

EDUCATIONAL CHALLENGES AT SDN 75 BENGKULU CITY: OVERCOMING STUDENTS' LEARNING PROBLEMS IN THE DIGITAL ERA

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Abstract

This study aims to identify the challenges faced by SDN 75 Bengkulu City in addressing student learning issues in the digital era. The digital era brings significant changes to educational studies, including wider access to information and more interactive learning methods. However, challenges such as the digital divide, teachers' readiness, and students' adaptation to online learning remain significant obstacles. This research adopts a qualitative approach with interviews, field observations, and document analysis related to education policies. The findings indicate that while considerable efforts have been to integrate technology into the learning process, the main challenges lie in limited infrastructure and teachers' ability to fully utilize technology. Therefore, continuous training for teachers and improvements in school technological facilities are essential to facilitate more effective learning.

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1. Introduction

Education is one of the main pillars in building quality human resources, which in turn will support a nation's progress. In Indonesia, elementary schools are the starting point for the formation of students' basic knowledge and character. However, with the very rapid development of information and communication technology, the world of education is also faced with major challenges, especially in utilizing digital technology effectively in the teaching and learning process (Hidayati, 2021).

At SDN 75 Bengkulu City, although digital technology has great potential to improve the quality of education, the reality on the ground shows that various obstacles hinder the student learning process. Among them are limited access to technological devices, low levels of digital literacy among students and teachers, and lack of training for educators to optimally utilize technology in learning activities. In addition, the socio-economic problems faced by most students are also inhibiting factors in achieving learning achievements (Gita, 2021).

Given these challenges, it is important to identify how these challenges affect the student learning process at SDN 75 Bengkulu City and what steps can be taken to overcome these problems. Therefore, this article will discuss the challenges of education at SDN 75

Bengkulu City and solutions to overcome student learning problems in the digital era, focusing on the role of teachers, students, and parents to create a more conducive learning environment (Cahyono, 2020). This study was conducted to identify the main challenges faced by students at SDN 75 Bengkulu City in facing learning in the digital era, both in terms of technology access and digital literacy and to provide practical solutions and steps that can be taken by teachers, students, and parents to overcome the challenges that exist in improving the quality of learning at SDN 75 Bengkulu City amidst the development of digital technology.

2. Method

This type of research is qualitative descriptive research, which aims to describe the phenomena that occur in the field in depth and detail. This study focuses on an in-depth analysis of interactions, perceptions, and factors that influence student learning at SDN 75 Bengkulu City in the digital era. To obtain valid and relevant data, this study uses data collection techniques in the form of in-depth interviews, conducted with various parties directly involved in the education process, namely teachers, students, and parents. Then with participatory observation where researchers conducted observations in classes at SDN 75 Bengkulu City to see firsthand how learning is carried out, the extent to which digital technology is used, and the interaction between teachers and students. This observation will also pay attention to how students adapt to technology and what obstacles they face. The documentation technique is carried out by looking at documents in schools such as learning reports, learning devices used by teachers, and policies related to the use of technology at SDN 75 Bengkulu City. This documentation will provide an overview of the extent to which school policies support the use of technology in education. Data collected through interviews, observations, and documentation will be analyzed using thematic analysis with the steps of data transcription and classification, theme arrangement, data presentation and interpretation, and data triangulation.

3. Result and Discussion

In the context of SDN 75 Kota Bengkulu, the challenges of education in the digital era are very complex and multidimensional. The gap between technological advances and the capabilities and readiness of educational facilities in schools, especially in the regions, is a major obstacle to the development of technology-based learning processes. This discussion will review the challenges faced by students, teachers, and parents in learning in the digital era, as well as solutions that can be applied to overcome them.

Limited Access to Technology at SDN 75 Bengkulu City

One of the biggest challenges faced by SDN 75 Bengkulu City is limited access to technological devices. Although digital technology is increasingly becoming a necessity in

learning, most students at SDN 75 face difficulties in accessing devices such as computers or tablets needed to support online learning activities.

From the infrastructure factor, it is known that not all students at SDN 75 have access to personal digital devices such as laptops or smartphones with adequate quality. Some students only rely on devices available at school, which are limited in number and sometimes not enough to meet the learning needs of all students. Furthermore, limited internet access is also a significant obstacle to digital learning. In many students' homes, especially those from families with poor economic conditions, internet access is often unstable or unavailable at all. This makes it difficult for students to participate in online learning effectively (Bachtiar, 2020).

Teacher Readiness in Using Digital Technology

Teachers' readiness and skills in utilizing digital technology are also challenges that cannot be ignored. At SDN 75 Kota Bengkulu, many teachers are not yet fully skilled in using technological devices to support effective learning. These factors include:

- a. *Lack of Training and Professional Development*, although some teachers have attended training on the use of technology, the training is still limited and not in-depth. Many teachers only rely on traditional methods of teaching because they feel more comfortable and accustomed to this method. This affects the effectiveness of the use of technology in learning.
- b. *Teacher Motivation and Adaptation*, some teachers are also still not motivated to integrate technology into learning. They face difficulties in adapting more interactive and creative digital methods and feel burdened by the demands of ever-evolving technology.
- c. *Use of Learning Platforms*, teachers at SDN 75 Bengkulu City sometimes do not maximize the use of online learning platforms such as Google Classroom or Zoom due to limited understanding and experience. These platforms can increase interaction between students and teachers, and provide flexibility in the teaching and learning process.

