



Comparative Analysis Of Schools With High And Limited Resources

Muhamad Merdeka¹, Agus Ali Dzawafi²

Pamulang University, UIN Sultan Maulana Hasanudin, Indonesia
e-mail: muhamadmerdeka08@gmail.com

Abstract

The quality of education is significantly influenced by various aspects, one of which is the availability and utilization of school resources. Schools with high resources typically have complete facilities, competent teaching staff, and support from various parties such as the government, community, and private institutions. Conversely, schools with limited resources often face challenges such as minimal infrastructure, a shortage of teaching staff, and limited support from the surrounding community. This study aims to analyze the comparative conditions and dynamics between schools with high resources and schools with limited resources. The method used is descriptive qualitative, which focuses on collecting qualitative data through documentation to systematically describe real conditions on the ground. The results show significant differences in aspects of facilities and infrastructure, the quality of teaching staff, the learning process, and community participation between the two types of schools. Schools with high resources tend to have complete facilities, more competent teachers, and strong community support, thus supporting the achievement of optimal educational quality. Conversely, schools with limited resources face significant obstacles in terms of facilities and teaching quality, which impact student learning outcomes. This study provides an in-depth overview of the influence of resource availability on the quality of education and school management, and provides recommendations for policy makers to address resource inequality in the world of education.

Abstrak

Kualitas pendidikan sangat dipengaruhi oleh berbagai aspek, salah satunya adalah ketersediaan dan pemanfaatan sumber daya di sekolah. Sekolah dengan sumber daya tinggi biasanya memiliki fasilitas lengkap, tenaga pendidik yang kompeten, serta dukungan dari berbagai pihak seperti pemerintah, masyarakat, dan lembaga swasta. Sebaliknya, sekolah dengan sumber daya terbatas sering kali menghadapi tantangan seperti minimnya sarana prasarana, kekurangan tenaga pendidik, dan keterbatasan dukungan dari lingkungan sekitar. Penelitian ini bertujuan untuk menganalisis perbandingan kondisi dan dinamika antara sekolah

Article Info

Article History:

Received February 7, 2025
Revised March 10, 2025
Accepted June 27, 2025
Available online July 15, 2025

Keyword: *Education management information system, MTs Annajah, New student admissions*

yang memiliki sumber daya tinggi dan sekolah dengan sumber daya terbatas. Metode yang digunakan adalah kualitatif deskriptif, yang berfokus pada pengumpulan data kualitatif melalui dokumentasi untuk menggambarkan secara sistematis kondisi nyata di lapangan. Hasil penelitian menunjukkan adanya perbedaan signifikan dalam aspek sarana dan prasarana, kualitas tenaga pendidik, proses pembelajaran, serta partisipasi masyarakat antara kedua tipe sekolah tersebut. Sekolah dengan sumber daya tinggi cenderung memiliki fasilitas lengkap, guru yang lebih kompeten, serta dukungan komunitas yang kuat, sehingga mendukung pencapaian mutu pendidikan yang lebih optimal. Sebaliknya, sekolah dengan sumber daya terbatas menghadapi kendala signifikan dalam hal fasilitas dan kualitas pengajaran yang berdampak pada hasil belajar siswa. Penelitian ini memberikan gambaran mendalam mengenai pengaruh ketersediaan sumber daya terhadap mutu pendidikan dan pengelolaan sekolah, serta memberikan rekomendasi bagi pemangku kebijakan untuk mengatasi ketimpangan sumber daya dalam dunia pendidikan.

INTRODUCTION

Education is one of our efforts to overcome ignorance and poverty in our country, Indonesia. Education is also a crucial factor in improving the quality of human resources, which significantly impacts a nation's progress. Education not only drives knowledge and science but also shapes an individual's character, enabling them to become wise individuals and aware of their potential. According to Essa Puspa et al. (2024), education not only strengthens cognitive aspects but also the affective and spiritual aspects in the holistic development of an individual. Furthermore, education is also a form of support provided by the state to its citizens.

