

ACCESSIBILITY OF EDUCATION THROUGH OPEN HIGH SCHOOL: A LITERATURE REVIEW FROM PIERRE BOURDIEU'S PERSPECTIVE

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ABSTRACT

This study analyzes the accessibility of secondary education through the Open High School (SMA Terbuka) program as an alternative solution for communities in remote areas facing geographical and economic constraints. Using Pierre Bourdieu's theoretical framework, the study explores the dynamics of *capital* (economic, cultural, social, and symbolic), *habitus*, and the educational *field* in line with the context of Open High School implementation. The research methodology adopts a desk study approach with qualitative analysis of policy data and relevant literature. The findings indicate that Open High Schools significantly increase the availability of educational services, but still face challenges in terms of digital accessibility and student participation. Disparities in technological literacy and digital infrastructure are undoubtedly major obstacles to the program's effectiveness. Bourdieusian analysis reveals how inequality in students' initial capital affects their ability to utilize alternative educational opportunities. The study concludes that Open High Schools have great potential in reducing educational inequality, but requires comprehensive policy intervention to address structural barriers. The research recommendations emphasize the importance of strengthening digital infrastructure, increasing technological literacy, and empowering communities to maximize the benefits of Open High Schools as an instrument for realizing equitable and just education.

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INTRODUCTIONS

Education is a fundamental right of every individual, serving as the primary foundation for improving quality of life and social mobility. Quality education is undoubtedly a vital instrument for shaping an intelligent and competitive society, capable of contributing to the advancement of a nation's civilization (Rachmawati & Purwandari, 2022). Quality education must be equal and accessible to all levels of society without exception, regardless of their social, economic, or geographic background (Martono et al., 2012). This is crucial so that every individual has equal opportunities to develop their potential and achieve prosperity (Voultsiou & Moussiades, 2025).

Equality in access to education is a concept that goes beyond the mere availability of physical facilities; it also encompasses non-material dimensions, such as the quality of teaching, the relevance of the curriculum, and adequate support for each student to fully participate and achieve success in the education system (Martono et al., 2012). The lack of access to quality education will widen the gap between social and economic inequality, especially for vulnerable groups who often face various structural barriers (Jones et al., 2016).

In the context of the Sustainable Development Goals, inclusive and quality education for all is a vital agenda highlighting the importance of ensuring every child has equal opportunities to learn and thrive (Ajuebor et al., 2020). Without equitable access to education, the ideals of sustainable development will be difficult to achieve, given that education is a key catalyst for positive social change. This is because education serves as a foundation for developing individual potential, enhancing skills, and fostering critical awareness necessary when facing global challenges (Singh, 2024).

Inclusive and quality education is linked to nearly all of the Sustainable Development Goals (SDGs), as it serves as the foundation for achieving other targets, from poverty alleviation to industrial innovation and climate change mitigation (Akbar et al., 2023). Specifically, equitable access to education positively impacts public health, reduces illiteracy, empowers women, and strengthens democratic institutions (Samala et al., 2024). Furthermore, education plays an essential role in promoting peace and social justice, while also creating responsible and empathetic citizens (Leon, 2024). Therefore, education is often viewed as a long-term investment that yields significant social and economic dividends for both individuals and countries (Sukmana et al., 2022) and (Vázquez, 2023).

Turning to the Vision of Golden Indonesia 2045, quality education is explicitly positioned as a key pillar for the realization of superior human resources with global competitiveness ("PISA 2022 Results (Volume I)," 2023). This strategic initiative aims to shape a future generation that is not only healthy, intelligent, and adaptive; but also innovative, skilled, and possesses strong ethical character (Samala et al., 2024). Achieving this vision is, of course, highly dependent on equitable access to secondary education, particularly for geographically or socio-economically marginalized groups. These groups are almost always hampered by various structural and financial factors that limit their participation in formal education (Jones et al., 2016).

Structural factors that act as obstacles include the lack of educational infrastructure in remote areas, uneven teaching quality, and a curriculum that is not yet relevant to local needs (Darman, 2017). Furthermore, financial factors often hinder access, where the cost of education, both directly and indirectly, becomes a heavy burden for low-income families, thus limiting their children's opportunities to continue their studies to a higher level (Darman, 2017) (Yusuf, 2014). These conditions create significant disparities in access, highlighting the need for innovative and adaptive solutions to ensure that every child of the nation receives a decent education (Damsar, 2012) (Majeed et al., 2024).

