**ISLAMIC MANAGEMENT EDUCATION AS A PIVOTAL TOOL TO REDUCE INEQUALITY OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC IN INDONESIAN HIGHER EDUCATION**

**Abstract**

Online-based education due to the COVID-19 pandemic has created class inequality between students from the lower middle class/poor economic group and students from the upper class/elite financial group. This article aims to fill in existing research gaps regarding class inequality during the pandemic, creating gaps in student experience and learning outcomes. The approach used is qualitatively collected using observation, interview, and documentation techniques. The results are analyzed, interpreted, and verified on the MaxQDA application. This study's findings are that in its implementation, online education creates inequality related to learning support tools: cellphones and laptops, quotas, and internet networks. Then, family background factors are also the cause of inequality, especially concerning work or income, parents' educational background, and the area where they live. As a result, the disparity in online education impacts student learning outcomes that decline and soar parental spending to meet additional needs to support learning activities. Thus, rapid response from universities is needed to immediately overcome this inequality because the demands for technological education, on the other hand, also create gaps in learning.

**KEYWORDS**: Islamic Management education , The power of social mobility, Online education, Reproduction of class inequality, COVID-19 Pandemic

1. **INTRODUCTION**

 Online education that took place during the COVID-19 pandemic has created class inequality. Student participation in learning is primarily determined by the ability of students to provide adequate learning tools. The inability of students to provide technological tools has affected the assessment of student achievement or competence in learning. Students' abilities are no longer measured by intellectual capacity but by technology-based participation. Technology has become a determinant of the assessment of a student. Instead of being away for status change, education has established social class.

 So far, studies on the relationship of the pandemic to online learning have tended to analyze linear relationships, ignoring the non-linear relationships that are widespread in learning during COVID-19. This linear trend can be seen in three types of research. First, the study of the relationship between the pandemic and learning identifies patterns of difficulties limitations experienced by students and families in learning (Adedoyin & Soykan, 2020; Fatoni et al., 2020; Wan Hasan, 2020; Katz, 2021).

Second is a study that evaluates educational performance during a pandemic, including student achievement in learning(Astuti et al., 2021; Fikri et al., 2021; Ketmuni, 2021). Third, studies emphasize the psychological aspects of changing learning traditions that cause students to face various obstacles (Liang et al., 2020; Weisbrot & Ryst, 2020; Yang et al., 2020; Lie et al., 2021).

The three trends in the study of "pandemic relationship with learning" above only see education as a process of relations between students and education, thus ignoring the function of education as a force for social transformation. Education has always been believed to be a way to change society's status and social class (Archer *et al.*, 2005; Reay, 2009; Brown, 2013).

 This article aims to complement the shortcomings (to straighten out the views) of previous studies on the relationship between “pandemic and online learning” by analyzing how learning during the Covid-19 pandemic has reproduced class inequality in society. In line with that, there are three focus questions that are a concern in this article: first, how does the learning process take place and be lived by students during the pandemic (learning process, difficulties experienced, solutions taken)? Second, how do social classes structure the learning process during a pandemic (distinguishing students based on ownership of learning technology/media, technology limits participation)? Third, how the differences in ability in student participation in learning reproduce class inequality that already exists and applies in society.

Based on an argument that class inequality directly impacts inequality of access and restrictions on student participation in education, the three questions lead to the understanding that education is not only a way to improve social class but can also be a force that establishes social class. When inequality in access is allowed, and differences in participation rates are a requirement for student achievement, students from the poor group will get lower learning evaluation results than students from the more fortunate groups.

**2. LITERATURE REVIEW**

**2.1. Education as a Power of Social Mobility**

The mobility of a person's social class cannot be separated from education because education is a factor that has a high correlation with the quality of human life (Kim, 2020; Unger and Meiran 2020). The mobility experienced by people with higher education, as shown by Berger & Engzell, is inversely proportional to those who have difficulty accessing education. (Berger and Engzell 2020). Education received by a group of people is positively correlated with a capital increase. Significant economic, health, social, and cultural improvements result from capital accumulation from educational activities (Eynon and Malmberg 2020).

Education has a personal effect and has a significant impact on the community and society, which can be seen in increasing the population's standard of living and welfare. Opening access to education for the whole community is a way that allows one's mobility to move towards a higher social class (Williams and Reppond, 2020). So it is not surprising that education has long been highlighted as part of an important indicator to determine the position of an equally vital social role.

