Islamic Management Education as Pivotal Tool to Reduce Inequality of Online Learning During The Covid-19 Pandemic in Indonesian Higher Education

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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 existing research gaps regarding class inequality during the pandemic, creating gaps in student experience and learning outcomes. The approach 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: cell phones 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: *Class Inequality, Experience, Learning Outcomes, Islamic Educational Management*

Abstrak:

Pendidikan berbasis daring yang berlangsung akibat pandemi COVID-19 telah menciptakan ketimpangan kelas, antara mahasiswa kelompok ekonomi menengah ke bawah/ miskin dengan mahasiswa kelompok ekonomi kelas atas/elit. Artikel ini bertujuan untuk mengisi celah penelitian yang ada tentang ketimpangan kelas di masa pandemi, yang menimbulkan gap pengalaman dan hasil belajar mahasiswa melalui manajemen pendidikan Islam. Adapun pendekatan yang digunakan adalah kualitatif yang dikumpulkan dengan teknik observasi, interview, dan dokumentasi. Hasilnya dianalisis, ditafsirkan, dan diverifikasi dengan berdasar pada aplikasi MaxQDA. Adapun hasil temuan penelitian ini adalah pendidikan daring dalam implementasinya menimbulkan ketimpangan berkaitan dengan alat penunjang pembelajaran: handphone & laptop, kuota, dan jaringan internet. Kemudian, faktor latar belakang keluarga juga menjadi penyebab ketimpangan, khususnya berkaitan dengan pekerjaan atau penghasilan, latar belakang pendidikan orang tua, dan daerah tempat tinggalnya. Akibatnya, ketimpangan pendidikan daring itu berdampak pada hasil belajar mahasiswa yang menurun, dan melejitnya pengeluaran orang tua untuk memenuhi kebutuhan tambahan penunjang kegiatan pembelajaran. Dengan demikian, diperlukan respons cepat perguruan tinggi untuk segera mengatasi ketimpangan ini karena

tuntutan teknologisasi pendidikan di sisi lain juga menimbulkan kesenjangan dalam pembelajaran.

Kata Kunci: *Ketimpangan Kelas, Pengalaman, Hasil Belajar, Manajemen Pendidikan Islam*

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 and limitations experienced by students and families in learning (Adedoyin & Soykan, 2020; Fatoni et al., 2020; 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 the "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 previous studies' shortcomings (to straighten out the views) 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, three focus questions are a concern in this article: first, how does the learning process occur 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 required for student achievement, students from the poor group will get lower learning evaluation results than students from the more fortunate groups.

RESEARCH METHODS

This qualitative research examines the process of implementing digital marketing in promoting madrasas to the public and prospective new students, especially during the Covid-19 pandemic. Data collection techniques through observation, in-depth interviews, and documentation studies (Sugiyono, 2011). For data validation techniques, researchers used to source and method triangulation techniques. Source triangulation, namely the use of different sources to gather similar data; for example, in this study, researchers conducted interviews with madrasa principals cross-checked with interviews with teachers. Meanwhile, method triangulation uses different data collection methods to obtain data. For example, in this study, the results of interview data regarding the use of digital marketing increased the interest of new students being cross-checked with data originating from PPDB registration documents for the 2020/2021 Academic Year.

The data analysis method used in this study uses a qualitative analysis description technique, in which the researcher describes the situation or phenomenon obtained and then analyzes it in sentences to obtain conclusions. This study uses qualitative data analysis from Miles and Huberman (1992), namely data collection, data reduction, data presentation, and conclusion drawing or data verification.

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.

RESULTS AND DISCUSSION
Class Inequality in Online Education and Equipment/Android Inequality

During the Covid 19 pandemic, online education caused class inequality caused of their limited learning equipment. There are no significant obstacles for students from the upper-middle-class group due to sufficient facilities, the fulfilment of quotas, and adequate internet signals. They quickly 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; 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, 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 they could freely access much 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-class and upper-class. I find that students' equipment is consistent when accessing my courses. Every student must show the cellphone or Android used to access my lectures. I use YouTube because it is easy for me to access and 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. 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.

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 still needs to be 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 do not fully attend lectures because there is no quota assistance from the campus." (IV. 4. 17.08.21).

Students complain about this condition because online education (learning) requires an internet quota to access learning applications and complete tasks given by lecturers. 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 experienced minimal obstacles. For more details, it can be seen in the quantitative data.

Internet Network Inequality

There are many phenomena of students in remote areas who have to walk kilometres to get an internet signal to participate in distance learning. 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 have shown show that in online education at universities during the Covid-19 pandemic 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 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**
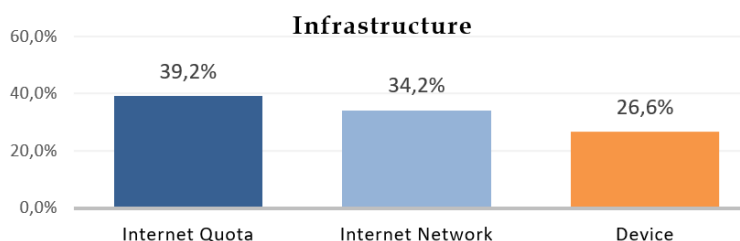
The data above strengthens the class inequality in students, where students from middle-class and upper-class families, the online learning process is not a problem. On the other hand, for most students from lower-class families, it becomes a problem on the social class scale. Class inequalities occur in providing learning equipment, fulfilling quotas, and network availability.

Factors Causing Class Inequality in Online Education
Parental Economic Gap

The limited income owned by the parents of students may affect student learning achievement because adequate learning facilities still need to be fulfilled. Providing learning facilities at home greatly facilitates students in achieving the expected accomplishments. The learning outcomes undertaken

during the learning process are significant in determining 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.

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".

Regional/Residential Gap

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**
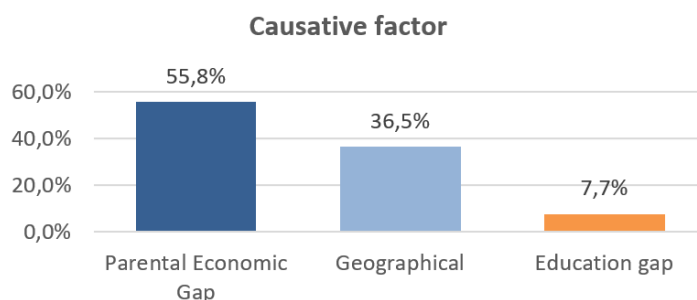
Implications of Class Inequality in Online Education
Impact of Learning Experiences in Online Education

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. 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.

Learning is very limited and not optimal because learning is only through online, learning is not face-to-face as usual before Covid 19. 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.

Impact of Learning Outcomes in Online Education

Implementing 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.

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 accommodation 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.
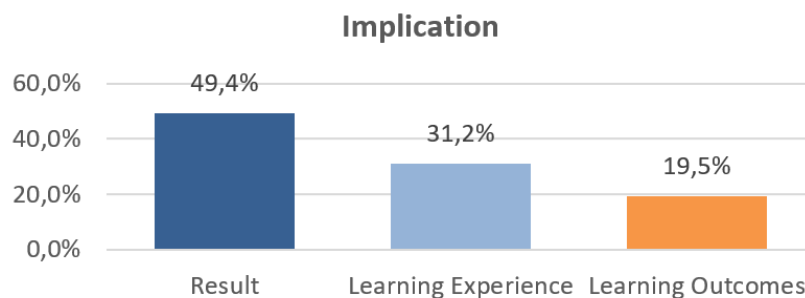
Learning outcomes as implications with the lowest percentage because the learning outcomes tend to have no impact. Learning evaluations are carried out

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. 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.
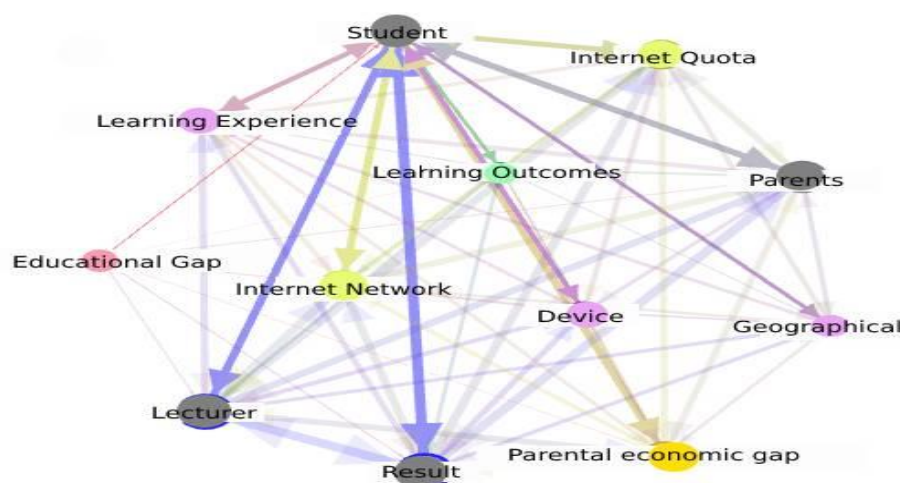

Figure 1: The Relationship Between Inequality in Equipment, Quotas, Networks, Parental Economics, Learning Outcomes and Learning Experiences During Online Education

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).

CONCLUSION

The period of the Covid-19 pandemic required changes in various things in the field of education, without exception the marketing strategy. Thus, every madrasah needs to combine conventional marketing strategies with massive digital marketing to maximize promotion through several digital platforms such as social media and websites. Through these media, madrasas can promote special programs to attract new students, as MTs N 1 Yogyakarta did, which promoted them as pioneers of superior madrasas.

The digital marketing strategy carried out by MTs N 1 Yogyakarta has succeeded in increasing the interest in registering New Student Admissions (PPDB) for the 2020/2021 academic year. Prospective students have tripled from the previous PPDB, namely around 1,500 registrants. This increase in interest is allegedly due to two things: the only programs offered through digital marketing and massive promotions from social media so that many parties can access them. The stages in creating uploaded content as promotional material are: setting goals, mapping target markets, initiating and defining content, creating content, distributing content, strengthening content, evaluating content marketing, improving content marketing, and online and offline marketing.

The focus of this research only explains digital marketing as a marketing strategy for educational services in madrasas during the Covid-19 pandemic. Thus, suggestions for further research can compare the effectiveness of digital marketing with conventional marketing in the post-covid-19 pandemic. This further study can be analyzed using the Marketing 4.0 theory approach.

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