The global community believes that education is a powerful weapon to combat various societal problems. In this regard, meaningful education has emerged as a new paradigm in education, emphasizing character and personality development, with mastery of knowledge and skills as a key component. By focusing on integrating personality development with knowledge and skills development, meaningful education can develop graduates with good morals and the knowledge and skills necessary to benefit society and maintain human dignity. Furthermore, meaningful education can improve the quality of education through both management and the educational process.

How can Indonesia become a developed nation if its human resources are weak, if its people lack knowledge? Our country will struggle to catch up with modern progress, and Indonesia's natural resources will be completely exploited by foreign nations. Our country will be easily deceived because it has never been taught critical thinking, ultimately leading to our decline. Producing productive human resources (HR) is inseparable from government-provided education. Superior HR can be achieved if the education, knowledge, and insight provided are useful and high-quality. Therefore, many consider quality education to be the key to national progress.

In schools, all students are given equal opportunities to acquire the knowledge, skills, and experience necessary for success in life. Education does not discriminate against students based on their social, or economic background, ensuring fair and equal access. In this way, education helps create equality within small communities, where individuals can grow and make maximum contributions. Therefore, it is crucial for all individuals to receive a proper and quality education so they can develop themselves and contribute positively to our society and nation. Furthermore, education also trains individuals to think critically, creatively, and innovatively when dealing with complex problems. These skills are essential for facing future challenges.

Each region has different needs depending on its demographic, economic, political, socio-cultural, and geographical conditions. This also applies to remote and less developed areas of Indonesia compared to other regions on a national scale (read: the 3T (disadvantaged, frontier, and outermost) regions. In Indonesia, areas experiencing similar problems are the Entikong Sanggau border in West Kalimantan and the small islands of the Riau Archipelago. Poor access to transportation, electricity, and internet connections make it difficult to evenly distribute quality education. Moreover, Indonesia frequently experiences curriculum changes to adapt to the policies of the ever-changing Minister of Education, which adapts to the Indonesian President's cabinet. As a result, remote areas are very slow to develop and adapt to new curricula (Raka, 2023).

The Indonesian education system has been in place for a long time, but to date, many weaknesses remain that need to be addressed. Inadequate facilities and infrastructure, inadequate teachers, and limited access to and quality of education in remote areas persist. Furthermore, disparities persist between urban and rural areas and between education in Indonesia and other ASEAN countries.

Another problem is the weakness of the curriculum used as a reference. According to international surveys, the Indonesian curriculum still needs to be updated and adapted to the needs of the workplace and the current era. Furthermore, there is still a perceived tendency to prioritize memorization over understanding in learning, even though more modern learning models emphasize understanding and application of concepts.

Inequality in education quality and access stems from differences in characteristics at each level of society and also from variations in resources classified into five types: economic, human, social, political, and infrastructure. Hanushek's (2007) study, which investigated the relationship between learning achievement and input factors, such as school quality and resources, family and friendship characteristics, and socioeconomic status, found that while there were indications of inefficiencies in education that resulted in suboptimal learning achievement, no clear causality was found between inputs and outputs. For example, while a student's socioeconomic status may facilitate access to education, without a curriculum, good teacher competence, and adequate educational facilities, the final educational outcomes cannot be considered good. The evaluation system also lacks assessment aspects. It tends to focus solely on final exam results and top graduates, thus not providing a complete picture of the quality of education produced. Furthermore, corruption within the education system undermines the quality and transparency of its management.

The main factors causing educational inequality stem from fundamental problems: First, limited access to and inadequate educational infrastructure. Second, the geographical distances between islands mean long journeys, often requiring only sea routes to reach schools. Third, social and cultural barriers, such as social constructs that deem education unimportant, and so on, arise. Fourth, a shortage of teachers. This often results in the same teacher teaching three different subjects due to insufficient teachers within the school. Fifth, low-quality teachers. Teachers often choose where they teach. The majority of teachers teach in urban areas, while very few volunteer to teach in remote areas. This means that qualified teachers are often found in large cities (Essa Puspa et al., 2024; Rahmadi, 2020).