 The ability of a country to implement an open education system is different even though the outcome of the education process is almost the same, namely encouraging an increase in the socio-economic class of the population. Education that can promote one's class mobility is seen as an appropriate target of policies to address inequality problems (McGue et al. 2020). Socio-economic inequality has limited access, threatening the population's opportunity to succeed in academics (Williams and Reppond 2020). Socio-economic inequality has limited access, threatening the population's opportunity to succeed in academics (Lin 2020). Class mobility is made possible by family, community, and institutional support. The social structure that places the family or community in certain strata has become the basis of the inequality of access that a person owns (Tarawiyah, 2013; Said, 2014; Pinem & Widiono, 2019). Policies that are not sensitive to structural differences have made the social class a differentiator in accessing education, hindering class mobility.

**2.2.**  **Education in the Time of a Pandemic**

The lockdown policy during the Covid-19 pandemic has had a fundamental impact on the world of education (Sahlberg 2020). The conventional face-to-face learning process physically must be changed face-to-face online using online media (Herwin et al. 2020). Online learning is generally a form of learning that relies on electronic media connected to the internet as a means of communication and teacher-student interaction (Tareen & Haand, 2020). This learning process occurs through various technologies, such as web, email, chat, texts, audio, and video conferencing, connected through a computer network. (Ez-zaouia, Tabard, and Lavoué 2020).

Online learning (e-learning) concerns the concept of learning by changing the time and place of learning to allow children to learn anytime and anywhere without the need to leave their homes (Wang et al., 2018). Some experts consider that online learning has many positive impacts on the learning process, with the teacher as a facilitator (Pujilestari, 2020). Formal education, usually carried out in school buildings with a face-to-face system, must then be canceled, postponed, and transferred to online classes that children must undertake (Herwin et al. 2020).

The implementation of online education has resulted in various problems in various countries that require policy responses and improvements. In Indonesia, the implementation of online learning has been taking place since March 17, 2020, in line with the instructions from the Ministry of Education. Various difficulties in implementing learning for educational institutions and students in Indonesia urge the need for the realignment of online learning activities (Rianto 2021). The problem caused by the COVID-19 pandemic in education in the United States, as noted by the Institute of International Education survey agency, is the decline in the number of international students during the lockdown period. Two other countries also experienced this, namely England and Australia (Mok et al. 2021).

Another problem that arises in the world of education in Canada is the occurrence of discrimination against international students. International students, especially those with an Asian background, do not get the same facilities as Canadian students (Firang 2020). The implementation of educational regulations during the pandemic is still contradictory, such as using face-to-face learning standards in online learning (Schwartzman 2020). From the various cases that have arisen as a result of the pandemic in the world of education, it is clear that there is a need for evaluation and improvement of policies to build an education that is adaptive to the pandemic (Campbell 2020).

**2.3. Online Learning and Reproduction of Class Inequality**

Online education during the COVID-19 pandemic has emphasized class inequalities in society. Access to and mastery of different technologies has explained the differences in learning outcomes. The decline in income since the pandemic has created a digital divide among students in access to computers, the internet, and tablets (Odriozola-Chéné et al., 2020). Inequality of access that causes uneven internet use in online learning causes online learning to have no positive impact (van Deursen, 2020). Expanding access to computers and the internet for rural communities is urgent to address inequality (Bacher-Hicks et al., 2021). According to (2020), the relationship between socioeconomic status and type of school can validate Bourdieu's theory of the social reproduction of digital inequality. Differences in internet access and technological devices in the implementation of online learning are directly proportional to the socio-economic stratification that exists in society (Carter et al., 2020).

Class differences, apart from creating inequality in access and participation in learning, have also become the basis for unequal learning outcomes for children (Qi and Wu, 2020). The learning outcomes of children from groups with limited access are different from those from groups with broad access to technology (Phiri *et al.*, 2020). Kelompok masyarakat bawah yang tidak memiliki akses cukup menyebabkan mereka tidak dapat berpartisipasi aktif dalam pembelajaran yang berakibat pada rendahnya hasil belajar (Lopez-Sintas, Lamberti and Sukphan, 2020). Mereka pun tidak mampu memanfaatkan sumber-sumber belajar yang beragam dan kaya sehingga kurang berhasil dalam meningkatkan pengetahuan yang dibutuhkan untuk evaluasi belajar (De Azevedo Vieira, Coviello and Coelho, 2020). Sementara itu, anak-anak yang memiliki akses teknologi yang luas dapat mengakses sumber-sumber yang hampir tidak terbatas dan mampu berpartisipasi aktif dalam pembelajaran (Mohmmed *et al.*, 2020). Ketimpangan akses antar siswa akhirnya berbanding lurus dengan hasil evaluasi studi siswa (Azubuike et al., 2020). Pendidikan tidak lagi menjadi jalan pembebasan atau perjuangan kelas bagi kelompok masyarakat miskin pada masa pandemic karena pendidikan melayani kepentingan teknologi. Perbedaan akses internet dan perangkat teknologi dalam pelaksanaan pembelajaran online berbanding lurus dengan stratifikasi sosial ekonomi yang ada di masyarakat (Carter et al., 2020).

