

Teacher and Student Capital in Addressing Social Inequality

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ABSTRACT

Social inequality in the field of education impacts the implementation of educational goals, causing them to be less than optimal. Education should be accessible to all members of society. The changes occurring in the educational sector require all actors to adapt and follow these changes. This study aims to identify and analyze the strategies employed by teachers and students in addressing social inequality in education during the Covid-19 pandemic. The research utilizes a qualitative research method with a phenomenological approach. A phenomenological approach was chosen in this research to reveal and understand the phenomenon of gaps in education by teachers and students as well as the strategies used by teachers and students in dealing with these gaps. Data collection techniques include in-depth interviews, documentation, and the use of previous studies as references for this research. The collected data were analyzed using Pierre Bourdieu's theory of capital. The results of this study indicate that social inequality in education during the Covid-19 pandemic was driven by the unpreparedness of teachers and students to implement distance learning. However, teachers and students were able to overcome social inequality in education by utilizing the capital they possess, namely social capital, cultural capital, economic capital, and symbolic capital.

Keywords: Social inequality, Education, Capital, Covid-19

INTRODUCTION

Education is a learning process that can be achieved through social interactions that occur between educators and students by providing material directly in class. The learning process can occur when there is interaction between teachers and students through teaching and learning activities (Hijrawati Aswat, 2021). The process of teaching and learning activities will determine students' achievement of success in education. The learning process also creates a change within students, where students who do not know will become aware and become more proficient in new skills acquired through the teaching and learning activities that have been carried out. However, the process of teaching and learning activities carried out by teachers and students at school suddenly changed during the Covid-19 pandemic in Indonesia.

The Covid-19 pandemic has had an impact on various sectors, including the education sector. The Covid-19 pandemic has changed the face of education in Indonesia. Education which is generally carried out in schools, is forced to be carried out in each individual's home. This is done in accordance with the Ministry of Education and Culture Circular No. 4 of 2020 that schools are held in individual homes to prevent the spread of the corona virus. Schools must be temporarily closed and the learning process cannot be carried out as usual. Teachers and students cannot interact directly due to the Covid-19 pandemic (Feryl Ilyasa, 2020). During the Covid-19 Pandemic, schools did not function as places for students to learn and interact, this was because the teaching and learning process was carried out remotely, namely learning from home (Amad Said, 2021).

Teaching and learning process activities during the Covid-19 pandemic caused a decline in the quality of human resources both in cognitive, affective and conative aspects (Koko Adyawanata, 2021). For this reason, the government issued an education policy during the Covid-19 pandemic with Circular Letter No. 15 of 2020 concerning guidelines for organizing learning from home. Students receive educational services during the Covid-19 pandemic through distance learning programs. The learning methods used during distance learning can be done using online, offline and combined learning methods (Annisa Indah Nurina, 2021).

Learning carried out online indirectly urges teachers and students as educational actors to adapt in the use of technology to support the learning process so that it runs optimally (Samar Ahmed, 2020). Online learning practices require students and teachers to interact and transfer knowledge online. Various platforms can be used to support the

implementation of online learning such as applications, websites, social networks and learning management systems (Gunawan, 2020). However, not all teachers and students have tools for online learning and not all teachers or students can access the online platforms used during online learning (Reindy Sudagi, 2021). This will create a new problem in the world of education during the Covid-19 pandemic.

The problems that exist in online learning will widen the educational gap that exists in Indonesia (Hakim, 2023). There are two problems that influence the implementation of online learning, the first is limited access to the internet and the second is the capability of teaching staff who have difficulty adapting to distance learning (Reindy Sudagi, 2021). Based on previous studies, it was found that communication and information technology (ICT) and teacher competence in using technology play an important role in adapting to online learning during the Covid-19 pandemic (Johannes König, 2020). The learning process carried out online at this time cannot be said to be ideal learning, because there are still many obstacles found so that online learning cannot be implemented optimally (Basar, 2021).

Previous research on online learning found several factors that caused problems with online learning, namely economic, social and cultural factors (Priyono Tri Febrianto, 2020). Factors that become obstacles in distance learning cause gaps in education. Educational inequality is a condition of inequality in the education received by society (Reindy Sudagi, 2021). There are four factors that influence the education gap (Evi Syuriani Harahap, 2020), namely family characteristics consisting of income, level of welfare, family size and parents' education level. The second factor is student characteristics which consist of the student's ability level, health, nutrition, cognitive abilities and gender. The third factor is the quality of education including the quality of teaching, student to teacher ratio, class size, teacher qualifications, quality of classrooms, learning equipment and curriculum. The fourth factor is level *rate of return* of education, countries with higher inequality will show lower levels of innovation.