The emergence of the phenomenon of "favorite schools," or the disparity between public and private schools, occurs due to differences in quality and national education standards. If standards and quality are equal, people will send their children to the closest school to their homes, whether public or private. The disparity in educational quality between wealthy and poor schools remains a serious problem in Indonesia. Wealthy schools tend to have better facilities, while poor schools struggle to provide adequate facilities. This impacts the quality of education and students' opportunities to achieve their academic goals.

The phenomenon of rich schools and poor schools in society reflects the social and economic inequality that exists in Indonesia. Here are some aspects related to the causes of this phenomenon: First, the cost of education: High education costs make elite private and international schools accessible only to wealthy families, while poor families are forced to choose public schools with limited facilities. Second, access to facilities and technology: Students from wealthy families have better access to technology, such as computers and the internet, which are essential for learning in the digital age. Third, the quality of teachers and curriculum: Elite schools generally have competent teachers and innovative curricula, while schools in rural areas often lack qualified teachers and less relevant curricula.

METHODS

In the study, entitled "Comparative Analysis of Highly and Limitedly Resourced Schools," this method was used to understand and describe the differences in characteristics, conditions, and dynamics that occur in schools with abundant and limited resources.

Descriptive qualitative methods focus on narrative data collection, such as in-depth interviews, participant observation, and documentation. This approach allows researchers to obtain a holistic picture of the real-world situation without intervening to alter the natural conditions of the research subjects. In this way, researchers can identify aspects that influence educational quality, school management, and the differential use of resources between resource-rich and limited-resource schools.

In this study, the descriptive qualitative method helped researchers describe in detail how the condition of facilities and infrastructure, the quality of teaching staff, the learning process, and community participation differed between the two types of schools. The results of this description will provide a more comprehensive understanding of the impact of resource availability on educational quality and school management.

According to Sugiyono (2017), the qualitative descriptive method aims to describe or explain a phenomenon systematically, factually, and accurately based on data obtained directly from the source. This aligns with Moleong's (2017) opinion, which states that qualitative research focuses on understanding meaning, experiences, and social processes in real-life contexts.

RESULTS AND DISCUSSION

A. Highly Resourced Schools

A well-resourced school refers to an educational institution with adequate financial resources, infrastructure, and technology to support the teaching and learning process. Here are some characteristics of a well-resourced school: Modern and comprehensive infrastructure (buildings, laboratories, libraries, sports facilities). Adequate financial resources to finance learning activities. The latest learning technology (computers, internet, projectors). Highly qualified and experienced teachers. Low teacher-student ratios, allowing for individual attention. An innovative and progress-oriented curriculum. Diverse extracurricular facilities (sports, arts, music). A comfortable and safe learning environment.

The phenomenon of well-resourced schools has advantages: high academic achievement, competitiveness in olympiads and competitions. Access to prestigious universities. High-quality graduates. Strong alumni networks. The ability to develop life skills. Examples of well-resourced schools in Indonesia include international schools in Jakarta and Bali. Specialized schools like SMA Taruna Nusantara. Private schools like SMA Dwi Warma. Flagship schools like SMA Negeri 1 Jakarta. Influencing factors include strategic location, high tuition fees, and teacher quality. Facilities and infrastructure. Network and reputation. Curriculum and learning methods.

B. Schools with Limited Resources

Schools with limited resources are educational institutions that face difficulties in accessing educational resources, including financial, infrastructure, and human resources. Characteristics of underprivileged schools include: inadequate infrastructure (damaged buildings, lack of facilities). Limited financial resources. Lack of highly qualified teachers. High teacher-to-student ratios. Limited curricula. Limited learning technology. Uncomfortable learning environments. Lack of extracurricular facilities.