**3. METHOD**

Online learning is one of the most effective options in a pandemic situation. The relationship between online learning and class inequality was chosen as the research target for three reasons. First, online learning has become an option in addressing the difficulties experienced by both students and lecturers. The relationship between students and lecturers also changes in line with the implementation of the learning. Second, there has not been much attention to analyzing the relationship between learning and social class. Existing analysis shows various difficulties but does not explicitly examine how effective the classroom is in technology-based learning. Third, class analysis in online learning is needed to tackle class inequality more broadly. These three reasons show that a thorough understanding of the relationship between online learning during the pandemic and class inequality is a complicated and urgent issue to be followed up as the basis for policies to improve the national education system.

The relationship between the Covid-19 pandemic and class inequality is explained using a qualitative approach that relies on primary and secondary data. Preliminary data consists of the ongoing lecture process, types of student difficulties in learning based on socioeconomic status, variations in learning facilities/media, variations in student participation levels, and solutions taken by students for each difficulty. Secondary data consists of student family background, student attendance in learning and assignments, and statistics on student learning evaluation results. Both primary and secondary data are used to analyze the relationship between online learning and class inequality.

This study involved groups of students, parents, and lecturers as reported in online media. (Descriptions of the three groups were obtained from interviews and online news.) Student groups were presented in relation to their online learning experiences. Various types of student difficulties were identified through reporting and interviews. Parents of students who experience the consequences of online learning are also identified with their different characteristics and types of difficulties. In addition, lecturers' roles and experiences in the teaching and learning process were also mapped during the pandemic. Lecturers, students, even parents have experienced various consequences from implementing online learning. The three groups of participants were identified from direct informants to evaluate their position and experience in the online learning process during the pandemic.

 Research on "the relationship between online learning and class inequality" took place through the stages of collecting secondary data, online news data, interviewing students and parents of students. First, secondary data is collected through statistics. The research was conducted at five Islamic universities in East Java - Indonesia, namely State Islamic University Satu Tulungagung, State Islamic University Malang, Islamic University Malang, Panca Marga University Probolinggo, and High School of *Almuslihuun* Tarbiah ScienceBlitar. In every university, student data is stored, which is generally updated every year. Second, data sourced from online news is collected through topical news mapping involving students, parents, and lecturers during the pandemic's online education process. Third, this paper is complemented by interviews with lecturers, students, and parents of students at five universities. Three informants were taken from each college, namely lecturers, students, and parents of students. Students and their parents receive the direct consequences of implementing learning technology during the pandemic.

 The data analysis process was carried out through three stages and two analysis techniques. The three stages of analysis include: “(a) data reduction as a governance process in a more systematic form, especially thematically; (b) displaying data as an effort to present research results in the form of tables and graphs (in the form of interview excerpts); and (c) data verification as a data conclusion stage, especially following the trend of the data obtained.” The data processed through these three stages were analyzed using descriptive and content analysis. Description of the data as the basis for the interpretation process carried out contextually. Content analysis is carried out following the procedure Spradley (2000) indicated. The analysis and analytical techniques stages allow conclusions to be drawn on the relationship between online learning and class inequality during the Corona pandemic.

**4. RESULT**

**4.1 Class Inequality in Online Education**

**(a) Equipment/Android Inequality**

During the Covid 19 pandemic, online education caused class inequality caused by their limited learning equipment. There are no significant obstacles for students from the upper-middle-class group due to sufficient facilities, the fulfillment of quotas, and adequate internet signals. They easily follow every learning activity and will run far beyond students from poor groups. Zaki (Informant 1, 18 years), a student of the State Islamic University of *Satu* Tulungagung, expressed his anxiety over the imbalance of equipment/android used by students:

*The use of learning support equipment, better known as smartphones, seems that not all students can access/buy them. It is related to economic problems, for example, for groups of poor students, let alone Smartphones for them to eat sometimes they have to work hard all day. Meanwhile, the group of students, children of the rich, had no difficulty buying androids with high capacity and good quality so that they could freely access a lot of material from lecturers and additional material from Google”. (I. 1. 15.08.21)*

The incident above proves that class inequality occurs between rich and poor student groups, this is confirmed by the statement of a lecturer at the State Islamic University of Malang Angga (Informant 3, 37 years):

