

EDUCATIONAL MODEL FOR ELEMENTARY SCHOOL IN KETAPANG

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Abstract

Ketapang is one of the 3T areas (outermost, foremost, lagging), a district in West Kalimantan Province. Ketapang Regency faces many problems, including economic, social, infrastructure, health, and educational issues. In the field of education, many problems are faced by both teachers and students in implementing learning. This study aims to reveal the current state of education and identify suitable learning models for the Ketapang area, particularly in the interior. The research location covers the northern, central, and southern parts of Ketapang. The data sources in this study included priests, teachers, students, and parents. Data were obtained through interviews, documentary studies, and observations in the three regions. The data analysis used included 1) reduction of the data obtained, 2) presentation of the data, and 3) drawing conclusions. The study's results suggest that the ideal educational framework for Ketapang Regency should focus on fostering educators' empathy and sincerity, employing media to boost student understanding, rewarding students, and ensuring educators enforce discipline to enhance learning effectiveness.

Keywords: 3T areas, educational model, elementary school, Ketapang

Introduction

Education in Indonesia has complex challenges that need serious attention from interested parties (Ansar et al., 2021). These challenges will directly or indirectly affect the quality of education. One of the challenges faced is the uneven distribution of technology used in schools. Access to information through information technology today is indispensable for the learning and teaching process (Maritsa et al., 2021). In addition, the uneven quality of teachers is one of the factors that affects the quality of education (Handayani & Sukari, 2024). Not all teachers have equal pedagogical, social, professional, and personality competencies (Lestari & Purwanti, 2018). Uneven school facilities (Sukari & Munzillah, 2025) exacerbate this condition. Some of these inequalities show the gap in education development in Indonesia.

On the other hand, education is an important foundation in the knowledge, formation of attitudes, and character of students (Nurfadhila et al., 2025). Basic education plays a role in instilling attitudes and values in life from an early age. In the 21st century, the demands on students' abilities are getting heavier. Students are expected to possess critical thinking, problem-solving, metacognition, communication, collaboration, innovation, creativity, and normative literacy skills



(Madhiyah et al., 2021). The demands of life skills in the future are expected to be fulfilled in the educational process.

As the frontline of education, teachers must meet the requirements for teacher qualifications. According to Law Number 14 of 2005, one of the requirements to become a teacher is that teachers must have social, pedagogic, personality, and professional competence. In order to be able to train students' life skills, teachers need to have creativity to choose learning strategies and media that are suitable for their students (Rimayasi, 2024). The right learning strategies and media can increase students' motivation to learn.

Learning carried out by teachers also needs to accommodate the characteristics of students so that teachers can apply the right learning models according to the needs of students. Varied learning will arouse interest and motivation to learn. The application of these learning models also needs to be adjusted to the purpose of the subject matter (Purnomo et al., 2022). The right learning model will stimulate student engagement and intelligence.

Improving the quality of teachers is carried out through various trainings, supervision, workshops, seminars, and so on (Fatimah et al. 2025; Noviyantika 2021; Zulhingga, 2015). Improving the quality of teachers is also carried out through the Teacher Professional Program (PPG), both pre-position and in-office. In this era of digital transformation, training is not only carried out in theory but also in practice using learning applications, both free and paid. Learning based on technological advances will make it easier for students to learn complex things (Ambarwati et al., 2021). In other words, students are more likely to accommodate and assimilate knowledge.

Improving the quality of teachers aims to improve the learning model that has been carried out so far. Conventional learning is more teacher-centered, learning is very abstract, not based on the realities of life, tends to focus on specific areas, student learning time is mostly used to work on assignments, and practice questions (Purnomo et al., 2022). By participating in training, teachers are expected to change the teaching pattern that has been carried out so far. This is in line with the opinion of Kaudfeldt (2005), who states that teachers' learning patterns need to be adjusted to each student's brain. In addition, teachers need to provide real experiences that activate students' five senses.

Ketapang Regency is one of the districts in the province of West Kalimantan. The majority of the population of Ketapang district consists of Dayak, Malay, Chinese, and Javanese ethnicities. The total population of Ketapang district is 599,900, with 46,590 poor people and a Human Development Index of 70.34 (BPS Kabupaten Ketapang, 2025). The majority of the people work as laborers/employees because in the Ketapang district, many lands have changed their function to oil palm plantations and bauxite mines. In addition, Ketapang district has varied geographical characteristics, such as coastal areas (7 sub-districts) and upstream areas (13 sub-districts). Some areas are difficult to reach by motorized vehicle and must be reached on foot.

In general, some of the problems that exist in Ketapang include economic disparities, low-quality infrastructure, and education. Economic disparities occur because some communities have oil palm plantations and others do not. Oil palm plantation owners have better economic conditions than those who do not. In addition, economic development occurs in certain areas (not even). Infrastructure

improvements are still limited, including school infrastructure. This limitation is one of the obstacles to improving the quality of education. For education issues, education in Ketapang is still categorized as lagging compared to other regions.

The education problems faced in Ketapang district include accessibility, quality of educators, the condition of facilities, and infrastructure. This condition is one of the reasons why education in the Ketapang district is left behind. The data also shows that in 2021, the average length of school (RLS) was 7.46 years, while in 2022, it was 7.48 years. Meanwhile, the School Lama Expectation (HLS) in 2021 was 11.81, and in 2022 it rose to 11.95. This data shows that access to education has increased, albeit still relatively small.

Elementary school education in the Ketapang district faces various significant challenges, including accessibility, the quality of educators, and the condition of educational infrastructure. The latest data shows that there are still 17,577 school-age children who are not registered in the formal education system, which is a serious obstacle to the equitable distribution of education in this area (Kementerian Pendidikan Dasar dan Menengah, 2025). This requires special attention from local governments and all stakeholders so that the right to basic education for all children can be fulfilled optimally.

In addition to access issues, the quality of learning in Ketapang elementary schools is the main focus that needs to be studied. The implementation of an effective learning model in accordance with the local context plays a very important role in increasing student participation, learning motivation, and learning outcomes. An integrated thematic learning model based on a scientific approach, such as that applied in several primary schools in Ketapang, shows an effort to integrate various subjects with methods that emphasize students' observation, reasoning, and communication activities. This approach has the potential to increase students' active involvement and develop critical thinking skills according to regional characteristics and 21st century learning needs.

However, the implementation of the learning model still faces a number of obstacles, including limited learning media, differences in students' abilities and interests, and the deployment of teachers who still have to adapt to the new approach. On the other hand, support for facilities and infrastructure, teacher assistance, and parental involvement are very important supporting factors in realizing effective learning. Therefore, in-depth research on the primary school learning model in Ketapang is very important to identify best practices, barriers faced, and strategic recommendations to support improving the quality of basic education in the region. By paying attention to these various aspects, this paper aims to examine the learning model applied in Ketapang elementary schools holistically, explore its effectiveness, and contribute innovative solutions that can be adapted to overcome educational challenges in this area.

Method

This research is qualitative and explores the opinions of research subjects on the phenomenon of education in the Ketapang district. The subjects in this study include priests, teachers, and students from State Elementary and Catholic Elementary Schools in six villages. The research subjects were allowed to answer or not answer the oral questions presented freely. The focus of this research is the challenges faced by teachers in learning and the teaching models that suit the

conditions of elementary school students in Ketapang. Interviews were conducted across six villages: Terusan, Serengkah, Randau, Menyumbang, Botong, and Balai Semandang. Terusan Village represents the southern region, Serengkah the eastern, Randau and Menyumbang the central regions, and Botong and Balai Semandang the northern region. The regional divisions follow the territory boundaries established by the Diocese of Ketapang. Data were collected through observation, documentation, and interviews with the research subjects. Data analysis was performed using the steps proposed by Miles et al. (2014), which include: 1) condensing the collected data, 2) presenting the data, and 3) describing and verifying the conclusions. The data obtained were validated using source triangulation. In the validation of these sources, the researcher compares the opinions of various sources (Alfansyur & Mariyani, 2020).

Findings and Discussion

The People of Ketapang Regency

Ketapang Regency consists of 20 sub-districts. The Catholic Church divides Ketapang district into five regions, namely the northern region, the Central region, the western region, the eastern region, and the southern region. The villages used as samples in this study include the villages of Terusan, Serengkah, Randau, Menyumbang, Balai Semandang, and Botong, which have different regional and school conditions. The road infrastructure to reach these areas is quite difficult except in Randau and Balai Semandang. Internet access in the six regions is difficult, including in schools. Easy internet access is in the center of the sub-district and parish pastorate that uses the Starlink network.



Figure 1. Ketapang Regency Area
Source: <https://keuskupanketapang.org>

In terms of ethnicity, the people in Ketapang district are heterogeneous. The existing tribes living in Ketapang district consist of Dayak, Malay, Javanese, Chinese, and NTT tribes. Most Dayak tribes live in the interior, while other tribes are closer to urban areas, especially the Malays and Chinese. In terms of religion,

the majority of the people of Ketapang regency are Muslims, followed by Catholics, Christians, Hindus, Buddhists, and Confucians. They coexist in harmony in the midst of ethnic and religious diversity.

In general, the people of Ketapang depend on the plantation sector, especially oil palm and rubber, as well as agriculture and fisheries. In addition, the bauxite mining sector plays a significant role because Ketapang is one of the main bauxite producers in Indonesia, which has the largest alumina processing plant in Southeast Asia. There are also not a few Ketapang people who work as traders, civil servants, educators, and workers in educational and social foundations.

Education

In addition to the government, education providers in Ketapang district are carried out by foundations. In Ketapang district, there are 229 foundations engaged in education (Kementerian Pendidikan Dasar dan Menengah, 2025; Yulianti et al. 2025). These foundations are based on Catholicism and non-Catholicism. For example, the USABA foundation (a foundation belonging to the diocese of Ketapang), the Pangudi Luhur foundation (a foundation owned by the FIC Brothers), the Fatima Love Service foundation (a foundation belonging to the Order of Saint Augustine), the Al-Muhajiri Islamic Boarding School foundation, the Hidayatullah Foundation, the Al Mujahidin Foundation, and so on.

The Diocese of Ketapang has four dreams for the foundation of Catholic education providers related to education in Ketapang, especially in the Usaba foundation. These dreams emerged from an interview with UKTP. The four dreams are first, education in Ketapang is directed to *non multa sed multum*. Education should not pursue a lot of knowledge, but deep knowledge. Second, school is a community of love that is followed by solidarity and reflectivity. It is intended that relationships between individuals are based on the same personal dignity as human beings. Third, one school, one product. Schools are expected to explore the school's potential to produce something. Fourth, there is a Usaba day every Saturday. On Saturday, every class, teacher, and student does a good job by cultivating local wisdom in the school.

In the context of the educational curriculum, there are still many schools that apply the 2013 curriculum as a reference in the learning process. One of the reasons is the teacher's understanding of the Independent Curriculum, which is still minimal, especially the deep learning approach. The concept of deep learning emphasizes a deep understanding of the material and students' ability to apply it in everyday situations or in new contexts (Kemendikdasmen, 2025).

The challenge of implementing the Independent Curriculum in Ketapang is closely related to the limitations of adequate technology infrastructure and human resources. Unstable internet access and digital devices are the main obstacles faced by schools, especially in rural and remote areas. Geographical conditions that make it difficult to reach technology services make it difficult for many schools to utilize technology as a support for modern learning, which is the core of the Independent Curriculum. As a result, the project-based learning process and independent approach that requires the use of technology becomes hampered and less than optimal.

In addition, the limitation of human resources, especially teachers' competence in operating technology and running a more flexible learning model, is

also a serious challenge. Many teachers have not received adequate training to implement the Independent Curriculum effectively, so the motivation and ability to implement innovative learning methods have also decreased (Yulianti et al., 2025). The high administrative burden on teachers further reduces their time and focus to adapt to this new curriculum

This challenge requires concrete efforts in the form of improving the quality of technological infrastructure in schools, intensive teacher training and mentoring, and administrative support so that teachers can focus more on the learning process. This effort is important so that the implementation of the Independent Curriculum can run in accordance with its main goal, which is to facilitate independent, creative, and potential-based learning of students.

Student Learning Situation

From the six villages, students felt happy when they carried out activities in groups. If individually, students do not have the courage and confidence. Most students feel embarrassed and awkward when meeting new people. This was revealed from a joint interview with PVKT, who said, "Students here are embarrassed when they meet other people". They tend to avoid meeting new people. This was also revealed in an interview with SSBS, who said that "the most preferred activities are tutoring (tutoring) and outbound".

Tutoring and outbound activities are carried out after the learning is over. This activity was initiated and accompanied by students who participated in service learning in Ketapang. The students were enthusiastic about participating in this activity because of activities outside of school, such as tutoring and outbound. Tutoring and outbound activities were carried out in a relaxed but serious manner. Students accompany students with various learning methods that are adjusted to the level of student development.

In the tutoring carried out, students are often rewarded. The rewards given can be simple food, giving stars, reinforcement with words, or giving a check mark (√) to the student's work. Students feel happy and proud when students give rewards. Observations made show that there are students who 'protest' to the tutor when their work has not been checked. SSRD said, "sis, why haven't I been given a checkmark?"

Based on the observations made, the learning atmosphere during tutoring is different from learning at school. During tutoring, students do tutoring in a relaxed and cheerful manner. However, when students study in school, the atmosphere is relatively serious and less relaxed. This can be since the learning process carried out by teachers tends to be more teacher-centered and less student-centered.

Even though the learning atmosphere took place in a relaxed and intimate manner, the students still showed a disciplined attitude and close attention to the explanations given by the students participating in service learning. This condition shows that a non-rigid learning atmosphere can create a conducive environment for students to receive material better. According to constructivist learning theory, a comfortable and participatory atmosphere allows students to be more active in building their own knowledge (Piaget 1972; Vygotsky 1978). In this context, the service-learning approach not only provides a learning experience for students but also fosters student motivation to learn at partner schools.

In addition, students' interest in learning activities guided by students participating in service learning shows that there is a positive interpersonal relationship between teachers and students. A harmonious relationship between teachers and students is an important factor in creating an effective learning climate. According to Hamalik (2018), the success of the teaching-learning process is greatly influenced by the ability of educators to build open, empathetic, and respectful communication with students. In service-learning activities, egalitarian interactions between students and students help create a sense of mutual trust and respect, so that students can more easily follow the directions given.

However, the aspect of firmness and clarity in giving orders remains a determining factor for the success of learning. An educator, including students participating in service learning, needs to show a firm attitude so that students understand the limitations and responsibilities in the learning process. Clarity of instruction helps students to focus and understand what is expected of them in each learning activity. Clarity in the delivery of goals, commands, and directions is one of the important components in the effectiveness of learning (Sudjana, 2017).

In the learning process in the classroom, students feel afraid of the teacher. An interview with GRTR revealed: "If this time it is indeed. It means that the environment has been formed. So, the language is a bit rough. So, the children sometimes feel afraid. On the other hand, the presence of students gives another color; they greet students in a friendly manner. This makes students not afraid and close to each other.

Learning by Teacher

The curriculum enforced in elementary schools in the Ketapang district has not fully used the Independent Curriculum. Some schools are still using the 2013 Curriculum. This is understandable considering that the location of the inland area is difficult to reach and the facilities and infrastructure are inadequate. In addition, teachers have not received training on the Independent Curriculum. This was revealed during an interview with GRBT. He said, "The Independent Curriculum is only implemented in grades 1 and 4".

Teachers have the will to improve the quality of learning. Teachers hope that there will be many trainings that can improve teachers' ability to teach and increase teachers' creativity. In a meeting with teachers in Menyumbang village, it was revealed that they need training related to learning both strategies, media, evaluation, and material deepening. Likewise, in Terusan, the teacher revealed, "So, through the program, we will understand each other, provide understanding between teachers. In the form of a working group of school principals, teacher working groups. As such, it was held at "SD Induk", Kemuning. For example, a new program comes, so these teachers are called to be trained for at least 2 days or three days.

Some teachers who serve in rural areas do not have adequate competence in the field of teaching, which is their duty. Some of them are still attending lectures at the Open University to complete their undergraduate studies, which shows that their field of study background was not completed before teaching. Furthermore, some teachers teach subjects outside their field of expertise. This condition shows that there is a gap between the field of study and the teaching tasks undertaken, which has the potential to affect the quality of the learning process.

The diversity of teacher competencies in disadvantaged, frontier, and outermost (3T) areas, especially in the Ketapang area, is relatively high. There are teachers with an adequate pedagogic understanding and academic background, but on the other hand, there are also those who still need intensive assistance in developing their competencies. KSTR revealed that "there are still teachers who have not yet completed S1". Variability like this poses quite serious challenges to improving the equitable distribution of the quality of education. In the context of education in remote areas, the equitable distribution of teacher competencies is one of the key factors so that all students have the right to equal educational services.

In addition to the aspect of teacher competence, supporting facilities for the learning process are also still a significant obstacle. The books used by the teaching staff are mostly outdated and less relevant to the current curriculum development. Based on an interview with KSBT, it was stated that "the books we have are books of the 'prophet's era, sometimes shabby, and we take care of them". Likewise, GRTR stated that "for teachers, books are still lacking. There are no books, there are only a few". The same thing was also revealed by GRRN, who had to look for books in Pontianak because they could not expect books from the school. This reality indicates that learning resources are still very limited and do not support dynamic learning. In this case, improving learning facilities and infrastructure for teachers and students in schools in the 3T area is very important to motivate all school residents and strengthen the learning ecosystem.

Learning media in rural areas is also still very lacking. Teachers rarely use learning media, including laptops. Not all schools in the interior use computer technology (laptops). This is constrained because not all teachers have computers, and the internet does not exist. Even if there is, the internet in the interior is not smooth.

Furthermore, the implementation of the Independent Curriculum in six villages has not been running optimally. One of the main obstacles faced by teachers is that they do not fully understand how to prepare the curriculum tools. This was expressed by GRTR as stated, "Well, I don't understand that. It uses the Independent Curriculum. I don't understand yet; it hasn't stopped there; the meeting has never been held by the Teacher Working Group (KKG). I still hold K-13".

This condition shows the need for intensive training and continuous mentoring for teachers in the 3T area so that they can understand and effectively implement the Independent Curriculum. By understanding the series of preparations ranging from CP → TP → ATP → Teaching Modules, teachers can design learning that is more contextual, structured, and relevant to the characteristics of students. As mentioned in the guidelines, the Teaching Module is a device that contains a series of materials, learning activities, and assessments developed based on ATP. In the learning process in the classroom, teachers rarely practice. Teachers give more explanations to students without associating the lesson with daily life. In addition, the learning process is carried out without providing direct experience.

Educational Model

Basic education is an important foundation in the formation of students' character, knowledge, and skills. Elementary school plays a role as the initial stage to instill literacy, numeracy, and socio-cultural values that are provisions for

success at the next level of education. Therefore, education needs to be adjusted to the characteristics possessed by students.

Education in elementary schools, especially in Ketapang district, needs to be done with heart. Education in rural areas, with existing limitations, not only focuses on academic achievement but also shapes and nurtures the character of rural communities, instilling moral values and the emotional well-being of students. Educating with heart means emphasizing the human relationship between teachers and students.

Local culture also needs to be raised in the classroom learning to reveal students' experiences in the classroom. For example, the culture of *Nyandau*. *Nyandau* means waiting for the durian to fall. This culture is spread, especially in West Kalimantan. Durian trees should not be cut down, climbed, or trimmed with branches. Therefore, people get durian when the durian falls to the ground. The fallen durian was contested by the people who were waiting for it. *Nyandau* can be integrated in subjects, one of which is IPAS with the topic of Getting to Know the Surrounding Environment. Teachers can create teaching modules based on predetermined learning outcomes.

The cultural factors raised in learning can also be used as a means to implement the Independent Curriculum with an in-depth learning approach. In today's learning, it is also known as the culturally responsive teaching (CRT) approach. In deep learning, teachers integrate the cultures around students in learning (Fitriah et al., 2024). By linking this culture, learning is expected to be easier for students to accept. On the other hand, this culture-based learning will hone students' affective skills to build a sense of solidarity, mutual respect, and respect for their culture.

The problem that needs to be solved immediately is to make the teacher understand how to make a teaching module. Teachers need to prepare teaching modules by adjusting the conditions, situations, character of students, culture, and so on. The preparation of teaching modules is not simple. Teachers need to take the time to think about how the specified learning outcomes can be achieved by integrating local values/culture.

Based on the data above, students can better understand the subject matter if the teacher uses learning media. This shows that the role of media in the learning process cannot be ignored because it helps students relate abstract concepts to concrete things. Learning media functions as an intermediary between teachers and students so that messages or materials can be conveyed more clearly and interestingly. When students see, hear, and interact with the media, they have an easier time understanding and remembering the material being presented. Thus, learning media serves as a bridge between abstract material and real experiences that can be observed by students (Arsyad, 2020).

This is in line with the opinion of the Titin et al., (2023) which states that suitable learning media will make it easier for students to understand the subject matter. The selection of the right media does not only depend on the availability of facilities and infrastructure, but also on the teacher's ability to adapt the media to the characteristics of students. For example, for elementary school students, illustrated media or interactive animations are more effective than long texts, as they can attract attention and motivate them to study actively.

In addition, teachers can innovate by creating learning media that is tailored to the topic being discussed. Teacher-made media is usually more contextual because it is developed according to environmental conditions and the needs of students in the classroom. For example, teachers can create technology-based media such as educational videos, interactive quizzes, or simple apps that students can access independently. Teachers can also innovate by creating learning media that are in accordance with the topic being discussed. Homemade media is usually more contextual and relevant to the students' learning environment, as it is adapted to the real conditions around them. For example, teachers can create simple learning videos, educational games, or technology-based interactive activity sheets. With the creativity of teachers, learning media is not only a tool, but also a means to create a fun and meaningful learning atmosphere for students.

The data above also shows that students will have more enthusiasm if they are given awards or praise. Giving awards and praise is a form of positive reinforcement that is very effective in increasing learning motivation (Febianti, 2018). When students feel that their efforts and learning outcomes are rewarded, they will be more eager to repeat those positive behaviors. According to Santrock (2021), student motivation can grow when teachers reinforce the form of appreciation, because it creates a feeling of pride and increases students' confidence in their abilities.

In addition, awards and compliments don't always have to be material gifts, but they can be in the form of verbal acknowledgments, certificates, or even just a thank you and a smile from the teacher. This simple form of appreciation is able to have a great psychological impact on students. Uno, (2020) explained that giving the right awards can foster a sense of competence and commitment in students in the learning process. Thus, students will be more motivated to achieve higher achievements because they feel appreciated for the efforts they have made.

Furthermore, the awarding of rewards and praise is also related to the behavioristic motivational theory put forward by Skinner. According to this theory, a person's behavior can be formed through reinforcement. In the context of education, teachers can use praise as a positive reinforcement to reinforce desired learning behaviors (Slavin, 2019). When students receive praise for their work, it reinforces active and disciplined learning behavior, as students will associate success with positive responses from teachers.

However, teachers also need to be careful in giving awards and praise so as not to cause dependence on external motivation. According to Ryan and Deci, (2020) In Self-Determination theory, motivation that is too dependent on external factors can hinder the development of students' intrinsic motivation. Thus, praise should be given proportionately and accompanied by encouragement to cultivate motivation from within the students themselves. For example, a teacher could say, "You've put in a lot of effort, keep your enthusiasm for learning," so that students understand that rewards are given because of the learning process, not just the end result.

On the other hand, learning for students in Ketapang can run well if the teacher is firm during the learning process. Teacher firmness is one of the important aspects in creating discipline and a conducive learning atmosphere in the classroom (Kinesti et al., 2021). A firm teacher can direct students to obey the rules and respect the learning process without causing fear. According to Djamarah and Zain (2020),

teacher assertiveness is a form of control needed so that teaching and learning activities take place effectively and in an orderly manner, so that learning goals can be achieved optimally.

In addition, the teacher's assertiveness also plays a role in shaping the character of students to be more disciplined and responsible for their tasks. Teachers who are consistent in applying the rules will encourage students to understand the boundaries of acceptable behavior in the school environment. This is in line with the (Hamid, 2021) opinion, which states that the teacher's assertiveness helps build a positive learning climate because students feel that there is certainty and fairness in the learning process. Thus, students will appreciate the teacher more and be motivated to follow the lessons well.

Furthermore, assertiveness does not mean harsh or authoritarian, but rather shows a consistent, fair, and authoritative attitude in managing the class. Teachers who are assertive but still respect students can foster mutual respect and create healthy interactions in the classroom. According to Sardiman (2020), teachers who have a firm and empathetic attitude will be more successful in directing student behavior because they can balance discipline and attention to the emotional needs of students. Therefore, the firmness of teachers in Ketapang is one of the keys to success in improving the quality of learning in schools.

Conclusion

The recommended education model for disadvantaged, frontier, and outermost (3T) areas, especially in Ketapang Regency, emphasizes the implementation of the learning process based on empathy and the sincerity of educators. Learning is carried out by using relevant media to improve students' conceptual understanding. In addition, giving awards in the form of praise is used as a motivational strategy, while educators' assertiveness plays an important role in creating discipline and effectiveness of the learning process.

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