The gap in access to education between urban and rural areas. Between schools with high resources and schools with limited resources. More comprehensive educational facilities and better infrastructure tend to be concentrated in cities or wealthy schools, leaving rural areas or poor schools with inadequate educational facilities and infrastructure. This often leaves children in rural areas or underprivileged schools struggling to access a quality education.

Challenges of schools with limited resources include: Limited operational costs, Lack of government support, Socio-economic disparities, Lack of student motivation to learn, Limited access to universities, Lack of quality graduates, Limited alumni networks, Difficulty in facing technological changes. Examples of poor schools in Indonesia include schools in remote areas (interior Papua, Kalimantan), schools in conflict areas (Aceh, Maluku), schools in poor urban areas (Jakarta, Surabaya), and schools experiencing infrastructure damage..

C. Comparison Factors of Schools with High Resources and Schools with Limited Resourcesa.

a. Complete infrastructure in the school context includes:

A school with superior quality is one that provides adequate facilities to support the teaching and learning process. School infrastructure is one of the key factors in ensuring the smooth running of learning activities. This is closely related to the quality and outcomes of the school's education. Werang (2024) states that educational facilities and infrastructure encompass the entire process of procuring, utilizing, and supervising the infrastructure and equipment used to support quality education in schools. This management includes planning, procurement, supervision, storage, inventory, disposal, and organization. School infrastructure includes school facilities, including libraries, laboratories, classrooms, health and safety rooms, and technological facilities such as computers, internet connections, and software that can help teachers and students access information more widely.

This aligns with Yuhdan's (2023) opinion, which states: "Complete learning facilities will assist students in learning, while a lack of them can hinder their learning progress." Furthermore, according to Arsyad, the use of learning facilities can provide benefits by increasing and stimulating children's attention, thus fostering learning motivation.

Physical infrastructure includes comfortable and adequate school buildings, classrooms equipped with desks, chairs, and whiteboards, laboratories (physics, chemistry, biology, and computers), a library with a comprehensive collection of books, a hall or meeting room, a school cafeteria, and clean and adequate restrooms. Learning facilities include projectors and screens, computers and laptops, internet and Wi-Fi, audio-visual systems, laboratory equipment, digital teaching materials, and educational software.

Sports and health facilities include sports fields (soccer, basketball, and volleyball), swimming pools, sports warehouses, school health clinics, and school health services (UKS) rooms. Security facilities include CCTV security systems, secure doors and windows, fire alarm systems, security guards, and evacuation procedures. Other facilities include parking lots, parks and green spaces, worship facilities, arts and culture spaces, and facilities for students with disabilities. Technology facilities include school management systems, online learning applications, e-learning platforms, academic information systems, and stable Wi-Fi networks. The availability of complete infrastructure can improve the quality of education and student progress.

b. Adequate financial resources in the school context include:

Managing school finances is no easy task. With the rising cost of living and demands for better quality education, transparency in school finances is key to building trust between schools, parents, and the community. When all parties know how school funds are spent, a strong sense of mutual trust and support is fostered. Transparency can prevent misappropriation of funds and ensure that every rupiah is used for its intended purpose.

Funding Sources: The government education budget; Reasonable and affordable school fees; Community funding sources (donations, sponsorships); Assistance from non-profit organizations; Funding from foundations or educational institutions. The school's Adequate Criteria include: Sufficient to meet operational needs; Compliance with government standards; Not burdensome to students and parents; Flexibility in fund use; Transparency and accountability in fund management; Availability of funds for school development; Balance between operational and development costs. **Indicators of Adequate Financial Resources:** An ideal teacher-student ratio; Availability of facilities and infrastructure; Quality of teaching materials and equipment; Student academic achievement; and Level of student and parent satisfaction. Availability of extracurricular programs. Recognition from relevant educational institutions. Finances play a significant role in determining the quality of education in both high- and low-resource schools. Here are some ways finances affect both types of schools:

Funding Sources

1. Highly Resourced Schools: Funded by student fees, parental donations, sponsorships, and government funding.

2. Schools with Limited Resources: Government funding, limited student fees, and unstable donations.

Use of Funds

1. Highly Resourced Schools: Pay professional teachers, purchase modern equipment, develop infrastructure and extracurricular programs.

