

SOCIAL EXCLUSIVE OF EDUCATION INEQUALITY IN THE COVID-19 PANDEMIA BY EDUCATION DIGITALIZATION ACTIVITIES

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Abstract: The process of utilizing digital systems in the world of education to realize a learning process is the government's effort to equalize access to education and reduce the digital divide. The Covid-19 pandemic is to blame for adopting digitalization in the education sector. Using the perspective of social exclusion in Indonesia, this study aims to describe educational inequality through efforts to digitalize education during the Covid-19 pandemic. The literature review method was used to map the issue of social exclusion and inequality in the education sector in Indonesia's digitalization efforts by the government for students. The Google Scholar and Scopus features filter journal articles about educational inequality and digitalization efforts during the data collection process. Based on research findings, building more ICT infrastructure to support 5G in rural developing countries, promoting digital literacy programs, implementing policy incentives for digital technology, and increasing the equity of digital services are all strategic efforts to address educational inequality. Acknowledging comprehensive schooling, The Service of Instruction and Culture sent off a few developments to help the digitalization cycle. The development of a Learning House is one of the most significant.

Keywords: Digitalization of education, social exclusion, inequality in education, and the COVID-19 pandemic

Abstrak: Digitalisasi pendidikan pada dasarnya merupakan upaya pemerintah untuk pemerataan akses pendidikan mengurangi kesenjangan digital, proses pemakaian sistem digital dalam dunia pendidikan dalam rangka mewujudkan suatu proses pembelajaran. Penggunaan digitalisasi pendidikan terjadi karena adanya pandemi Covid-19. Penelitian ini bertujuan untuk mendeskripsikan ketimpangan pendidikan dengan bentuk upaya yang dilakukan melalui digitalisasi pendidikan di tengah pandemi Covid-19 menggunakan perspektif eskklusi sosial di Indonesia. Metode Penelitian yang digunakan metode kajian literatur dalam memetakan masalah eskklusi sosial ketimpangan di bidang pendidikan upaya digitalisasi yang dilakukan oleh Pemerintah untuk pelajar di Indonesia. Dalam proses pengumpulan data, fitur Google Scholar dan Scopus digunakan untuk menyaring artikel-artikel jurnal terkait ketidaksetaraan pendidikan, upaya digitalisasi. Kesimpulan temuan penelitian upaya strategi yang dilakukan melalui ketimpangan pendidikan termasuk membangun lebih banyak infrastruktur TIK untuk mendukung 5G di daerah pedesaan di negara berkembang, mempromosikan program literasi digital, menerapkan insentif kebijakan untuk digital teknologi, dan meningkatkan pemerataan layanan digital. Mewujudkan pendidikan yang inklusif Kemendikbudristek meluncurkan beberapa inovasi untuk mendukung proses digitalisasi. Salah satu yang gterpenting adalah pembuatan Rumah Belajar.

Kata kunci: Digitalisasi Pendidikan, Eskklusi Sosial, Ketimpangan Pendidikan, Pandemi Covid-19

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INTRODUCTION

Science is constantly changing in the field of technology. The development of technology seems to have no end because of human curiosity. Every facet of daily life is also affected by technological advancements. So that technology can meet all human requirements, including clothing, food, shelter, and even bureaucracy (Arif, Munfa'ati, dan Kalimatusyarah 2021). It indicates that humans have entered the digital era with innovations that are constantly new from technological advancements. The digital era is an era in which all aspects of human life have been made easier by digital systems and technical sophistication (Syafri 2019).

