

THE DYNAMICS OF LEARNING DIFFICULTIES AMONG ELEMENTARY SCHOOL CHILDREN IN PALM OIL PLANTATION AREAS: A CASE STUDY OF THE SOCIAL ENVIRONMENT AND LEARNING MOTIVATION IN SUMBER AGUNG VILLAGE

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ABSTRACT

Children's education in plantation areas often faces unique systemic and social challenges. This study aims to analyze the dynamics of learning difficulties among elementary school students in oil palm plantation areas, with a particular focus on the social environment and learning motivation in Sumber Agung Village. This study used a qualitative approach with a case study design. This research was conducted in Sumber Agung Village, Long Mesangat District, East Kutai Regency. The number of participants included 18 students, 12 parents, and 6 teachers at SDN 007 Long Mesangat. Data collection techniques included interviews with students, parents, and teachers, as well as field observations and documentation. The results of the study showed that the social environment, such as plantation workers and limited educational facilities, significantly influenced students' perceptions of formal education. Low learning motivation was caused by a lack of academic supervision at home and a dominant mindset that manual labor was the main economic route. Furthermore, the physical distance between plantation housing and schools contributed to student fatigue. The study concluded that learning difficulties in Sumber Agung Village were not simply pedagogical issues, but stemmed from the socio-economic structure of the plantation environment. Integrated interventions from the government and plantation companies were needed to improve educational support systems and parental involvement.

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INTRODUCTION

Basic education plays a strategic role as the primary foundation for shaping the character, knowledge, and basic skills of a nation's human resources. Equitable access to and quality of educational services are essential prerequisites for every citizen to fully develop their potential and actively participate in national development. However, the reality on the ground shows that educational equity remains a major challenge, particularly in remote,

underdeveloped, and outlying areas, including oil palm plantation regions scattered across various parts of Indonesia (Iqbal, 2020) (Pradana, 2022). These regions often face obstacles in the form of great geographical distances, limited infrastructure, and socio-economic conditions that are distinct from those typically found in urban or rural areas.

Indonesia is known as one of the world's largest producers of palm oil, where these plantations not only serve as the main drivers of the local economy but also shape a unique social and cultural ecosystem for the communities living within them. The plantation environment creates a way of life oriented toward the agricultural and industrial sectors, which directly and indirectly influences the community's perceptions and priorities regarding their children's education (Iqbal, 2021) (Suryani & Wijaya, 2023). In this context, formal education is often viewed not as a primary need, but as a secondary matter that is less urgent compared to meeting the family's economic needs. Geographical (Hidayat, 2024) (Iqbal, 2022).

Theoretically, the success of students' learning process is largely determined by the conditions of the environment in which they grow and develop. Slameto (2015) explains that a good learning environment is one that provides a sense of comfort and calm and supports students' ability to concentrate, encompassing the family, school, and community environments. This aligns with Birsyada (2015) perspective, which emphasizes that education must be developed based on the social realities of the community, as the social and cultural environment is a crucial element in shaping students' character, mindset, and educational awareness. If the social environment does not support educational values, children's motivation to learn and their future orientation will be negatively affected.

In addition to environmental factors, learning motivation is also a key determinant of educational success. According to Uno (2021), learning motivation is the drive—whether originating from within or outside the student—that prompts an individual to engage in learning activities. From a constructivist perspective, the experiences students gain from their social environment become integrated into the foundation of their knowledge and understanding; thus, life experiences in a plantation environment automatically shape students' perspectives on whether education is important for themselves or not (Birsyada, 2014) (Fauzi, 2021).

The current situation in Sumber Agung Village, Long Mesangat Subdistrict, provides a clear picture of the social and environmental impact of plantations on education. Based on initial observations, a phenomenon has been identified in which elementary school students in the area tend to exhibit signs of learning difficulties, such as getting bored easily, lacking focus, and showing little enthusiasm during lessons. This phenomenon did not arise out of nowhere; rather, it is closely linked to the social and economic structure of the local community. Most parents work as plantation laborers with long and demanding work hours, leaving very limited time available to guide, supervise, and assist their children with homework at home. This situation leads to a lack of supervision that directly correlates with a decline in students' academic performance (Ramadhan & Putri, 2023) (Lestari, 2021). Furthermore, a mindset or cultural norm has emerged within the community that views manual labor on plantations as offering a more secure future compared to pursuing a lengthy and costly education, which ultimately makes children reluctant to study and lacking in high academic ambition.