“Incidentally, I teach at a well-known university in Malang where most students are middle and upper economic class, and I don't find any discrepancies in the equipment used by students when accessing the courses I teach. This is because almost every student does not show the cellphone or Android used to access my lectures. I use YouTube because it is easy for me to access and easy to add material. Students can learn anytime, and this is at the same time growing my YouTube channel so that the material I provide is studied by students in my class and by other students, both inside and outside the classroom. campus and off-campus. (II. 3.16.08.21)

Real inequality in the world of higher education in Indonesia during the Covid-19 pandemic, as revealed by one social media, is as follows:

*“Nearly 69 million children lost access to education and learning during the community gathering. However, many students and students from well-to-do families find it easier to study remotely. The research found that only 40% of Indonesians have internet access. It is increasingly opening the veil of communication infrastructure inequality, especially outside Java. Even in Jakarta, the gap in access to distance learning during this pandemic is evident. Khoirin Dava, a grade 1 student at the 03 Ancol State Elementary School, North Jakarta, could not participate in online learning because his family did not have a cell phone. Last July, during her first semester, Dava reported to her teacher that she had not been able to attend online school. The teacher understood and suggested Dava borrow a cell phone from a neighbor" (<https://tirto.id/f34d>)*

The availability of android or devices that support the online learning process is a must for students because everything online-based can be accessed by devices/android. Quantitative data complement interview data and social media:

**(b)** **Inequality of Quota Fulfillment**

With the help of increasingly advanced applications such as Zoom, Google Meet, WhatsApp, and YouTube, the online learning process has experienced various difficulties in the field, resulting in class inequality in its implementation because it requires an internet quota. Indeed, there is internet quota subsidy assistance, but the distribution is still not evenly distributed, and the distribution is limited towards the end of 2021. Evy (Informant 5, 36 years old), the lecturer at Panca Marga University Problinggo, expressed his anxiety about online learning. “Internet quotas that are not affordable for some students are also very influential in participating in online learning. Some poor students are forced to save on quota, so they don't fully attend lectures because there is no quota assistance from the campus." (IV. 4. 17.08.21).

This condition is very much complained about by students because online education (learning) requires having an internet quota to access learning applications and to complete tasks given by lecturers. Evy's view represents the views of some private lecturers whose students are generally mostly poor children. Indra (1. 5. 15.08.21), a student at the State Islamic University of Satu Tulungagung, corroborated this opinion:

*"Students and parents have objections because the internet quota is quite expensive. In addition, not all students are rich or well-off people. In this case, the campus should provide quota assistance for each month, so that students do not find it difficult (1. 5. 15.08.21)”.*

Class inequality, including students whose parents are middle to lower economic class, experience various obstacles because they object to buying internet quota, which is quite expensive. Meanwhile, the upper-middle-class economics student group did not experience significant obstacles. For more details, it can be seen in the quantitative data.

 **(c) Internet Network Inequality**

There are many phenomena of students in remote areas who have to walk kilometers to get an internet signal to participate in distance learning, and this is as expressed by Mrs. Evy (informant IV.3, 36 years), a lecturer at Panca Marga University: "The location of the student's residence also determines the strength of their internet network. Many students on our campus come from remote mountains, so it is difficult to get a good signal, so they have problems following zoom or sending assignments.” The views of Evy's mother represent the views of lecturers in general. Muslim (Informant III. 7. 48 years), a lecturer at the Islamic University of Malang, corroborates this by saying:

*“Once, some students complained that the internet network was slow and could not be maximized so that they were late in submitting the assignments that I gave them. This is because the internet is rare at home, as happened to my students in the northern Bengkulu area and the Madura area. I understand that because the internet network in each region is not evenly distributed and is as good as the one on campus.” (III. 7. 16.08)*

They were reporting from Alinea.id, Commissioner for the Indonesian Student Protection Commission, Education Sector, Retno Listyarti, said that online education had opened the gap between rich and poor students. “For students from middle-class and upper-class families, computers, credit, and internet quota are not a problem. However, technology is still a hard-to-reach luxury item for most students from lower-class families, let alone remote areas."

Interview data and data from social media that have been shown show that online education at universities during the Covid-19 pandemic in its implementation there is inequality, including equipment inequality, quota inequality, and internet network inequality, thus creating a gap between affluent students and poor students. in online education, this phenomenon is supported by quantitative data as a result of analysis using Maxqda on the results of interviewing informants, it is stated that quota constraints have the highest percentage, with a level of 39.2% being an obstacle in the learning process, next is network constraints with a level of 34.2% and android equipment (device) with a smaller level of 26.6%. (Researcher analysis, Maxqda). Most students have android equipment, but the type and type of equipment are religious to support the network, not to mention the need to buy quota—only those in the upper-middle class who do not experience problems related to internet quota.