Social inequality in education, particularly concerning access to technology, has been a subject of extensive academic research and debate. As the digital age progresses, the gap between those who have access to technology and those who do not continues to widen, exacerbating existing social inequalities in educational settings. This literature review synthesizes findings from various scholarly articles to explore how social

inequality in technology manifests in schools, its consequences, and the strategies proposed to address this issue.

First, The digital divide refers to the gap between individuals who have access to modern information and communication technology (ICT) and those who do not. In the context of education, this divide often manifests in unequal access to computers, the internet, and other digital tools essential for learning. According to a study by Warschauer (2004), the digital divide in schools is not merely about the availability of hardware but also involves disparities in digital literacy, the quality of access, and the pedagogical use of technology.

Several studies highlight that students from low-income families or marginalized communities are less likely to have access to high-quality technology at home and in school (Selwyn, 2010; Vigdor et al., 2014). This lack of access limits their ability to develop the digital skills necessary for academic success and future employment opportunities, perpetuating a cycle of poverty and social inequality. Socioeconomic status (SES) is a significant predictor of access to technology in educational settings. Research shows that schools in affluent areas are more likely to have up-to-date computers, fast internet connections, and a higher ratio of devices per student (Hohlfeld et al., 2008). In contrast, schools in low-income areas often struggle with outdated equipment, limited internet access, and a lack of resources to integrate technology effectively into the curriculum (Warschauer & Matuchniak, 2010).

A study by Bulman and Fairlie (2016) found that students from higher SES backgrounds are more likely to use technology for educational purposes, such as research and homework, while students from lower SES backgrounds are more likely to use it for entertainment. This disparity in usage further exacerbates educational inequalities, as students from wealthier backgrounds can leverage technology to enhance their learning and academic performance.

Racial and ethnic disparities also play a significant role in technology access in schools. Studies have shown that minority students, particularly African American and Hispanic students, are less likely to have access to high-quality technology compared to their White peers (Fairlie, 2012; Levin & Arafeh, 2002). This gap is often attributed to broader systemic issues, such as underfunded schools in minority-dominated areas, language barriers, and cultural differences in the use of technology. The digital divide along racial lines is particularly concerning because it intersects with other forms of

educational inequality, such as disparities in academic achievement and college readiness. Minority students who lack access to technology are at a disadvantage in developing the digital skills necessary for success in the modern economy, further entrenching social and economic inequalities (Reich & Ito, 2017).

Teachers play a crucial role in mitigating the effects of social inequality in technology access. Research by Ertmer et al. (2012) suggests that teachers' beliefs about technology and their proficiency in using digital tools significantly influence how technology is integrated into the classroom. However, teachers in under-resourced schools often face challenges such as insufficient professional development, lack of technical support, and limited access to digital resources, which hinder their ability to use technology effectively for instruction. To address these challenges, several studies advocate for targeted professional development programs that equip teachers with the skills and knowledge to integrate technology in a way that is inclusive and equitable (Dolan, 2016). Such programs should also focus on culturally responsive teaching practices that acknowledge and address the diverse needs of students from different socioeconomic and racial backgrounds. Policy interventions at the local, state, and federal levels are critical in addressing social inequality in technology access. Various studies highlight the importance of government and institutional support in providing funding, resources, and infrastructure to bridge the digital divide in schools (Attewell, 2001; Warschauer & Ames, 2010).

Based on considerations from several studies that have been conducted, researchers are interested in studying social disparities in the field of education as well as identifying strategies for teachers and students to deal with these disparities. The researcher has a different research focus from previous research, in that the researcher will focus on the education gap that still occurs in big cities such as Surabaya. Researchers will also identify teachers' and students' strategies for dealing with these gaps. This is because distance learning or online learning during the Covid-19 pandemic is one of the methods used so that students continue to receive educational services. The research will be analyzed using Pierre Bourdieu's concept of capital. Bourdieu's social capital theory states that capital is not only related to economics, but also includes cultural, social, and symbolic capital. This is related to how teachers and students utilize their capital to overcome social disparities during remote learning. This research was produced to support and complement previous research that has been carried out regarding online

learning during the Covid-19 pandemic. In this way, researchers will identify and analyze teacher and student strategies using Bourdieu's Capital. Capital is a social relation in an exchange that is sought in a certain social form. According to Bourdieu, capital is categorized into four, namely economic capital, cultural capital, social capital and symbolic capital (Krisdinanto, 2014).