In Indonesia, educational accessibility remains hampered by various geographic, social, and economic factors, resulting in unequal opportunities (Martono et al., 2012). To address these challenges, various initiatives have been developed, one of which is the Open High School program, designed to expand the reach of senior secondary education for groups with limited access to formal education (Sari et al., 2022). According to Pierre Bourdieu, this initiative can be understood as an effort to democratize access to cultural and symbolic capital, with formal education serving as the primary arena for the reproduction and distribution of these capitals (Haryanto et al., 2012). Unfortunately, these efforts often clash with the reality on the ground, where the mechanisms of reproduction of social inequality through the education system continue, albeit in different formats (Martono et al., 2012).

This systematic literature review aims to comprehensively analyze the effectiveness of Open High Schools (SMA Terbuka) in facilitating access to education, considering aspects of availability, participation, and inhibiting and supporting factors. The research will also contextualize these findings using Pierre Bourdieu's theoretical

framework of capital and educational access theory to provide a deeper understanding of the dynamics of accessibility in the context of formal education (Safarah & Wibowo, 2018). Thus, the focus of the study is to explore how social structures and individual capital influence their ability to utilize the educational opportunities offered by Open High Schools (Martono et al., 2012) (Jones et al., 2016).

This will reveal whether Open High Schools are truly capable of breaking down structural barriers or instead contributing to the reproduction of existing social inequalities through hidden mechanisms (Allolayuk, 2021). Further research will elaborate on how educational practices in Open High Schools shape and are shaped by broader social structures, as Bourdieu highlighted the role of schools in maintaining the hegemony of the dominant class (Martono et al., 2012). The analysis will also consider how Open High School policies and implementation interact with various forms of capital (economic, social, cultural) possessed by students, in order to gauge the extent to which the program succeeds in creating social mobility or instead reinforces established stratification (Jones et al., 2016). Thus, the research will not only present a descriptive overview but also a critical analysis of the transformative potential of Open High Schools as an instrument of social justice and equal opportunity.

METHOD

This research adopted a systematic literature review approach, which is a comprehensive method for identifying, evaluating, and synthesizing all relevant evidence on a specific research topic. As a literature review, the research does not involve direct data collection, but rather analyzes and elaborates on findings from previous scientific publications. This approach allows researchers to gain a deep and comprehensive understanding of the Open High School topic by leveraging the wealth of data and analysis already available in the academic literature.

The primary objective of this study is to identify and analyze how the policy and implementation of Open High Schools (SMA Terbuka) affect the distribution of cultural, social, and economic capital among students, and how it contributes to social mobility. The systematic literature review method also allows for a critical review of existing literature to uncover biases, gaps, and areas requiring further research.

The steps in a systematic literature review involve several essential stages, starting with formulating a clear research question, conducting a systematic literature search, selecting articles based on inclusion and exclusion criteria, and then extracting and synthesizing data. The research questions in this study are:

1. How is the availability, access, and participation of students in the Open High School program in Indonesia?
2. What factors hinder and support educational accessibility through Open High Schools?
3. How is the reality of the implementation of the Open High School policy in the field if it is contextualized with Pierre Bourdieu's capital theory and the theory of access to education?

Data sources include national journal articles accredited by Sinta and internationally reputable Scopus journals, books or *e-books*, and policy documents related to Open High Schools relevant to the research questions (Adoui, 2023). Inclusion criteria for source selection include publications within the 2020-2025 timeframe to ensure the relevance and currency of the data, as well as articles that explicitly discuss case studies or policy analyses related to Open High Schools in Indonesia. Furthermore, the literature review will focus on research that uses qualitative and quantitative methodologies to analyze the Open High School phenomenon to obtain a comprehensive picture (Yusuf, 2014) (Martono et al., 2012). The selection process was carried out carefully, identifying studies that directly address the effectiveness of the Open High School program in the context of educational accessibility in Indonesia (Samala et al., 2024).

Data extraction and synthesis from selected articles were then conducted to identify patterns, themes, and key findings relevant to the research questions, as in the stages of analysis of results in sociological research (Damsar, 2012). The collected data will then be interpreted using a descriptive qualitative approach, accompanied by semiotic analysis to examine the signs and implied meanings of the narratives and visuals contained in the selected publications, especially related to the categorization of habitus and socialization through education policy (Martono et al., 2012).

