in rural schools: Challenges of education and social development. *Mediterranean Journal of Social Sciences*, 5(20), 1109–1117. <https://doi.org/10.5901/mjss.2014.v5n20p1109>.
- Plessis, P., & Mestry, R. (2021). Teachers for rural schools - A challenge for South Africa. *South African Journal of Education*, 39(September), 1–9. <https://doi.org/10.15700/saje.v39ns1a1774>.
- Shi, J., & Sercombe, P. (2020). Poverty and inequality in rural education: Evidence from China. *Education as Change*, 24(3), 1–26. <https://doi.org/10.25159/1947-9417/4965>.
- Starrett, A., Yow, J., Lotter, C., Irvin, M. J., & Adams, P. (2020). Teachers connecting with rural students and places: A mixed methods analysis. *Teaching and Teacher Education*, 97(3), 1–12. <https://doi.org/10.1016/j.tate.2020.103231>.
- Tuñón, I., & Martínez, C. E. (2021). Inequalities in Early Childhood Education and Care in Argentina and the United Kingdom (2010-2020). *Foro de Educacion*, 19(2), 141–162. <https://doi.org/10.14516/FDE.882>.
- Turwelis, K. A., R., I., S., D., H., M., K., A., D., Grebennikova, V., Shcherbatykh, L., Kosov, M., & Dudnik, O. (2020). Assessing the quality and efficiency of education in rural schools through the models of integration and the cooperation of educational institutions: a case study of Russia and Indonesia. *Sustainability (Switzerland)*, 14(14), 1–17. <https://doi.org/10.3390/su14148442>.
- Wang, X., Young, G. W., Iqbal, M. Z., & Guckin, C. M. (2020). The potential of extended reality in Rural Education's future - perspectives from rural educators. *Education and Information Technologies*, 3(3), 1–25. <https://doi.org/10.1007/s10639-023-12169-7>.
- Weiss, J., & Heinz-Fischer, C. (2020). The more rural the less educated? an analysis of national policy strategies for enhancing young adults' participation in formal and informal training in european rural areas. *Youth*, 2(3), 405–421. <https://doi.org/10.3390/youth2030030>.
- Werf, W. M., Slot, P. L., Kenis, P. N., & Leseman, P. P. M. (2021). Inclusive practice and quality of education and care in the Dutch hybrid early childhood education and care system. *International Journal of Child Care and Education Policy*, 15(1), 1–29. <https://doi.org/10.1186/s40723-020-00079-x>.
- White, S., & Reid, J.-A. (2020). Placing teachers? sustaining rural schooling through place-consciousness in teacher education. *Journal of Research in Rural Education*, 23(7), 1–11. <http://www.jrre.psu.edu/articles/23-7.pdf>.
- Xuehui, A. (2021). Teacher salaries and the shortage of high-quality teachers in china's rural primary and secondary schools. *Chinese Education and Society*, 51(2), 103–116. <https://doi.org/10.1080/10611932.2018.1433411>.
- Young-Pelton, C. A., & Doty, D. (2019). Improving educational programs for students with autism in rural schools: a preliminary program description of the montana autism education project. *Rural Special Education Quarterly*, 32(3), 24–32. <https://doi.org/10.1177/875687051303200305>.
- Yudiana, K., Putri, N. N. C. A., & Antara, I. G. W. S. (2020). Kesenjangan kemampuan literasi siswa sekolah dasar di daerah perkotaan, pinggiran kota, dan pedesaan [Literacy gap among elementary school students in urban, suburban, and rural areas. *Journal of Educational Research and Development*, 7(3), 540–547. <https://doi.org/10.23887/jppp.v7i3.69790>.
- Yulianti, K., Denessen, E., & Droop, M. (2020). Indonesian parents' involvement in their children's education: a study in elementary schools in urban and rural Java, Indonesia. *School Community Journal*, 29(1), 253–278. <http://www.schoolcommunitynetwork.org/SCJ.aspx>.
- Ziduli, M., & Buka, A. M. (2020). Improving quality education in rural south african schools through shared leadership style: a case study of three rural secondary schools. *E-Journal of Humanities, Arts and Social Sciences*, 4(8), 977–991. <https://doi.org/10.38159/ehass.2023487>.