Tabel 1. Data on the Percentage of Infrastructure Problems in Online Learning

|  |  |  |
| --- | --- | --- |
|  | Segments | Percentage |
| Internet Quota | 31 | 39,2 |
| Internet Network | 27 | 34,2 |
| Device | 21 | 26,6 |
| TOTAL | 79 | 100,0 |

The data above strengthens the class inequality in students, where students from the middle class and upper-class families, the online learning process is not a problem. On the other hand, for most students from lower-class families, it becomes a problem on the social class scale. Class inequalities occur in providing learning equipment, fulfilling quotas, and network availability.

**4.2 Factors Causing Class Inequality in Online Education**

**(a) Parental Economic Gap**

The limited income owned by the parents of students may affect student learning achievement because adequate learning facilities are not fulfilled. The provision of learning facilities at home greatly facilitates students in achieving the expected accomplishments. The learning outcomes that have been undertaken during the learning process are very important in their function to determine the next steps in the future so that students will get the maximum possible learning outcomes. This is as explained by an informant from Mrs. Evy, a lecturer at Panca Marga University Probolinggo (informant IV.3, 32 years old) as follows:

“The economy of parents or families is very influential on the learning facilities provided. This includes supporting android phones and laptops, purchasing internet quota, and supporting lecture books. So students from less fortunate families tend to be less than optimal compared to those from more affluent families. (IV. 7. 16.08)

Evy's views represent the views of college lecturers, Khasanah (informant 1.2, 34 years old) Lecturers at High Schools of Almuslihuun Tarbiah Science Blitar corroborates this by saying;

*“This is an impact that parents feel. With this economic gap, parents find it difficult to support their children learning from home due to limited facilities for those who do not have smartphones, laptops, and internet access. As a result of the COVID-19 pandemic, many parents have dropped out of work or have difficulty finding work.”*

The statement of Ananda strengthened the views of the two informants (I. 7. 16.08), a student at the State Islamic University of Tulungagung, “Less fortunate Students are likely to be the most affected. For example, students from low-income families are more likely to be left behind than their classmates from rich families, who have better access to online learning.” More details can be seen in the following quantitative data:

**(b) Parental Education Gap**

The educational gap of parents greatly influences their children's success in online learning. This is because educated parents will pay attention to and support their children and prepare the necessary facilities, as stated by one lecturer at the State Islamic University, one mother, Rini (informant 7.56). year) as follows:

*“In Distance Learning, the lecturer is no longer the center of student learning, but as the focus/facilitator who maintains the teaching and learning process continuity. Parents are asked to monitor their children at home while Distance Learning is still ongoing. Unfortunately, not all families have ideal conditions for children to study at home. Most parents cannot accompany their children when they study at home because they also have to work. Most of them have a low level of education, so they cannot understand the importance of education”.*

Mrs. Rini's view represents the views of some lecturers at the university. Event (informant 3, 36 years) confirms this by saying "

“Parents with low education affect their support for their children's education. They usually pay less attention to the needs of facilities and infrastructure to support their children's learning. Meanwhile, the community around us is still a lot of students from lower-middle-class families with limited educational facilities provided by their parents”.

Data from social media shows that because parents' education factors affect learning outcomes from home, as explained by the Head of the Research and Development Agency and Books (Head of Research and Development and Books) Totok Suprayitno that "Parents have a fairly central role in the implementation of learning from home. Nearly 90 percent of parents accompany their children to study from home at all levels of education. Although there are prominent complaints, parents do not understand the teaching material" (Source: PRESS RELEASE Number: 147/Sipres/A6/VI/2020).

**(c) Regional/Residential Gap**

Regional disparities affect success in online education, as expressed by Evy, a lecturer at Panca Marga University Probolinggo, as follows:

*“The factor most affected by the gap in student housing is the acquisition and smoothness of their internet network. So participating in online learning is also constrained. Our students from the mountains often complain about frequent power cuts in their homes, while their lectures are usually in the afternoon or evening because they study while they are working. So the lecturer was forced to replace the lectures of students who were constrained by power outages by giving assignments because they couldn't follow the zoom."*

Dian, a student at the Islamic University of Malang, expressed her concern over this regional disparity by saying:

*“Residents that may be far from urban centers or rural areas have difficulty accessing transportation, and areas that do not have access/difficulty for the internet. They are in limited facilities, financially constrained, and difficult in the teaching and learning process during a pandemic. Therefore, government policies are urgently needed to prepare internet access facilities and support the teaching and learning process.”*

The statement of Khasanah corroborates the two opinions above. A lecturer at the High School of Al-Muslihuun Tarbiah Science Blitar said, “For those who live in remote villages, there are problems with very low signal and internet access. Wifi-based places and remote places affect the ability of the community to absorb the latest technological advances.