Socio-Economic Barriers to Digital Learning

The socio-economic conditions of students at SDN 75 Bengkulu City also affect their ability to optimally participate in digital learning. Most students come from families with low economic levels, which makes it difficult for them to obtain digital devices and adequate internet access. These factors include:

- a. *Limited Financial Access*, many students do not have proper learning devices, such as laptops or tablets, so they can only rely on limited devices at school or use cell phones with limited capacity to access learning materials. This reduces their opportunities to get an optimal learning experience.

- b. *Lack of Support at Home*, not all parents at SDN 75 Bengkulu City have the knowledge or skills to support their children's digital learning. This is in accordance with the results of Anwar's research (2020) which states that some parents are also unable to provide sufficient facilities or time to help their children face the challenges of online learning. On the other hand, economic difficulties make them more focused on efforts to meet daily needs than paying attention to their children's educational needs.

The Role of Parents in Digital Learning

Parents have a very important role in supporting student learning in the digital era, both in providing facilities, providing tutoring, and building student motivation. However, the role of parents at SDN 75 Bengkulu City is still limited in this context. These factors include:

- a. *Limited Digital Knowledge of Parents*, many parents do not have adequate digital skills or knowledge to accompany their children in online learning. This hinders parents' ability to provide appropriate guidance regarding the use of technology or learning platforms.
- b. *Moral Support and Motivation*, some parents still try to provide moral support and motivation for their children to stay enthusiastic about learning, despite limited facilities and access to technology. However, without more concrete support in the form of better access to digital devices and the internet, the role of parents remains suboptimal (Andayani, 2021).

Solutions to Overcome Learning Challenges in the Digital Era

To overcome the challenges of education at SDN 75 Kota Bengkulu in the digital era, several solutions that can be implemented include:

- a. *Improving Infrastructure and Access to Technology*, schools need to make efforts to increase the availability of technological devices and internet access for students. Government programs or donations from the community can help provide devices for underprivileged students. In addition, schools also need to find solutions to improve more stable internet connections so that online learning can be carried out more effectively.
- b. *Teacher Competency Training and Development*, ongoing training needs to be provided in utilizing learning technology. This training must be more in-depth and applicable so that teachers can utilize various educational applications, online platforms, and digital teaching techniques to improve the quality of learning.
- c. *Collaboration with Parents*, in this case, the school can hold training programs or workshops for parents on how to support their children's digital learning. This can include training in the use of technological devices, how to supervise children while learning online, and providing appropriate moral support.
- d. *Provision of Affordable Learning Resources*, then the school can collaborate with the government or related institutions to provide learning materials that can be accessed for

free or are affordable for students. In addition, the use of applications and learning platforms that do not require additional costs can also be optimized.

- e. *Strengthening Hybrid Learning*, by introducing a hybrid learning model (a combination of face-to-face and online learning), SDN 75 Bengkulu City can be more flexible in adjusting to student needs. Face-to-face learning is still carried out by paying attention to health protocols, while online learning can be used for more flexible materials (Alim, 2020).

The challenges of education at SDN 75 Bengkulu City in the digital era are very complex, involving limited infrastructure, teacher readiness, socio-economic barriers, and the role of parents which is still limited. To overcome this problem, joint efforts are needed between the school, government, and community to improve facilities, training for teachers and parents, and provide better support for students. By overcoming these challenges, it is hoped that education at SDN 75 Bengkulu City can run more effectively, utilizing technology to create a more interesting and meaningful learning experience for students.

4. Conclusion

The challenges of education at SDN 75 Kota Bengkulu in facing learning in the digital era are very complex and diverse, covering various aspects that affect the effectiveness of the teaching and learning process. These challenges are limited access to technology, the level of teacher readiness in using digital technology, students' socio-economic barriers, and the limited role of parents.

Furthermore, to overcome these challenges, closer collaboration is needed between schools, parents, and the government. Some solutions and improvement efforts that can be implemented include: improving infrastructure by providing more digital devices and improving internet connections at schools and students' homes, increasing training and professional development for teachers in the use of digital technology in learning, empowering parents by providing training to parents on how to support children's learning in the digital era, as well as educating them about the importance of their role in children's learning, and strengthening the hybrid learning model by integrating face-to-face and online learning effectively to create a learning environment that is more flexible and accessible to all students.

Overall, the challenges of education at SDN 75 Kota Bengkulu in the digital era require a comprehensive and collaborative approach. Although there are many challenges to be faced, with the right efforts from all parties involved, the quality of education can be improved and the learning gap faced by students can be minimized. Learning in the digital era can be an opportunity to improve the quality of education at SDN 75 Kota Bengkulu if supported by the right policies and synergy between teachers, students, parents, and the government.

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