One area of life that uses a digital system is education. A learning system known as "digitalization of education" incorporates digital technology into every aspect of the curriculum, teaching methods, media, and even administration. Despite its limitations, the Covid-19 pandemic forced Indonesia to implement the digitalization of education. Physical activity and face-to-face education at all educational levels have been restricted due to the pandemic. In point of fact, Decree Number 719/P/2020 Concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions was issued by the Ministry of Education and Culture (Ma'rufah 2022). Special education units can use a curriculum that meets the needs of students to learn. An appeal to implement online learning from home was also included in the ministerial decree in the Minister of Education and Culture Circular Letter No.4 of 2020 concerning the Execution of a Training Strategy in the Crisis Time of the Spread of Covid Sickness. Therefore, in order to begin digitizing education, all educational components must be present (Roni Hamdani dan Priatna 2020). The rapid growth of technology coincides with the digitization process. The Industrial Revolution 4.0 and Community Development 5.0 demonstrate that all spheres of life, including education, are undergoing digitalization. The term "digitalization" is interpreted as an effort to transform various aspects and processes of education into a variety of digital formats to achieve educational objectives. State that to achieve educational objectives, aspects of management and teaching and learning activities require attention (Ishaac 2021)

In order to determine what is causing Indonesia's educational inequality, a number of studies have been carried out. The disparity in education spending by households and local governments is one of the contributing factors. This variable is additionally affected by local financial circumstances and all the more explicitly the monetary states of every family (Mufaridah et al. 2022). This disparity in economic status directly contributes to educational inequality. In a broader sense, it discusses the causes of inequality, including the high cost of education, school groupings based on national and international standardization, the low quality of school facilities, the low quality of teachers,

infrastructure factors, the quantity and quality of books (references), and the factors affecting these factors (Fajar dan Hartanto 2019).

The digital divide is also closely linked to national education inequality. According to SMERU Indonesia's data, more than half of people living in urban areas have used the internet since 2019. This number is higher than the 30% of people living in rural areas who use the internet (Aswat dan Belakang 2019). The pandemic situation is increasingly demonstrating an expanding digital divide in society. In the end, this gap leads to educational inequality itself. Due to a lack of ICT facilities and difficulty obtaining an internet signal, it is difficult for students who are poor and live in rural or remote areas to access online learning (Repo et al., 2022).

Social exclusion is an inequality that affects a particular group of people because of economic and development policies that don't work for them. Consequently, this group must be excluded from social programs that they should naturally be able to access or marginalized. In education, the term "educational, social exclusion" was first used. One theory that adequately explains social exclusion in the field of education is a disparity caused by the impartiality of the economic development agenda, which prevents individuals who belong to particular groups of people from engaging in social activities (Karim 2020). Full of educational activities because of the person's natural circumstances. These natural conditions can include people of color being socially excluded from getting an education because of their race, Muslims in Bosnia and Herzegovina being socially excluded from getting an education because of their religion, and people with disabilities not being able to get an education because of their anatomy like the other students in your home town; which, in this context, can be interpreted as the lack of access to education in an excluded society (Triguswinri dan Afrizal 2021).

People who can't get an education have to deal with the fact that technology access is still uneven. Only urban areas have it, while rural areas have a tough time getting it. Inequality will eventually result from this situation, particularly regarding technology use. It stands to reason that educators in urban areas, particularly those in remote areas, are better equipped to use technology than educators in rural areas. Every educational establishment requires technology, and inequality in technology will only exacerbate inequality in the education sector. In order to achieve equity, the government, as the policyholder, must not only pay attention to urban communities but also ensure that rural communities have equal access to technology (Kholifah 2022).

The government must also provide instruction on how to implement equitable technology. Teachers, students, and other educational community members will have difficulty utilizing technology if this training is not provided. As a result, educational institutions must provide students

with access to technology training and equity. Today, education and technology can be said to complement one another; however, it will be difficult to advance without educational technology. In addition, technology is used in every educational activity in this digital age. Therefore, it is correct to assert that educational institutions and their processes will continue as they are without technology and the ability to use it.

As a result, this study aims to find educational digitization policies. First, traditional issues associated with the digitization of education frequently exist among educational components. The issue with digitizing education stems from the fact that there are still a lot of internet blank spots areas where either there is no internet signal or the signal is feeble because of the topography (Cheshmehzangi et al., 2022). During the COVID-19 pandemic, internet access is a barrier to online learning. Second, the Ministry of Education and Culture's digitization of educational policy communications is one form of education digitization.