2. Schools with Limited Resources: Pay teachers a minimum wage, repair damaged infrastructure, and purchase basic equipment.

Financial Factors That Influence

1. Operational costs: Poor schools often have difficulty financing operations.

2. Teacher salaries: Poor schools often cannot afford to pay competitive teacher salaries.

3. Infrastructure: Poor schools often have damaged infrastructure.

4. Technology: Poor schools often cannot afford technology equipment.

D. Teacher quality plays a vital role in determining the quality of education in schools with High and Limited Resources.

In the teaching and learning process, it's not uncommon for students to score below the Minimum Completion Criteria (KKM). This is because many students still ignore their learning activities, making it unsurprising that they rely entirely on the teacher as the primary learning resource without actively participating. For example, students are afraid to ask questions and express their opinions, some don't understand the discussion material, and others simply don't care about the learning process. These students often prefer to remain silent and ultimately become passive during the learning process. Furthermore, some students are only active in subjects they enjoy.

Therefore, the role of teachers is crucial in increasing active participation during teaching and learning activities. This fact demonstrates the crucial role teachers play in education, as they hold control throughout the learning process. Therefore, teachers must be truly qualified in their teaching. With competent teachers, teachers can create a conducive learning environment.

Here are some ways teacher quality affects both types of schools: First, Factors Affecting Teacher Quality: First, Education and Training: Teachers in wealthy schools often have better education and training, thus having better teaching skills. Second, Teaching Experience: Teachers in high-resource schools generally have more teaching experience, thus being more adept at classroom management. Third, Teaching Skills: Teachers in wealthy schools often have better teaching skills, such as the ability to use technology and innovative learning methods. Fourth, Motivation and Commitment: Teachers in high-resource schools generally have higher motivation and commitment to improving the quality of education.

The Impact of Teacher Quality on Schools: Academic Achievement: Good teacher quality impacts higher student academic achievement. Critical Thinking Skills: Quality teachers help students develop critical and analytical thinking skills. Communication Skills: Good teachers help students develop effective communication skills. Social Awareness: Quality teachers help students develop social awareness and empathy.

Differences in Teacher Quality between High-Resource and Limited-Resource Schools include: Teacher-Student Ratio: High-resource schools generally have lower teacher-student ratios, allowing teachers to provide more individual attention. Quality of Tutoring: Teachers in high-resource schools often provide better tutoring and personalized education. Use of Technology: Teachers in high-resource schools are more likely to use technology to support learning. Curriculum Development: Teachers in high-resource schools are often involved in more innovative curriculum development.

E. Curriculum and learning models of high-resource schools and schools with limited resources

Curriculum and teaching methods play an important role in determining the quality of education in high-resource schools and schools with limited resources. Here are some ways curriculum and learning methods affect both types of schools.:

Where the curriculum should be: an industry-oriented curriculum: Schools with high resources often have a curriculum that is more relevant to the needs of industry and the job market. Flexible curriculum: Schools with high resources often have a more flexible curriculum, allowing students to choose subjects that align with their interests. Competency-based curriculum: Schools with high resources often have a competency-based curriculum, which emphasizes the development of students' abilities and skills. Unequal curriculum: Schools with limited resources often have an uneven curriculum, focusing on basic subjects such as mathematics and language.

Meanwhile, learning models: Innovative learning methods: Wealthy schools often use innovative learning methods such as project-based learning, problem-based learning, and technology-based learning. Student-centered learning methods: Schools with high resources often use student-centered learning methods, enabling students to actively participate in the learning process. Technology-based learning methods: Schools with high resources often use technology-based learning methods, such as the use of learning applications and online platforms. Traditional learning methods: Schools with limited resources often use traditional learning methods, such as lectures and written methods.