RESULTS AND DISCUSSIONS

Availability, Access, and Participation

This section will discuss in depth the three main pillars of educational accessibility: the availability of Open High School facilities and programs, ease of access for prospective students, and the actual participation rate of the target group. An in-depth analysis will also evaluate how the dynamics of these three aspects interact with students' cultural, social, and economic capital within the context of Bourdieu's theoretical framework (Wirawan, 2015).

Availability refers to the physical and functional presence of adequate Open High Schools in various regions, while access encompasses the ease with which students can reach and enroll in the program. Participation, on the other hand, measures the extent to which enrolled students actively participate in the learning process and successfully complete their studies (Haryanto, 2016). The level of program availability and accessibility is typically influenced by local government policies and budget allocations, which in turn impact community participation, particularly among those from low socioeconomic backgrounds (Yusuf, 2014) (Martono et al., 2012). Therefore, it is important to examine how the unequal distribution of educational resources can widen the gap in educational access for marginalized groups, as has been explained in various previous studies (Subroto et al., 2023).

Studies show that differences in educational accessibility are often correlated with socioeconomic and geographic disparities (Harefa & Lase, 2024). Previous research has even highlighted how the uneven distribution of educational facilities, such as public senior high schools/Islamic senior high schools (madrasah aliyah), can impact educational affordability for communities in various regions (Rizal & Syaibana, 2022). This phenomenon becomes even more crucial when linked to Open High Schools (SMA Terbuka), which were designed to address these barriers but often still face challenges related to distribution and reach (Aditomo & Faridz, 2019).

The physical availability of Open High Schools (SMA Terbuka) does not always guarantee equal accessibility, especially when considering geographic factors and supporting infrastructure, which are vital to the program's success (Hajaroh et al., 2021). For example, limited transportation or the lack of stable internet access in remote areas can present significant obstacles for prospective students when accessing course materials or participating in online learning (Jervelund et al., 2020). Furthermore, the capacity of educational resources, including the quality of teachers and other supporting facilities, also significantly impacts the quality of educational services offered by Open High Schools (Nurulpaik et al., 2021).

The problem is further exacerbated by the digital divide that persists in many regions, where not all students have equal access to information and communication technology, the backbone of learning in Open High Schools (Purnasari et al., 2024). This gap undoubtedly hinders the program's effectiveness and widens disparities in educational access for students from disadvantaged economic backgrounds or remote areas, as research findings indicate barriers to access to digital learning resources (Pettalongi et al., 2024). All of these issues demand comprehensive interventions, focusing not only on providing basic infrastructure but also on developing digital literacy and ongoing technical support for students throughout Indonesia (Triwiyanto et al., 2024).

Regarding participation, data shows a correlation between students' social, economic, and cultural capital and their success in completing the Open High School program. Students with high cultural capital, for example, tend to be more adaptable to independent learning methods and receive adequate family support, thus having a higher potential for success (Martono et al., 2012). Conversely, students from families with limited economic capital often face the dilemma of continuing their education or earning a living, negatively impacting their participation and completion rates.

Furthermore, public perception and stigma surrounding non-regular education, such as Open High Schools, can also influence participation, as they can lead to hesitation among prospective students or their parents about choosing this educational path. These factors, combined with structural factors such as unsuitable school locations or misconceptions about social class and intelligence, can influence participation decisions in educational programs (Jones et al., 2016). Similarly, a lack of understanding of the long-term benefits of this alternative education often acts as a barrier for certain community groups, indicating a lack of information and effective outreach from providers.

In conclusion, the issue of educational accessibility in Open High Schools (SMA Terbuka) is not only multidimensional but also complex, demanding a holistic approach that considers the aspects of availability, access, and participation within Bourdieu's capital theory framework. An in-depth analysis of the interaction of these capitals, combined with the theoretical framework of educational access, is essential for formulating more responsive and inclusive policy recommendations. This approach allows for the identification of structural and cultural barriers that go beyond purely material aspects, offering a comprehensive perspective for improving educational equity (Jones et al., 2016).