Documented data on the impact of online learning on low-income families (Antara Foto/Bayu Pratama S)

Interview data and data from social media that have been shown show that online education at universities during this covid period in its implementation several factors cause class inequality: the economic gap factor, the parent education gap factor, and the student residence area gap factor. The size of these factors affects class inequality. Based on Maxqda's analysis of the collected data, it shows that the economic factor of parents is the main factor with a rate of 55.8%. This means that the low economic level of parents causes class inequality that occurs as a result of online learning. While parents' educational background has a small level, at 7.7%, it affects the smoothness of online learning. This shows that parents' educational background is not the main factor triggering the student class gap. At the same time, the geographic factor of 36.5% shows a relatively high number as a trigger in student class inequality as the impact of online learning. (Researcher analysis based on Maxqda).

Table 2. Factors that cause class inequality in Online Learning

|  |  |  |
| --- | --- | --- |
|  | Segments | Percentage |
| Parental Economic Gap | 29 | 55,8 |
| Geographical | 19 | 36,5 |
| Education gap | 4 | 7,7 |
| TOTAL | 52 | 100,0 |

**4.3. Implications of Class Inequality in Online Education**

**(a) Impact of Learning Experiences in Online Education**

Online learning does not necessarily make us aware of the extraordinary potential of the internet that has not been fully utilized in various fields, including education. Evy, a lecturer at Panca Marga University, Probolinggo, expressed her anxiety over the impact of learning experiences in online education: Online learning does not necessarily make us aware of the extraordinary potential of the internet that has not been fully utilized in various fields, including education. Evy, a lecturer at Panca Marga University, Probolinggo, expressed her anxiety over the impact of learning experiences in online education as follows:

*“The learning experience from online learning for students who experience inequality will certainly not be optimal. Online learning for some people often causes miscommunication and misconceptions. They are affected by some of the existing disparities. They can follow the online learning well because they are in a place that is supported by a good signal / full. But, sometimes, they also get into trouble on other days. Because online learning depends on several factors; signal, cellphone specifications, electricity, and others, in other words, the result of student learning experiences is that there is an imbalance between high-capacity students and low-capacity students.*

Evy's views represent the views of lecturers in general. Khasanah (Informant 8, 31 years old), a lecturer at a high school of Al Muslihuun Tarbiah Science Blitar, reinforces this by saying: "Learning is very limited and not optimal because learning is only through online, learning is not face-to-face as usual before Covid 19. So, there has been a decline in interest in learning, decreased motivation to study, and learning is monotonous and not attractive". There are differences in major universities, at the State Islamic University of Malang, which Mr. Angga stated (4, 36 years old informant) that:

*“What my students feel now, they are more excited or interested in social media and online media. There are many secret tricks in searching scientific literature and utilizing this media-based technology. They are helped in doing lecture assignments and in other activities. The learning experience that I emphasize is the ability to seek literacy, be patient in looking for something on the internet, and be more active in utilizing technology that makes their lives easier. I instilled information-seeking skills and a critical character in judging every online upload or post. Thus, they can think critically, be wise in developing information, and make it more meaningful for all.”*

The three opinions above are supported by an explanation from a student at the Islamic University of Malang named Galuh (Informant 8, 18 years old) as follows: "As a student, I feel, although online is freer in creativity, the experience of learning with friends, colleagues, seniors, lecturers, and others minimal. We cannot discuss and exchange knowledge freely, unlike before the pandemic.”

**(b) Impact of Learning Outcomes in Online Education**

The implementation of online learning during the pandemic has resulted in a shift in the roles of lecturers and parents or people who accompany students during online learning. Dian, a student at the Islamic University of Malang, expressed her anxiety over the impact of learning outcomes in online education: “If the learning process is not optimal, inevitably, the learning outcomes will also be the same. According to my experience during online learning, many of my fellow students experienced a decrease in the value of their learning outcomes compared to previous years before the COVID-19 pandemic.

Dian's views represent the views of students in general. Indra (Informant 5, 18 years), a student of the State Islamic University of Satu Tulungagung, corroborated this by saying, "I don't think the results are much different from before for those who are not constrained by the internet, the results are still good. However, it becomes a big problem for those who are constrained by the internet network. Because they don't take part in the lecture process, they don't take attendance, which is very influential for the lecturer's assessment.”