F. Learning environments of high-resource schools and schools with limited resources

A comfortable learning environment encompasses several aspects that support the comfort, safety, and effectiveness of the learning process. Here are some of its characteristics: Psychologically, the environment influences: A safe and violence-free environment. Harmonious teacher-student relationships. Emotional support from teachers and peers. Opportunities for active participation. Recognition and praise for achievements.

Socially, it influences: Positive interactions between students, diverse extracurricular activities, social and emotional development programs, parental and community involvement, community activities that support learning. Other characteristics related to the learning environment include the availability of green spaces, worship facilities, healthy food availability, proper waste management, and environmental awareness activities. These can provide benefits to the learning process, including increasing learning motivation, improving academic achievement, reducing stress and anxiety, improving students' quality of life, and building positive character.

Conclusion

Education is a crucial factor in developing quality human resources. Differences in the condition of these resources directly impact the quality of the learning process and the educational outcomes achieved by students. Therefore, a comparative analysis between schools with high and limited resources is crucial. This research aims to explore and understand in depth how these differences in resources affect school management, the learning process, and the quality of education produced.

comparative analysis between high- and limited-resource schools on the impact of educational quality:

Highly Resourced Schools

1. Adequate Facilities: Highly resourced schools have adequate facilities, such as comfortable classrooms, well-equipped laboratories, and rich libraries.
2. Quality Teachers: Schools with high resources can recruit qualified and experienced teachers, so they can provide more effective learning.
3. Comprehensive Curriculum: Highly resourced schools can develop a curriculum that is comprehensive and relevant to students' needs.

4. Diverse Extracurricular Activities: Highly resourced schools can offer a wide variety of extracurricular activities, so students can develop their interests and talents.

Schools with Limited Resources

1. Limited Facilities: Schools with limited resources have limited facilities, such as inadequate classrooms, poorly equipped laboratories, and limited libraries.
2. Teacher Shortage: Schools with limited resources may have difficulty recruiting qualified and experienced teachers.
3. Limited Curriculum: Schools with limited resources may have a limited curriculum that is not relevant to students' needs.
4. Limited Extracurricular Activities: Schools with limited resources may have limited extracurricular activities, leaving students with limited opportunities to develop their interests and talents.

Impact on the Quality of Education

1. Differences in Learning Outcomes: Students in schools with high resources tend to have better learning outcomes compared to students in schools with limited resources.
2. Skill Differences: Students in high-resource schools tend to have better skills in both academic and non-academic areas.
3. Motivational Differences: Students in high-resource schools tend to have higher motivation to learn and achieve their goals.

Overall, schools with high resources tend to have advantages in terms of facilities, teachers, curriculum, and extracurricular activities, which can positively impact educational quality. Meanwhile, schools with limited resources face challenges in terms of limited facilities, teachers, curriculum, and extracurricular activities, which can negatively impact educational quality.

REFERENCES

Amaliyah, Elite School Policies; Superior Islamic Schools, *Edukasi Islami: Jurnal Pendidikan Islam*, VOL: 09/NO: 02 Agustus 2020

Anis Syamsu Rizal, Nurjaya, Effects of Principal Skills, Work Culture, Learning Facilities on Primary School Teacher Performance, *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, Vol. 6, No. 01, 2020.

Bambang Sumintono _Sekolah Unggulan: Pendekatan Pengembangan Kapasitas Sekolah, MP, Volume 2 Nomor 1, April 2013.

Bourdieu, P., & Passeron, J. C. (1977). *Reproduction in Education, Society and Culture*.

Bowles, S., & Gintis, H. (1976). *Schooling in Capitalist America*.

BPS. (2020). *Statistik Pendidikan Indonesia*, data standar sekolah

Cepi Safruddin Abd. Jabar_Pencapaian Keunggulan Pada Sma Negeri Dan Swasta Berkategori Unggul Di Kota Bandung

Coleman, J. S. (1988). *Social Capital in the Creation of Human Capital*.

Creswell, J. W. (2014). *Research Design*.

Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE Handbook of Qualitative Research*.