METHOD

This study maps the issue of social exclusion and inequality in the education sector in Indonesia's digitalization efforts using the literature review method. The Google Scholar and Scopus features filter journal articles about educational inequality and digitalization efforts during the data collection process. This article's research period, which covers 2018–2022, focuses on the problem of educational inequality." digitalization of education" and "social exclusion of inequality" are the keywords used to find information on Google Scholar. In the meantime, the Scopus keyword for obtaining data is "Social exclusion inequality in Indonesia."The only articles that are excluded from this study are those that address educational inequality.

RESULT AND DISCUSSION

RESULTS

According to the screening results of scientific journal articles on Google Scholar and Scopus that are related to educational inequality for students in Indonesia, there are three articles or scientific works that are relevant to the subject of this study, which is educational inequality for students in Indonesia. Through the digitization of education, these three studies employ policies that promote inequality. Table 1 summarizes the research findings from the three kinds of literature. Building more ICT infrastructure to support 5G in rural areas in developing countries, promoting digital literacy programs, implementing policy incentives for digital technology, and expanding the distribution of

digital services are all strategies to address educational inequality for Indonesian students, according to the findings of a literature review.

Table 1. Research Related to Government Policy Social Exclusion

No	The research name	Title of the study	Result of the study
1	Ali Cheshmehzan gi, Tong Zou, Zhaohui Su & Tian Tang (2022)	The growing digital divide in education among primary and secondary children during the COVID-19 pandemic: An overview of social exclusion and education equality issues	The study's findings consider specific context factors such as socioeconomic factors, cultural issues, and education levels. Impacts can be significantly different between groups in the same society and between countries or regions. It is anticipated that the impact will be more severe on vulnerable groups in nations with greater social inequalities. Policies that are tailored to primary and secondary education. Therefore, three timeframes are proposed: (1) short-term mitigation during the pandemic, (2) immediate repair and recovery following COVID-19, and (3) medium-term recovery and improvement during the first period. Building more ICT infrastructure to support 5G in rural developing countries, promoting digital literacy programs, implementing policy incentives for digital technology, and expanding the distribution of digital services are additional ways to deal with the outbreak.
2	Juuso Repo, Sanna Herkama, Takuya Yanagida & Christina Salmivalli (2022)	Transition to emerging adulthood during the COVID-19 pandemic: Changes in anxiety and the role of inclusion/exclusion experiences	Social connections assume a significant yet complex part in changing by distressing life-altering situations during the pandemic. People with low anxiety symptoms and few previous experiences of loneliness may experience the most significant reduction in anxiety during the COVID pandemic and the post-secondary transition. Yet, those with past side effects and high defenselessness kept on having expanded tension during the pandemic. During stressful life events, a more nuanced approach to understanding the dynamics of social relationships in new adults emerges. During the pandemic, the transition to post-secondary education may have added new vulnerable groups and widened gaps. This path may significantly impact the direction of subsequent trajectories in the future. In general, those who graduated during the pandemic really deserve support and care in the future

- because they are a new adult population that is very vulnerable.
- 3 Anita, Astuti & Siti Irene (2022) Inequality in Education and Digitalization: Elementary School Teachers in the Baraka District: A Case Study
- This article discusses two aspects of the education digitization policy that elementary school teachers in the Baraka District directly experience. Digitizing education policy communication and digitalizing learning follows. In the first aspect, teachers gain access to education policies more quickly. Through the available information channels, teachers can gain a deeper comprehension of national education policies and be able to follow direct instructions from the Central Government. However, teachers have not demonstrated sufficient digital readiness in the second aspect. Even though they are aware of these facilities, they have yet to utilize the various software provided to maximize learning, such as Rumah Belajar and Canva.