METHOD

This research uses qualitative research methods. Qualitative research is research that is used to understand a phenomenon experienced by research subjects by describing it in the form of words and language in a natural context and by utilizing various natural methods (Moleong, 2018). Qualitative research has the aim of explaining various aspects related to the observed phenomena and explaining the characteristics of these phenomena. Regarding the qualitative research method used in this research, the researcher aims to describe how social disparities in the education sector occurred during the Covid-19 pandemic and what strategies were used by teachers and students to deal with the gaps that occurred during the Covid-19 period. This research uses a phenomenological approach to reveal individual experiences in understanding a phenomenon. In other words, the phenomenological approach seeks to reveal the meaning of individual experiences through in-depth research of the research subjects (Herdiansyah, 2012). A phenomenological approach was chosen in this research to reveal and understand the phenomenon of gaps in education by teachers and students as well as the strategies used by teachers and students in dealing with these gaps.

The data sources used in this research consist of primary data and secondary data. Primary data was obtained from the results of in-depth interviews with research subjects when researchers carried out research directly in the field. Secondary data was obtained from library studies in the form of books and articles, both books and articles accessed online and offline. The research subjects in this study consisted of seven teachers and three students. The selection of research subjects is based on purposive means, where certain criteria have been determined in determining research subjects. The criteria used to determine research subjects were teacher age and teaching experience. Meanwhile, the criteria for students are low, middle and high class students so that varied data will be obtained in this research.

The research location determines the social setting in this research. This research was carried out in one of the elementary schools in the city of Surabaya, located at SDN Jajar Tunggal 1 Surabaya. This is because at SDN Jajar Tunggal 1 Surabaya there were social gaps in the education sector during the Covid-19 pandemic. The social setting of the school, which is located in the middle of a residential area for overseas residents, makes SDN Jajar Tunggal the main target for local residents to send their children to this school. This research use technique analysis data from Miles and Huberman. Analysis data in study qualitative done regularly direct on moment collection data and after finished collection data in time certain. Analysis data is activity Which done regularly interactive and taking place regularly continue menenus until data fed up, activity Which done in analysis data that is reduction, data display and conclusion (Sugiyono, 2017). Reduction data done with method sort data as well as simplify so that data will focus on objective study. Process sort data done with method determine dimensions Which considered important and mean so that can used for strengthen study. Data-data Which considered alien and No patterned will eliminated by researcher. Level furthermore is data display. Data display will facilitate for understand what Which happen through presentation data. Presentation data served in shape text narrative. Level final in analysis data is withdrawal conclusion or verification. Withdrawal conclusion form description or description a object Which previously Still Not yet seen clear and exactly can verified with interesting conclusion Which can obtained from connection reason consequence a phenomenon.

RESULTS AND DISCUSSION

Social Gaps in Distance Learning

Social gaps in education refer to the disparities in educational equality among different social groups. These gaps in education can be caused by various factors that influence access to education (Ni'matush Sholikhah, 2014). Based on findings from previous studies, distance learning or online learning requires careful evaluation and adaptation to local student conditions, considering that the ability of parents to provide online learning facilities varies greatly (Luh Devi Herliandry, 2020). This highlights that online or distance learning during the Covid-19 pandemic has widened social gaps.

Students and their families have differing abilities to access education during the pandemic.

Other studies also show that groups already disadvantaged in education are further marginalized during the pandemic due to worsening economic conditions. This leads families to prioritize daily financial survival over their children's education (Santosa, 2020). Research findings indicate that the Covid-19 pandemic has widened existing educational gaps, largely due to varying abilities among students and their families in providing the necessary facilities for online learning. This suggests that parents possess different levels of material capital, which affects their ability to support their children's education during the pandemic.

Field data from SDN Alingan Tunggal 1 Surabaya, located in a migrant residential area of Surabaya, revealed that most students come from lower-middle-class families. The data showed that both teachers and students experienced social gaps during the pandemic, primarily in the form of a digital divide. Teachers faced challenges due to varying abilities in using and accessing Information and Communication Technology (ICT). Similarly, students encountered difficulties accessing education because of the reliance on online or distance learning.