Durkheim, É. (1893). *Emile Durkheim: The Division of Labor in Society*.

Essa Puspa Yanitaa, et al, (2024), Implementasi Manajemen Pendidikan dalam Kurikulum Merdeka di Sekolah Dasar, *Jurnal Teknologi Pendidikan Dan Pembelajaran (JTPP)*, Vol. 01 No. 04, hal. 788-793

Hanushek (2007), *Education Quality and Economic Growth*, The World Bank, Washington

Imam Fitri Rahmadi (2020), *Pendidikan Di Daerah Kepulauan Terpencil: Potret Siswa, Guru, dan Sumber Belajar*, *JPE (Jurnal Pendidikan Edutama)* Vol. 7 No. 1, hal. 75-81.

Kemdikbud, (2020). *Studi tentang kesenjangan pendidikan di Indonesia*

Lonie Anggita, et all. Perbandingan Teknik Pengumpulan Data dan Instrumen Penelitian Tesis Pada Pendekatan Kualitatif dan Kuantitatif, INNOVATIVE: Journal Of Social Science Research Volume 4 Nomor 6 Tahun 2024.

M. Husnullail et all, Teknik Pemeriksaan Keabsahan Data Dalam Riset Ilmiah, Journal Genta Mulia Volume 15, Number 2, 2024.

Marx, K. (1848). Manifesto Komunis.

Miles, M. B., & Huberman, A. M. (1994). Qualitative Data Analysis.

Muhammad Iwan Abdi_ Mplementasi Standar Nasional Pendidikan Pada Sekolah-Sekolah Unggulan Di Samarinda, FENOMENA, Volume 9, No 1, 2017.

Muhammad Wahyu Ilham, et all, Penerapan Metode Studi Kasus Dalam Penelitian Kualitatif, Jurnal Ilmiah Wahana Pendidikan, Mei 2024, vol. 10 No. 9.

Nunung Bayu Aji, Analisis Swot Daya Saing Sekolah: Studi Kasus Di Sebuah Sma Swasta Di Kota Tangerang, O p e r a t i o n s E x c e l l e n c e, 2018, vol. 10 No. 1.

OECD (2019). "PISA 2018 Results".

Patton, M. Q. (2002). Qualitative Research and Evaluation Methods.

Raka indra Lukmana (2023), Pendidikan untuk Kaum Miskin, Masih Jauh dari Kata Adil, <https://www.indonesiana.id/read/165531/pendidikan-untuk-kaum-miskin-masih-jauh-dari-kata-adil>.

Suhardjono, (2018), Analisis kualitas pendidikan di sekolah miskin Tempo, 2023;

Tutut Setianingsih et. All, Persepsi Siswa Miskin mengenai Perilaku Siswa Kaya di Sekolah, Jurnal Dinamika Sosial Budaya, Vol.25, No.2, Desember 2023.

Undari Sulung et all, Memahami Sumber Data Penelitian : Primer, Sekunder, Dan Tersier, Jurnal Edu Research, Indonesian Institute For Corporate Learning And Studies (IICLS), Volume 5, Nomor 3, September 2024.

UNESCO. (2014). Education for All 2000-2015.

Wiwin Putri Zayu et. All, Studi Komparatif Pelaksanaan Tugas Besar Perencanaan Geometrik Jalan Secara Daring Dan Luring, Jurnal Hasi Penelitian Dan Pengkajian Ilmiah Eksakta Vol. 2 No. 1 Januari 2023.

World Bank, (2019), Dampak kesenjangan pendidikan terhadap kesempatan kerja

World Bank. (2019). Indonesia - Human Capital Index.

Yuhdan Arief Putra Pratama, Motivasi Belajar Dan Faktor-Faktor Yang Mempengaruhi Pada Siswa Kelas Xi IPA SMA N 3 Brebes, Medi Kons : Jurnal Bimbingan dan Konseling Vol. 9, No. 1, 2023, hal. 79- 82

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Moleong, L. J. (2017). Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya.