



A Review that Compares the Impact of an Intermediate School Setting on Students' Enthusiasm in Learning in Urban and Rural Regions

Sanjit Kumar Singh

Research Scholar, Department of Education RKDF University, Ranchi

ABSTRACT

In the same educational setting—an elementary school—students from diverse socioeconomic origins are permitted to demonstrate varying levels of learning. Their distinct social behaviours and habits have an impact on the social consequences, which is why this is the case. As demonstrated by their daily experiences, students from metropolitan social origins are highly supportive of their peers' learning processes, seeing it from a more evolved social, economic, and cultural perspective and with all the facilities at their disposal. There is still evidence of a passive acceptance of the condition of nature in rural areas due to a social life that seems to consist of routine habits, basic social activities, and a lack of awareness about technology and other advancement-promoting resources. For them to have the chance to progress together, such circumstances, which are located in various social institutions within the bounds of their respective regions, require appropriate attention and control.

Keywords: elementary, socioeconomic, demonstrate, metropolitan, perspective, awareness, technology, respective, appropriate, supportive.

Introduction

Learning is an integral part of the process of living in a country. The goal of national education, as stated in the national education system law, is to build a peaceful, democratic, skilled, highly competitive, advanced, and prosperous Indonesian society within the borders of the United Republic of Indonesia. This society must be devout, technologically savvy, highly disciplined, and possess a strong work ethic. Human resources, particularly those of the younger generation, are critical to a country's success. As education is the foundation for developing human character, mentality, and spirituality, it is one of the efforts made to improve the quality of human resources and can serve as a barometer for the quality of the country. Encouraging students in Indonesian schools is just one of the many methods used to raise the standard of education there. This is in accordance with the goals of national education as outlined in Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System, Chapter II, Article 3. This law states that national education serves to advance human potential and mold the character and civilization of a nation with dignity within the framework of national intellectual activity. Students are encouraged to develop noble traits, believe in and have faith in God, The One and only, be healthy, knowledgeable, capable, creative, independent, and develop into democratic and responsible citizens.

Basic educational institutions being formal educational establishments have a responsibility to serve the society by teaching its residents. They must be born out of and grow from within the community and operate effectively and efficiently. In line with the national education policy and objectives, schools are run in a formal, hierarchical, and chronological manner (Sion, 2016). Similar effects may be seen with families and communities, where students are a social institution that forms the basis of their social life and has the potential to affect students in a variety of ways, including how they learn. These influences can be seen in terms of geography, sociology, and psychology.

It's common to refer to urban neighbourhoods as urban communities. Urban society is defined primarily by the features of its members' lives that set them apart from those of participants in rural areas. There is far more social mobility in cities than in rural. A person's chances of experiencing social mobility are higher in cities, either horizontally—moving to a job at the same level—or vertically—moving to a higher or lower one.

Urban School Environment at Intermediate Level

A method of schooling that takes place in large, densely populated areas with diverse populations. It can refer to the situations and demands that characterize teaching and learning in large metropolitan areas. Urban youth's perceived achievement is frequently attributed by researchers and educators to home and school conditions that do not support academic and economic success. Furthermore, urban educators document the escalating difficulties in teaching urban adolescents, who are presenting issues like poverty, limited English proficiency, unstable families, and bad health. Lastly, the idea that urban pupils struggle in run-down, violent settings with inadequate resources, instructors, and curricula, as well as with few possibilities, is reinforced by testimonies and reports on the state of urban schools. The present investigation focuses on the relationship between the features of the schools and pupils under study and poverty. It's probable that any disparities between urban and nonurban schools and pupils result from the greater concentration of low-

income kids in urban public schools, as these schools often serve a higher percentage of these students. A control for the concentration of poverty in the school was incorporated into the methods employed in this study to examine variations between children and schools in urban, suburban, and rural areas. After controlling for one key feature of urban schools—the greater proportion of low-income students—which is frequently linked to variations between schools, this study enables comparisons between urban and other schools and students.

A Rural Intermediate School Environment

It rates will undoubtedly rise in tandem with the availability of technological gadgets (Raskauskas & Stoltz, 2007). According to David-Ferdon and Hertz (2007), at least 80% of teenagers own the devices—mostly computers and mobile phones—necessary to participate in cyber bullying, and many more have access to them through after-school activities, schools, or libraries. The phrase "generation gap" has been replaced with "digital divide" to draw attention to the significant disparities between kids and adults in terms of the kinds, applications, and level of technological expertise (Universal McCann, 2006). Early research has looked at the frequency of cyber bullying, the technologies employed, and the disparities in gender and ethnicity. This is significant to highlight that experts cannot agree upon a definition of cyber bullying or even on whether the actions commonly categorized under this term logical category constitute bullying in any sense. Conventional bullying is defined by academics as aggressive behaviour with three main features: the behaviour is repeated, it is intentional to cause damage to the target, and there is a power imbalance between the victim and the bully that prevents the victim from effectively defending herself against the attacks. This post is not meant to get into the debate of whether cyber bullying is a legitimate kind of bullying. While there are studies on cyber bullying in the literature, methodological and definitional issues make it impossible to generalize many of the findings (Kowalski, Limber, & Agatston, 2008). But according to Kraft (2006), who evaluated the prevalence studies that have been done so far globally, prevalence rates in the US ranged from 6% to 42% depending on the study.

Conclusion

Every student at education has unique learning accomplishments because of a variety of circumstances, including personal and external elements unique to them. The surroundings in both urban and rural places, where one resides, is one of the external variables. Learning results vary depending on these various contextual factors. Urban schools have to operate at their best to ensure that the learning outcomes of their students are superior to those of their rural counterparts. Rural students, on the other hand, must work even harder in their studies to maintain parity with their urban counterparts.

References

- Amri, Sofan (2013). *Pengembangan & Model Pembelajaran Dalam Kurikulum 2013*. Jakarta: PT. Prestasi Pustakakarya.
- Djamarah Syaiful (2012). *Prestasi Belajar dan Kompetensi Guru*. Surabaya: Usaha Nasional.
- Firman (2000). *Penilaian Hasil Belajar dalam Pengajaran Kimia*. Bandung: Jurusan Pendidikan Kimia FPMIPA UPI.
- Fitriani (2013). *Studi Perbandingan Prestasi Belajar antara siswa yang berlatar belakang sosial Kota dengan Desa pada Madrasah Tsanawiyah (Mts)*
- Manbaul Ulum Kertak Hanyar. *Skripsi*. IAIN Antasari. Law of the Republic of Indonesia No. 20 of 2003, concerning the National Education System.
- Ludang, Y. (2010). A brief review on the role of the community to lessen the rate of global warming. *Middle East Journal of Scientific Research*, 6(1): 69-75.
- Ludang, Y.S. Mangkoedihardjo, W. Hadi, S. Jarias (2011). Biodiversity of city phytostructure by incorporating indigenous knowledge for the city of Palangka Raya, Indonesia. *International Journal of Academic Research*, 3(6): 289-292.