According to Bourdieu, social gaps are not solely based on differences in material capital but are also significantly influenced by cultural capital (Richard Harker, 2009). Field findings revealed differences in cultural capital between senior and junior teachers. Senior teachers tend to hold a doxa, or a belief system, that traditional face-to-face classroom learning is the proper method, while junior teachers are more open to the heterodox approach, which allows for alternative methods like distance learning. This difference in perception influences teachers' actions. The doxa is a set of beliefs and values that guide actions, whereas heterodox approaches lead to the development of new structures and discourses (Ritzer, 2012). Senior teachers, therefore, struggle more with adapting to distance learning, as they are more accustomed to traditional in-person teaching methods. This has made it difficult for them to catch up in utilizing technology to support distance learning during the Covid-19 pandemic.

The social gaps in education during the pandemic are also linked to the students' family backgrounds, particularly those from lower economic classes who struggle to provide the necessary tools for distance learning. Field findings indicated that around 20% of students in primary schools lack the tools required for distance learning. This

presents a significant challenge for teachers in delivering education during the Covid-19 pandemic. Beyond differences in material capital, there are also disparities in cultural capital among students. Cultural capital, in this context, includes the educational background of the parents, which influences how they value and consume education for their children. Students from families with lower cultural capital, such as lower educational levels of parents, tend to fall behind in their studies during the pandemic. This is often due to a lack of motivation and insufficient knowledge or understanding from parents in supporting their children's learning during the pandemic. Conversely, parents with higher education levels and greater care for their children are better able to motivate and assist their children in their studies during the pandemic. Differences in capital ownership among students significantly impact their academic performance. Students with educated and caring parents are more likely to achieve satisfactory grades during distance learning, while those from less educated backgrounds may struggle to attain similar results.

Field findings also suggest that cultural capital is not only influenced by the educational levels of parents but also by the level of family harmony, which can impact students' academic performance during the pandemic. Data from students in broken homes, where parents are separated, showed that these students face difficulties in participating in distance learning due to a lack of parental support and motivation. As a result, these students often display indifference towards their studies during the Covid-19 pandemic. Thus, the social gap in education has widened during the Covid-19 pandemic, driven by differences in capital ownership that affect access to education during this challenging period.

Economic Capital: New Devices for Senior Teachers

According to Bourdieu, capital is always related to its field (Richard Harker, 2009). The economic capital possessed by teachers can help maximize the implementation of distance learning during the Covid-19 pandemic. Teachers may invest their economic capital to continue competing in the educational field during this period of distance learning. Economic capital here refers to material resources. The findings in this study indicate that the economic capital possessed by teachers includes upgrading their devices, such as purchasing new mobile phones, to facilitate distance learning.

The Surabaya City Department of Education has recommended not to upgrade devices used in distance learning, but some teachers have taken the initiative to upgrade their mobile phones to ensure more effective distance learning. These teachers hope that new devices will better support the implementation of distance learning during the Covid-19 pandemic. They have independently decided to update their mobile phones with better and more adequate capacity for use in distance learning.

The economic capital used by teachers to upgrade their devices is part of their strategy to maximize the effectiveness of distance learning. This initiative has been particularly common among senior teachers, as their existing mobile phones did not have the necessary capacity for effective distance learning. By renewing their devices, senior teachers are utilizing their economic capital as a means of continuing their work in education during the pandemic.

Cultural Capital: Discipline and Learning Motivation of Teachers and Students

Cultural capital refers to cultural tastes, values, and consumption (Richard Harker, 2009). It can take the form of property, art, language, and education. The cultural capital highlighted in the findings of this study includes the attitudes of discipline and motivation, which significantly influence an individual's educational consumption. The discipline and motivation embedded in a teacher's mindset are crucial for facing the challenges of online or distance learning during the Covid-19 pandemic. Distance learning is a new model that teachers have not previously encountered, yet they must adapt to provide effective education for their students.

Senior teachers, who initially found it difficult to adapt to distance learning, have endeavored to continue learning about technology so they can better implement distance learning. The discipline and motivation demonstrated by these teachers represent cultural capital that they continue to develop as a means of thriving in the educational field during the Covid-19 pandemic. This discipline and motivation are essential for overcoming the technological learning curve and effectively using Information and Communication Technology (ICT).

Field data reveal that senior teachers faced significant challenges in implementing distance learning. These findings are supported by an expert in public policy from UGM, who mentioned in Harian Jogja that older teachers face greater obstacles in utilizing information and communication technology. The older the teacher, the more challenging

it becomes to use technology effectively. Younger teachers, particularly those under 35, experience fewer obstacles (Saraswati, 2021). Moreover, online teaching is a novel experience for senior teachers who are still adapting to technology use (Atsani, 2020).