These two opinions are supported by the statement of Siti (informant 8, 18 years), a student of the Almuslihuun Blitar Engineering College that:

*“The impact of this inequality causes learning outcomes (academic achievements) to be different. Learning outcomes are low or decreased for those with small capacity tools and signal disturbances. In addition, the lack of supervision of parents who are busy outside the home and lack of patience and patience in accompanying their children through every process stage that must be passed in the learning process because parents do not understand the importance of education. Lack of attendance in the online learning process, lack of interest, and doubt with online learning decrease learning outcomes.*

**(c) These two opinions are supported by the statement of Siti (informant 8, 18 years), a student of the Almuslihuun Blitar Engineering College that:**

*“As explained above, parents and lecturers must work together to provide learning motivation for children and their students. This online learning process is also a new challenge for parents and lecturers. This starts from the readiness of parents to facilitate and provide assistance to children and the readiness of new models, strategies, and methods in teaching that lecturers or educators must develop. Educators must be able to provide innovation and express their creativity in carrying out the online learning process. Although sometimes educators are said to have an age factor already, it could be that this factor makes it difficult for educators to use technology during the online learning process. However, educators and students inevitably learn to be familiar with the technology.*

Evy's views represent the views of lecturers in general. Angga (Informant 5, 41 years), a lecturer at the State Islamic University of Malang, confirmed this by saying:

“The experience of teaching by utilizing online technology is a new experience for lecturers to train themselves to adapt themselves to this fast-paced situation. This has resulted in lecturers' academic impact being focused on finding various kinds of literature and research materials that are more optimal by utilizing internet technology facilitated by the State Islamic University of Malang. When viewed from the perspective of parents so far, there is no direct data or information that has positive or negative values ​​on students' character after attending my lectures. This means that some parents also allow or indeed out-of-control is left to their lecturers to train their children”.

Interview data and data from social media that have been shown show that the implications of online education inequality in universities during the COVID-19 pandemic impact the learning experience, impact learning outcomes, and have an impact on parents and lecturers. This is reinforced by data from the analysis of researchers using Maxqda in the interviews, which quantitatively showed that online learning had a very high impact on parents and lecturers by 49.4%. There are two perspectives. For parents, it has an economic impact and dividend knowledge because not all parents understand the digital world and the transfer of knowledge process. Meanwhile, lecturers need a process for self-adjustment and accommodative to digital developments because of the demands for e-learning. At the same time, the second impact is 31.2%, which has implications for the student's learning experience. There is a transformation of learning from offline to online, which has implications for understanding knowledge. Meanwhile, of the three implications, the lowest percentage is the impact of learning outcomes, 19.5%. (Researcher analysis based on Maxqda).

Table 3. Implications of online learning in percentage

|  |  |  |
| --- | --- | --- |
|  | Segments | Percentage |
| Result | 38 | 49,4 |
| Learning experience | 24 | 31,2 |
| Learning Outcomes | 15 | 19,5 |
| TOTAL | 77 | 100,0 |

Learning outcomes as implications with the lowest percentage because the learning outcomes tend to have no impact. Learning evaluations are carried out online, so monitoring the learning outcomes assessment process is based on portfolios compiled by students online. In this case, it is reasonable because the process when working is beyond the reach of the lecturer.

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Overall, the data that has been collected by researchers based on the results of interviews and documentation has been grabbed by researchers by providing coding and analyzed using Maxqda,

showing the results that there is a strong relationship as a trigger for student class inequality, namely the quota factor. Quotas directly impact learning outcomes and lecturers as educators and parents. This is indicated by the size of the circle node, as shown in the image below. While others also have a role in creating this inequality, the relationship is not as strong as learning outcomes, lecturers, and parents. Among them are networks, devices, geographic location, and learning experiences

**5. DISCUSSION**

Universities experienced various problems during the pandemic, especially the occurrence of class inequality in online education. Many universities are struggling to carry out online education properly due to gaps in equipment, quotas, signals between groups of middle-upper/elite economic students and poor student groups. This study shows three disparities in online education.

This research shows that there is class inequality in online education due to online education, equipment inequality, quota fulfillment inequality, and internet network inequality. Second, several factors cause class inequality, including the economic gap of parents, the education gap of parents, and the gap in the area where students live. Third, the implication of online education inequality has an impact on the learning experience, has an impact on declining learning outcomes for poor students as well as for parents who spend extra for learning facilities (android cellphones and quotas), and finally, on lecturers, namely for creative lecturers and lecturers. Innovative teaching by applying varied learning methods will increase the experience and learning outcomes. Still, for less-skilled lecturers in IT, it is the opposite, so that learning is monotonous and unattractive, making students' experiences and learning outcomes decrease. Therefore, according to some opinions, "Inequality in accessing quality education in Indonesia has existed long before the pandemic.” (Lundine et al., 2013; Azzizah, 2015; Muttaqin, 2018)

This is influenced explicitly by inequality in educational infrastructure, inequality in the economic level of parents, inequality in access to technology, educational background of parents, regional disparities between urban and rural areas, and between Java and outside Java. Infrastructure development that is intensively carried out outside Java has not been able to solve the problem of inequality. Learning From Home activities made long-standing class inequalities even more complex during the pandemic.

Students without access to various modern tools that support learning will lose the learning opportunities they should get in normal situations. These disadvantaged students generally study at small private universities, the location is in rural areas, the infrastructure is minimal, and the area is rather difficult to reach by internet signal. It is even worse if the students' homes are in rural areas and even in the mountains and are supported by the conditions of poor parents.

Meanwhile, on the one hand, students in quality campuses, especially campuses that are large and have complete facilities, are usually located in urban areas, which are easily accessible by the internet network, the location where students live is also on average in urban areas that are easily accessible to the internet, and generally have highly competent lecturers, it will be very easy to get various supporting facilities, such as; "smartphones, internet connection, and learning assistance from parents" so that the experience and learning outcomes of students continue and even increase.

Class inequalities among students with different socio-economic backgrounds will widen. Students with excess ability usually have qualified facilities, especially if their parents are educated, so they don't neglect their children's learning process. On the other hand, students with low economic abilities face more difficult learning challenges due to their parents' lack of facilities and support. Suppose lecturers are not prepared to develop teaching that takes into account the diversity of abilities and learning problems among students in their class, such as low-income students. In that case, they will be left behind by their peers. Several studies show that "The decline in the learning ability of a student at this time will affect the development of his knowledge in the future, which has the potential to create income inequality when they work" (Andrabi et al., 2020; Kaffenberger, 2020; Azevedo et al., 2020).

The continuity of education cannot be separated from the role of universities as academics. This is in line with the goal of higher education, which produces a generation of workers ready for the industrial world and has good knowledge skills and high morality. (Pabbajah et al., 2020). There have been many studies that look at the problems in today's universities that must adapt to the needs of technology, both for the benefit of students and mastery of technology (Cabaleiro-Cerviño & Vera, 2020; Orozco-Messana et al., 2020; Sailer et al., 2021), as well as for the fulfillment of the economic sector (Kichuk et al., 2021; Volchik et al., 2019), and digitalization in learning (Abad-Segura et al., 2020; Klochkova et al., 2020). Meanwhile, this paper focuses more on studying class inequality at universities in online education during the Covid-19 pandemic. This is due to the first learning tools (android cellphones, laptops), quotas, the area where students live. The two factors that influence it include economic factors. Parents, the education factor of the parents, and the factor of the area where the third student lives impact the learning experience learning outcomes and have an impact on parents and lecturers. The Das theory shows that educational institutions have not yet understood the ideology of technology (Das, 2021).

This condition provides an opportunity for universities to improve to maintain their existence during the pandemic. Three aspects need to be considered by universities to address class inequality in online education. First, learning equipment assistance is needed for underprivileged students, such as internet quotas. Universities that are still being developed should be equipped with infrastructure, especially learning media, such as android cellphones and laptops. It is also necessary to add WIFI power with a larger capacity. Second, it is necessary to add infrastructure funds, especially to help purchase quotas, help with scholarships and help buy android phones for students who can't afford them. Third, this private university requires cooperation with foundations and stakeholders to fulfill their institutional infrastructure to improve the quality of their inputs, processes, and outputs.

**6. CONCLUSION**

Inequality in online education classes at universities is caused by limited technology, internet quotas, uneven signaling, parents' economy, parents' educational background, and the area where students live. This has implications for declining student learning outcomes. Unfortunately, this shift is only seen as a shift in media from conventional to digital. This phenomenon should be seen as changing the learning tradition from a "dependent" traditional to an "independent" learning tradition.

Studies from online education class inequality show that “the shift in learning from home starts from accessing materials from lecturers; access learning videos; accessing tasks from Google.” This allows this study to look at class inequality in online education more openly. This study focuses not only on technology but also on a more fundamental issue, namely the shift in educational traditions built during the Covid-19 pandemic. The introduction of technology that has been going on since the 1980s has resulted in resistance which causes technology to not become best practice in education. Covid-19 has provided historical momentum apart from the acceptance of technology in online education. It has also enabled the birth of a new generation that is more independent and has an open and multicultural knowledge style.

This study is limited to the perspective of online education class inequality, so further research is needed that further maximizes empirical research accommodation based on observations and interviews faced by higher education. This allows for comprehensive understanding and the development of adaptive higher education policies.

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