Inhibiting and Supporting Factors of Accessibility in Open High Schools

The literature studies that have been compiled indicate that various factors significantly influence students' ability to access and succeed in the Open High School program, ranging from individual to systemic aspects. These studies can be outlined as follows:

1. The main inhibiting factors are often related to limited access to technology and internet infrastructure, which are vital for distance learning, and low digital literacy among students and parents (Mardisentosa & Sugiyanti, 2021). Furthermore, the lack of teacher qualifications and training in managing distance learning is also a serious obstacle, hindering effective material delivery and adequate pedagogical support for students (Damsar, 2012) (Sari & Hendriani, 2021).
2. Psychological factors, such as students' lack of motivation and willingness to learn, also act as significant barriers, exacerbated by minimal social and family support (Yusuf, 2014). Another psychological factor is a negative perception of the quality of education at Open High Schools, which has the potential to reduce students' interest in learning (Reyva et al., 2024).
3. Lack of supervision and guidance from parents or guardians, especially in families with low levels of education, can also weaken children's enthusiasm for learning and even lead to resistance to formal education (Yusuf, 2014). The active role of parents is essential in motivating and supporting their children to ensure a smooth learning process at Open High Schools (Yusuf, 2014).
4. The availability of free education funding is a key driver of accessibility, especially for students from underprivileged families, allowing them to continue their education without financial burden (Darmawan & Rugaiyah, 2024). However, limited budget allocation and complex bureaucracy in distributing aid funds often pose significant obstacles to the sustainability of this program.
5. Government policies that support equal access to education, such as the School Operational Assistance Program (BOS) and various scholarships, are significant supporting factors in overcoming financial barriers (Martono et al., 2012). However, the implementation of these policies is often hampered by inter-agency coordination issues and delays in aid distribution, ultimately reducing their effectiveness in the field (Damsar, 2012).
6. Cultural structural factors, including community norms regarding the importance of formal education or views on alternative schools, as well as geographic barriers such as distance and road infrastructure, often pose significant obstacles to student participation in Open High Schools (Shea & Rice, 2023). However, the existence of a flexible and adaptive education system, such as Open High Schools, should be a significant supporting factor in overcoming these geographic and cultural barriers, especially for students in remote areas or those requiring adjusted learning schedules (Reyva et al., 2024).

In conclusion, the analysis of factors inhibiting and supporting accessibility in Open High Schools demonstrates the complexity of the issue, requiring a multi-sectoral and integrated approach from various parties to address. It is important to remember that without collaboration between the government, the community, and families, efforts to improve educational accessibility in Open High Schools will continue to face ongoing challenges. Therefore, a comprehensive strategy is needed that focuses not only on providing physical facilities and curriculum, but also considers strengthening students' social, cultural, and symbolic capital, as Bourdieu requires (Martono et al., 2012).

From Policy Documents to Field Reality in Indonesia

Macro-level policy formulation consistently faces challenges of adaptation and implementation when confronted with the micro-context of Indonesian society, particularly within the Open High School (SMA Terbuka) program. The discrepancy between regulatory ideals and socio-economic dynamics on the ground often creates a gaping gap in achieving the goal of equal access to education, necessitating an in-depth analysis of the reality of its implementation (Jones et al., 2016). This gap is further exacerbated by the disparity in facilities and teacher quality across regions, which is typically not adequately addressed by uniform national policies (Damsar, 2012).

For example, policy documents regarding Open Senior High Schools (SMA Terbuka) often assume the availability of digital infrastructure and supporting capacity across all regions, while the reality varies significantly across regions (Triwiyanto et al., 2024). Particularly in Central Java, digital barriers hinder students' ability to utilize the full potential of technology in their learning experiences, exacerbated by inadequate infrastructure and technological constraints (Pahrijal & Novitasari, 2023) (Triwiyanto et al., 2024). This situation creates a form of symbolic violence (Martono et al., 2012), where students from low socioeconomic backgrounds are indirectly forced to accept limited access to education that does not align with their aspirations, thus hindering social mobility through education.

Another example in North Sumatra, the implementation of the Open High School (SMA Terbuka) policy faces similar challenges, where poverty and lack of access to technology in rural areas are major barriers to children receiving a decent education (Maharani et al., 2024). This situation illustrates how the unresolved digital divide in Indonesia, with disparities in access between urban and rural areas, significantly hampering the implementation of digital education programs like the Open High School (SMA Terbuka) (Subroto et al., 2023).

This phenomenon is also relevant to conditions in Majene Regency, West Sulawesi, which has hilly and coastal geography, resulting in uneven distribution of infrastructure and public services, including access to education (Sapiah et al., 2025). Conditions are even worse in Papua, with high poverty rates, limited internet access, and relatively underdeveloped educational infrastructure, widening the educational gap and making efforts to equalize access increasingly complex (Ninghardjanti et al., 2023).

The disparity in teacher quality and digital literacy across regions, particularly between Java and outside Java, further exacerbates the disparity in education quality across Indonesia (Rusli & Rusdin, 2024). This reality demonstrates that policies focused on uniformity often fail to address the heterogeneity of conditions on the ground, particularly in regions that are already structurally disadvantaged (Samala et al., 2024). Uniformity will only create disparities because not all regions have the cultural capital and infrastructure to absorb and adapt the educational innovations being proposed (Sapiah et al., 2025).

This gap further creates cognitive dissonance between the promises of inclusive policies and the empirical experiences of often marginalized students, reaffirming the importance of local context in education policy formulation (Zakiyah et al., 2024). A *bottom-up approach* that involves local communities and considers diverse socio-economic, geographic, and cultural conditions is becoming increasingly urgent to ensure the relevance and effectiveness of the Open High School program. The implementation of adaptive education strategies, including optimal use of technology, is crucial to bridging this gap, but the challenges remain significant, especially in remote areas with minimal infrastructure and digital literacy (Sapiah et al., 2025) (Mali et al., 2023).

Therefore, more adaptive and contextual policies, while accommodating the heterogeneity of regional conditions in Indonesia, are key to achieving equitable access to education through Open Senior High Schools (SMA Terbuka). This necessitates a strategy that focuses not only on expanding physical reach but also on strengthening human resource capacity and supporting infrastructure at the local level (Sariakin et al., 2025). Policies that are responsive to the specific needs of each region, for example through proportional budget allocation and teacher training aligned with actual needs, are believed to gradually reduce disparities in access and quality of education (Sain et al., 2024).

This approach also aligns with Bourdieu's perspective, which emphasizes that differences in cultural, social, and economic capital between individuals and groups will influence their ability to access and utilize educational institutions (Martono et al., 2012). Therefore, educational policies must be designed to explicitly address these capital

inequalities, rather than simply providing nominal access. It must be acknowledged that the success of educational programs lies in their ability to recognize and empower the various forms of capital possessed by local communities, thus enabling more active and meaningful participation from all elements of society (Haryanto, 2016).

A more inclusive and diversity-sensitive approach is increasingly urgent, given that formal education is often the only promising pathway to social mobility for marginalized groups (Martono et al., 2012). Therefore, an adaptive strategy for Open High Schools (SMA Terbuka), which combines an inclusive curriculum, relevant digital technology, and a continuous evaluation model, is key to ensuring adaptive and relevant educational quality amidst social dynamics (Nisa & Aimah, 2024). Without adaptability, Open High Schools risk widening disparities rather than addressing them, especially amidst unequal opportunities for digital learning in many regions (Purnasari et al., 2024) (Farih & Ramli, 2023).

Contextualization of Findings with Pierre Bourdieu's Capital Theory Framework and Educational Access Theory

The analysis of educational accessibility through Open High Schools (SMA Terbuka) is further enriched when linked to Pierre Bourdieu's capital theory framework, which outlines how economic, cultural, and social capital systematically influence educational participation and outcomes (Martono et al., 2012). This framework helps explain why, despite efforts to equalize access such as Open High Schools (SMA Terbuka), educational inequalities persist and can even reproduce existing hierarchical social structures (Damsar, 2012) (Ali, 2020).

Bourdieu argues that educational systems often unconsciously glorify and value certain forms of capital, particularly the cultural capital of the dominant class, which causes students from different social backgrounds to have unequal starting points in pursuing education (Damsar, 2012). This includes language acquisition, values, and customs that are not explicitly taught, but are assumed to exist and determine academic success (Jones et al., 2016). In the context of Open High Schools, the economic, social, and cultural capital of students and the local community are determining factors in how far they can utilize the availability of educational facilities (Damsar, 2012).

Economic capital, for example, influences students' ability to access digital devices, internet connections, and additional learning resources essential for distance learning in Open High Schools. Conversely, a lack of economic capital can be a significant barrier to optimal participation in the program, especially considering the potential hidden costs (Scandurra et al., 2021).

Social capital, which refers to the network of relationships and support that individuals can mobilize, is critical in shaping access to information, academic support, and motivation, particularly in flexible educational environments such as Open High Schools (Jones et al., 2016). Social capital can also facilitate the exchange of information among students about effective learning strategies or opportunities offered by the Open High School program, thereby increasing their engagement (Meipiani et al., 2021). Limited social capital can reduce students' access to *mentorship*, psychological support, and *peer-to-peer collaboration*, which are crucial for maintaining motivation and academic performance in learning environments that require independence (Martono et al., 2012).

Meanwhile, cultural capital, which encompasses knowledge, skills, values, and tastes internalized from family and social environments, plays a fundamental role in shaping academic preferences and adaptability to the demands of the Open High School curriculum (Yu et al., 2022). This cultural capital is often not recognized by formal educational institutions, yet it has the potential to be a strong foundation for student success (Drane et al., 2020) (Jin et al., 2024). For example, local cultural values such as mutual cooperation or a collective learning ethos can be adapted to create a supportive learning environment in Open High Schools, while enriching students' cultural capital (Banerjee, 2024) (Eriksen et al., 2021). If the Open High School education system fails to recognize and integrate the cultural capital of students from diverse backgrounds, it can marginalize them and reproduce inequality (Martono et al., 2012).

Similarly, educational access theory broadens our understanding of barriers and opportunities to educational participation by considering not only physical availability but also an individual's ability to effectively utilize these opportunities (Fan, 2014). This theory goes beyond the concepts of geographic and economic accessibility; it

highlights the social, cultural, and institutional dimensions that shape students' educational experiences (Wanti et al., 2022). In the context of Open High Schools (SMA Terbuka), this means analyzing how social norms, cultural expectations, and institutional structures influence students' decisions to enroll, persist, and succeed in the program (Damsar, 2012) (Puspitasari, 2018).

Furthermore, the theory of educational access emphasizes the importance of a holistic approach that considers factors beyond the immediate reach of educational institutions, such as family circumstances and community support, in determining the effectiveness of educational access. Therefore, the success of Open High Schools (SMA Terbuka) depends heavily on the ability to not only provide facilities but also build bridges between students' existing capital and the demands of the education system. Specifically, an Open High School strategy must explicitly recognize and leverage students' existing capital, while providing the necessary support to navigate academic and social demands that may differ from their backgrounds.

This effort aligns with the principles of inclusion and social justice in educational policy, where access is not simply availability, but rather the ability of individuals to participate and benefit equally from education (Vongalis-Macrow, 2010). Therefore, it is important to ensure that policies and practices in Open High Schools are designed to actively reduce barriers caused by capital inequalities, so that every student has an equal opportunity to reach their academic potential (Jones et al., 2016). This approach should be expanded to include the dimension of "technological capital," a concept that updates Bourdieu's theory by considering access to and proficiency in digital technologies as essential elements for contemporary educational participation (Shoval, 2025).

Access to adequate digital devices, a stable internet connection, and high digital literacy are now essential prerequisites inseparable from traditional economic and cultural capital in determining learning success. Therefore, educational strategies must consider the integration of technological capital as a vital component in supporting equitable educational accessibility, especially in institutions like Open High Schools (SMA Terbuka), which rely on digital *platforms* for their learning activities (Feng & Tan, 2024). Without it, Open High Schools will struggle to achieve their goal of inclusivity and even risk widening the digital and social divide among students from diverse backgrounds (Cabasan, 2024).

CONCLUSION

Based on a comprehensive analysis of relevant literature, it can be concluded that while Open Senior High Schools (SMA Terbuka) have significant potential to expand access to education, their implementation faces various challenges that require serious attention. These challenges are not only infrastructural and geographical, but also rooted in social, economic, and cultural dimensions that influence students' ability to participate and succeed (Naidoo & Singh-Pillay, 2024). Therefore, a multidimensional approach is needed that focuses not only on providing learning facilities but also on strengthening students' social, economic, cultural, and technological capital so they can optimize their learning experience (Pettalongi et al., 2024) and (Ajuebor et al., 2020).

It is important to remember that without adequate support to offset this capital imbalance, efforts to increase educational accessibility through Open High Schools will remain mere idealism, failing to achieve the goal of true educational inclusivity (Martono et al., 2012) (Jones et al., 2016). Expanding access should be balanced with strategies that consciously seek to reduce symbolic violence and cultural hegemony that may occur in the educational process, as expressed by Bourdieu (Damsar, 2012) (Martono et al., 2012). This approach must explicitly acknowledge and address disparities in students' initial capital, especially in the context of increasingly massive educational digitalization, so that equal participation can be realized (Huang et al., 2023) (Pürbudak et al., 2022).

Furthermore, the role of the government and other stakeholders is relatively urgent in developing policies that support equitable access to digital infrastructure, digital literacy training, and the development of educational content relevant to students' diverse cultural backgrounds. Investment in technological infrastructure and the development of an adaptive and inclusive curriculum are concrete steps to ensure that Open High Schools (SMA Terbuka) can truly serve as a bridge to equitable educational opportunities for all (Mali et al., 2023) and (Triwiyanto et al., 2024).

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