Based on the findings of the previous research regarding policy efforts, which consisted of three articles and included, among other things: 1) Education policies modified to address short-term mitigation during the pandemic, immediate repair and recovery after COVID-19, and medium-term recovery and improvement during the first period in primary and secondary education. Building more ICT infrastructure to support 5G in rural developing countries, promoting digital literacy programs, implementing policy incentives for digital technology, and increasing the equity of digital services are other ways to deal with the outbreak. 2) During the pandemic, social relationships appear to play a significant but complicated role in adjusting to stressful life events. During the pandemic, symptoms and a previous high vulnerability increase anxiety. During stressful life events, a more nuanced approach to understanding the dynamics of social relationships in new adults emerges. The transition to post-secondary education during the pandemic may have added new vulnerable groups and widened gaps. This path may significantly impact the direction of subsequent trajectories in the future. In general, those who graduated during the pandemic deserve support and care because they are a new adult population that is extremely vulnerable. 3) The digitalization of education policy communication and, second, learning. In the first aspect, teachers gain access to education policies more quickly. Through the available information channels, teachers can gain a deeper comprehension of national education policies and be able to follow direct instructions from the Central Government. However, teachers need to demonstrate sufficient digital readiness in the second aspect. Even though

they know these facilities, they have not utilized the various software provided to maximize learning, such as Rumah Belajar and Canva.

DISCUSSION

Digitalization Of Education

Although they are making slow progress, efforts and initiatives to digitize education have been around for a long time. Digitizing education has been made possible by the Covid-19 pandemic, ravaging the world since the beginning of 2020. The existence of regulations regarding the implementation of learning during the Covid-19 pandemic strengthened Indonesia's implementation of digital education (Cheshmehzangi et al. 2022). Circular Letter Lays out No.4 of 2020 issued by the Ministry of Education and Culture regarding the implementation of online learning and meetings between teachers and students. As mentioned earlier, the education sector has been affected by the pandemic. It was noted that 800 million children worldwide were learning online in March 2020. This online learning is conducted to prevent students from contracting the Covid-19 outbreak to avoid physical contact (Babacan dan Dogru Yuvarlakbas 2022).

The education minister hopes that students will have a slightly different experience than they have in the past. One benefit of the web-based strategy is that it does not need things like regular classes and broad web access. This approach was thought to be quite effective due to the period of social restrictions (Arum, Nur, dan Nisa 2022). In addition to the advantages, there are additional obstacles that eventually appear. From the outset of the pandemic until this article was composed, there were numerous issues that educators and understudies endured because of this change. During a pandemic, converting concepts and approaches to digital is too quickly to effect change. All teachers had to adapt as a result of this pandemic. Teachers face a number of challenges, including (1) learning new application techniques, (2) transforming students with varying levels of literacy, and (3) incurring skyrocketing operational costs due to a lack of internet access (Basar 2021).

There are a number of models for putting the digitalization of education to use in the classroom: 1) Distance Learning (PJJ), which is defined in Article 1 of Law Number 20 of 2003 Concerning the National Education System as "education in which students are separated from educators and learning uses various learning resources through communication technology, information, and other media." The term "distance learning" (PJJ) is used in this context. The term "distance education" refers to institution-based formal education in which both students and teachers are located in separate locations. In order to connect the two, an interactive telecommunication system and various resources are required. 2). Simply put, blended learning is a learning model that combines

online and in-person instruction (conventional learning: online learning utilizing a variety of media and technology to support independent learning and provide students with learning experiences (through lecture, assignment, question and answer, and demonstration methods) Online learning is one of the three essential components of the blended learning model; b) instruction in person; c) research on your own. When using the blended learning model, the first step is to set learning achievement goals, select appropriate learning activities, and figure out which activities are best done in person and which can be done online. What is the best way to teach the material? What percentage of education takes place in person? And how much of that is online learning? 30% of blended learning is done face-to-face, while 70% is done online (Ali 2021).

Social Exclusive

Social Exclusion and Education sociologists first used the term "social exclusion" to describe new forms of inequality. Social exclusion is the process of preventing an individual from fully participating in society. For instance, the majority of people in society have access to opportunities for self-improvement because they live in slum areas with few job opportunities and marginalized schools.

Both the internal and external factors that influence social exclusion are the primary focus. Social exclusion encompasses deficiencies in individuals, groups, or communities possessed by unemployment, low skills, poor health, ethnicity, HIV, and migrant workers from an internal perspective. Policies, poverty, residential areas that are not touched by development activities, and gender discrimination are examples of external social exclusion. Thoughts about social exclusion are also inseparable from the state's declining capacity and role in ensuring citizens' welfare (Ihsan n.d.). In particular, social exclusion is known as PMKS (Disabled with Social Welfare Problems), brought on by financial difficulties, discrimination, stigma, and exploitation. In educational policy efforts to combat educational inequality, external social exclusion in education.

Every citizen has the right to education. As ordered in article 11, passage 1 of Regulation Number 20 of 2003 concerning the Public Schooling System, each resident has a similar right to get training similarly. A form of discrimination in education administration is the existence of exclusiveness in the field. All forms of social exclusion in the next life are rooted in difficulties in delivering education due to educational exclusivity. This indicates that social exclusion in education is the issue root, requiring immediate reduction and resolution. In the field of education itself, this kind of social exclusion can be brought on by a number of factors. Ethnicity, race, religion, ethnicity, type of family, and living conditions are all factors that contribute to social exclusion in education. For those who belong to a particular social group, social exclusion results in disparities in education

access. One factor determining the gap between social identities in society is the stigmatization or stereotyping of members of a particular community group. When education presents class differences based on a person's social labels, class divisions begin to reproduce (Triguswinri dan Afrizal 2021).

In the social prohibition of training, which contains privileges and commitments, one might say that schooling is a fundamental right or essential right of residents that should be satisfied by the state. A nation's approach to ensuring the well-being of its citizens can be seen in education and citizenship. However, a procedure systematically excludes a subset of children from the educational development process due to economic disability. Compulsory education policies have not fully absorbed children's participation in school restricts how children in rural areas with few amenities and educational policies are educated.

Communication of education policy is an essential component of education digitization. There are three stages that need to be taken into consideration when communicating educational policies: the preparation stage, the play stage, and the game stage. The internet and other digital channels are also useful forms of media (Anita dan Astuti 2022). From this vantage point, it is essential to implement the policy of digitizing education through digital policy communication. Digital means of education policy communication have advantages and disadvantages. The benefit is that it will be more successful and two-way correspondence can happen. On the other hand, if certain classes of teachers lack access to online policy information, this could increase inequality. Inequality will increase as a result of this. This is the thing scholars stress over the computerized partition, which takes on a dissemination approach.

The advanced gap will additionally worsen existing disparity in the public arena (Nurlaily et al. 2021). However, inclusive policies are thought to be a means of closing the digital divide (Repo et al. 2022). The aspect of educational activities is an important part of the education digitization policy, in addition to the aspect of educational communication. The Ministry of Education and Culture introduced a number of new innovations to support the digitalization process in this regard. The development of a Learning House is one of the most significant. Rumah learning is a learning portal that offers tools for communicating with other communities and learning materials. Learning Houses are a type of innovation in education that can be used by students and teachers of all levels.

CONCLUSION

Individuals and groups with limited access to public services are said to be socially excluded. Students' knowledge, skills, values, and norms are transformed through education, which helps them prepare for their roles in society's social life. Education does not immediately play a role in preventing

social exclusion. The findings of previous studies suggest that the Indonesian government is having trouble enforcing the right to education in Indonesia. This circumstance and condition bring on further exclusion from education. It would appear that social exclusion persists in Indonesia despite the government's assurance that every child has the right to a quality education. Access to education is very important for the future of refugee children in their destination countries because they are a part of a vulnerable group. Building more ICT infrastructure to support 5G in rural developing countries, promoting digital literacy programs, implementing policy incentives for digital technology, and expanding distribution of digital services are all ways the government contributes to strategic efforts to combat education inequality. It is trusted that they will be more proactive in giving evenhanded training so that youngsters' privileges can be satisfied. In order to make inclusive education a reality, the Ministry of Education and Culture introduced a number of new innovations to help the digitalization process. The development of a Learning House is one of the most significant. Rumahlearning is a learning portal that offers tools for communicating with other communities and learning materials. Learning Houses are a type of innovation in education that students and teachers of all levels can use.

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