Senior teachers have encountered obstacles in distance learning due to their lag in utilizing ICT. Therefore, they need to cultivate a disciplined attitude and a strong learning spirit to overcome these challenges and implement distance learning effectively. This discipline and motivation serve as cultural capital that continues to be developed, allowing them to persevere in distance learning during the Covid-19 pandemic. Teachers also aim to instill this cultural capital in their students.

The study found that students from lower socioeconomic backgrounds initially experienced confusion due to a lack of tools necessary for distance learning. However, this challenge was addressed by teachers who consistently motivated and encouraged the children to remain engaged in their studies despite the limitations. Teachers visited students' homes to provide motivation and guidance, encouraging both the students and their parents. Through this support, students developed a disciplined and motivated attitude toward their education, recognizing it as an essential pursuit worth fighting for. The discipline and motivation fostered in both teachers and students represent a form of cultural capital that can help bridge educational gaps during the implementation of distance learning in the Covid-19 pandemic.

Social Capital: Expanding Relationships Between Teachers, Parents, and Students

Social capital is a component that fosters collaboration towards achieving common goals. According to Bourdieu, social capital is the aggregate of resources available to an individual or group due to their network of connections, which can facilitate introductions and institutional support (Field, 2010). Social capital involves both individual and collective aspects. On an individual level, social capital refers to the potential for activating and effectively mobilizing social networks based on relationships, managed through symbolic and material exchanges (Bhandari, 2009). It is dependent on the strength and quality of connections one has.

Social capital is not only viewed from an individual perspective but also from a collective perspective. Collective social capital involves the quality of networks and connections that enable individuals to work together regularly and achieve shared goals. This collective aspect is often represented by norms, beliefs, and social cohesion

(Bhandari, 2009). Based on the findings of this study, social capital, both individual and collective, plays a crucial role in overcoming social gaps in distance learning. Social capital at the individual level is evident when a teacher with the potential to mobilize their social network uses it to address issues related to distance learning. For instance, senior teachers who form small groups to support each other and share resources reflect individual social capital. These small groups help teachers enhance their use of ICT (Information and Communication Technology) and provide mutual support.

Teachers also utilize social capital to assist students who face difficulties in following distance learning due to a lack of tools like cell phones. Teachers map out nearby students' locations and organize study groups or visits to support those who cannot access online learning resources. This approach represents the use of individual social capital to maintain educational engagement. Collectively, social capital is used to bridge gaps in distance learning by fostering relationships between teachers and parents. Effective collaboration between teachers and parents enables senior teachers to adapt more quickly to ICT and implement distance learning effectively. The relationship between teachers and parents is crucial for monitoring student activities and ensuring successful learning outcomes during the Covid-19 pandemic.

Social capital owned by teachers, through the sharing of knowledge about ICT usage and utilization, allows senior teachers to adapt more swiftly. The relationship built between teachers and parents enhances trust and smoothens the process of distance learning. This collective social capital helps in overcoming educational gaps and achieving maximum results during the pandemic. In summary, the effective use of social capital, both individual and collective, is essential for overcoming the challenges of distance learning during the Covid-19 pandemic. The relationships between teachers, parents, and students play a significant role in ensuring educational success and bridging social gaps.

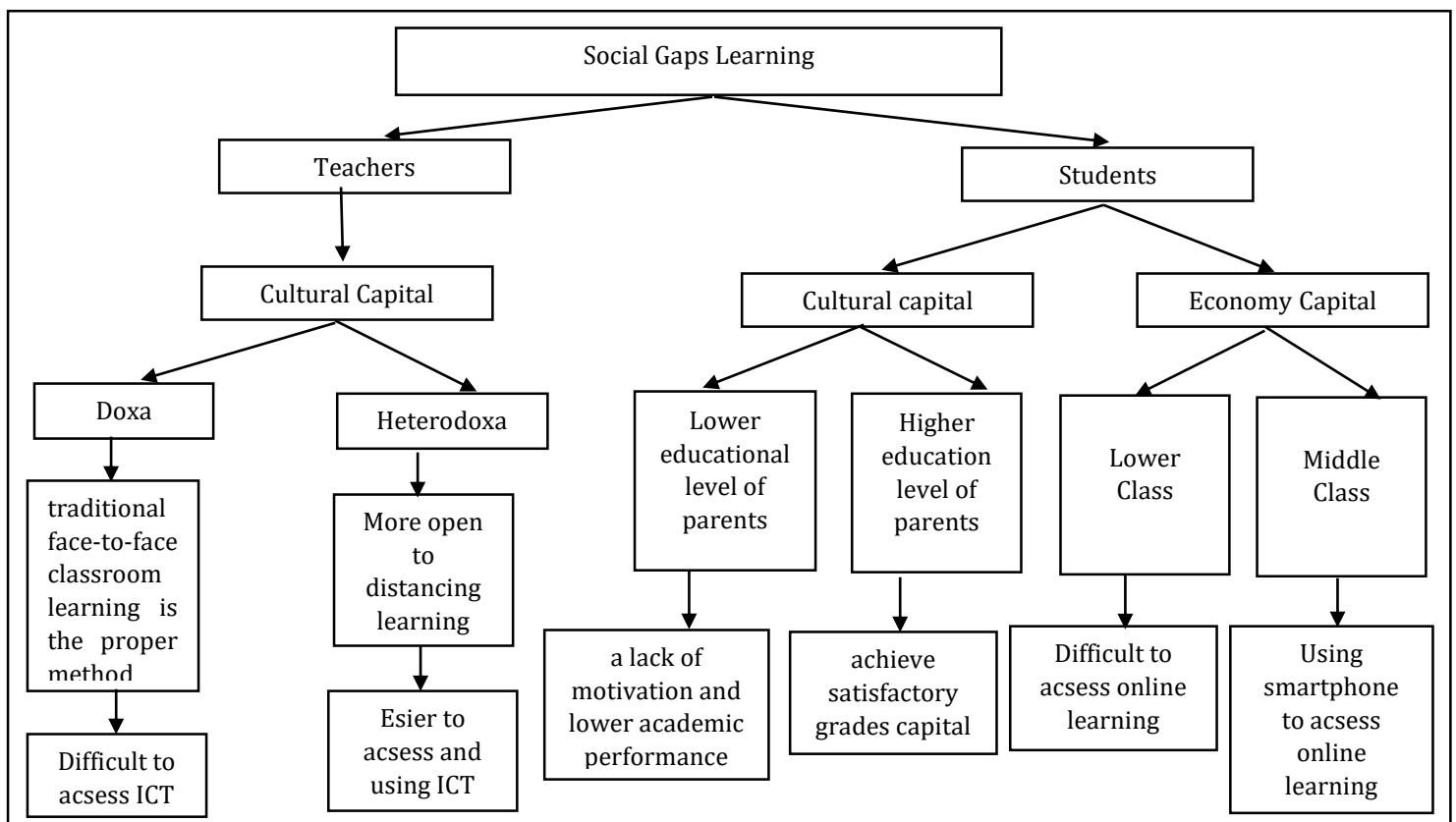
Capital Symbolic

Capital symbolically refers on degrees accumulation prestige, fame or honor, and built Of top dialectics knowledge (awareness) and identification (recognition) (Bordieu, 1993) Capital symbolic No off from power symbolic, that is power Which possible for get equivalent with what Which obtained through power physique and economy, blessing consequence special a mobilization. Capital symbolic Can form office Which wide Of area dear, car with the driver, However Can Also

instructions Which No striking eye Which show status high the owner. For example, title education Which listed Of together debt, method How make visitor waiting, method affirm his authority (Haryatmoko, 2003).

Capital symbolic in study This form method teacher in learning distance Far. Method Which delivered by teacher vary depends on ability teacher in use and access ICT (Technology Information and Communication). Capital symbolic Which owned by teacher used for overcome gap education in learning distance Far during pandemic Covid-19.

Schematic of Social Gaps Learning



CONCLUSION

Gaps social in education by teacher and student during pandemic Covid-19 can operated with use a number of capital as strategy for handle gap social in education during pandemic Covid-19. Capital Which used that is capital economy, capital culture, capital social and capital symbolic. Capital economy for overcome gap in education during learning distance Far Of time pandemic Covid-19 is with renew tool form cell phone Which used for learning distance Far. Capital social can form capital social individual and collective Which done by people old and

teacher for intertwine relation so that teacher can control participant educate through people old. Capital culture what is done is form attitude discipline and spirit Which embedded on self teacher and student so that still can carry out learning distance Far regularly maximum. Capital symbolic Alone form authority teacher for use method learning Which effective so that student No feel bored and still spirit follow learning distance Far. A number of capital on is strategy Which used for overcome gap in education during pandemic Covid-19. Strategy This expected can give contribution it goes for to teacher and student in overcome gap education, especially in learning distance Far Of time pandemic Covid-19, also as a reference regarding digital transformation in the world of education.

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