In addition to internal family factors, external barriers such as limited educational facilities and geographical obstacles also pose serious challenges. Students in this region must travel considerable distances from their homes to school, resulting in physical exhaustion that affects their concentration and cognitive function in the classroom (Utami, 2022). Compounded by a scarcity of learning resources, a lack of supporting facilities, and the absence of adequate educational technology, these conditions create a widening educational gap between students in plantation areas and national educational standards (Mulyani, 2024). These various conditions make it clear that the learning difficulties experienced by students in Sumber Agung Village are not merely a matter of individual intellectual ability, but rather a systemic problem rooted in the social and cultural dynamics of the local community.

Numerous previous studies have extensively addressed the issue of learning difficulties and the influence of the social environment on education. The studies by Lestari (2021), Ramadhan & Putri (2023), and Iqbal (2020) generally highlight that family economic factors, a lack of parental attention, and limited facilities are the primary causes of low student achievement in rural areas. These studies have also demonstrated that learning motivation is a key variable linking environmental conditions to students' academic outcomes. Furthermore, qualitative approaches

are frequently employed in educational research to gain a deeper understanding of the social issues affecting the field of education.

Although numerous studies have been conducted, there remains a research gap that needs to be addressed. Most previous studies have been conducted primarily in general rural settings or suburban areas, and have focused their analysis on either student-related factors or school-related factors in isolation. Research specifically examining educational dynamics in oil palm plantation areas with highly specific socioeconomic and cultural characteristics remains limited, particularly in the Long Mesangat subdistrict. This study differs from previous research because it focuses in depth on the unique relationship between parents' work as plantation laborers, a community culture oriented toward an agrarian economy, and the direct impact of these factors on the learning habits and motivation of elementary school students. Unlike previous studies, which tended to view educational issues separately from the surrounding industrial context, this study positions the oil palm plantation ecosystem as the primary variable shaping the educational patterns of the children within it (Tanaka & Santoso, 2025).

The novelty of the research lies in the findings of the strategy to provide a comprehensive and in-depth picture of the root causes of learning difficulties that occur in Sumber Agung Village. Given the current reality that educational issues in this region are closely intertwined with the community's social, cultural, and economic factors, this study is necessary to formulate targeted interventions that are appropriate to the local context. Without a deep understanding of how the plantation environment shapes children's perceptions and learning behaviors, the educational policies implemented risk being ineffective and unsustainable (Iqbal, 2022).

Through the above study, the researcher formulated the research title, namely "Dynamics of Learning Difficulties in Elementary School Children in Oil Palm Plantation Areas: A Case Study of Social Environment and Learning Motivation in Sumber Agung Village". The purpose of the research is to provide analytical results related to the case study of the social environment and learning motivation in Sumber Agung Village in terms of the dynamics of learning difficulties in elementary school children in oil palm plantation areas. The results of this study are expected to serve as a foundation for schools, local governments, plantation companies, and the community to design educational strategies that not only focus on academic aspects but also consider socio-cultural aspects so that students in oil palm plantation areas can receive equitable and quality education.

RESEARCH METHODOLOGY

This study employs a qualitative research method using a case study approach Creswell (2018) to gain a comprehensive understanding of learning difficulties in the context of oil palm plantations. The qualitative approach was chosen because it allows the researcher to explore complex social phenomena as well as students' subjective experiences, where the researcher seeks to understand the meanings constructed by individuals or groups regarding social or humanitarian issues occurring in the research setting.

Research Location and Time

This study was conducted in Sumber Agung Village, Long Mesangat Subdistrict, East Kutai Regency. The village was established through a transmigration program in 1998 and has a highly diverse population, consisting of Javanese, Timorese, Lombokese, and other ethnic groups. Geographically, the village borders other villages and covers an area of 1,471 hectares. As of December 2025, the population stood at 757 people, comprising 245 households, with the majority earning a living as oil palm plantation workers (Profile of Sumber Agung Village). This data was also obtained from an interview with the head of Sumber Agung Village, Mr. Riduwansyah, S.E., on Tuesday, May 5, 2026. When asked what percentage of the community relies on work as oil palm laborers, Mr. Riduwansyah, S.E., stated that:

"The majority of parents in Sumber Agung Village earn their living as palm oil workers, and this significantly limits the amount of supervision and interaction between children and their parents."

(Interview with the Head of Sumber Agung Village, May 5, 2026)

This location was specifically chosen because it represents a distinctive agro-industrial community, where the industrial environment significantly influences the local educational climate. The research was conducted over a

three-month period, from March to May 2026. This timeframe was divided into three phases: an initial survey and site observation in the first month, intensive data collection in the second month, and data triangulation and analysis in the third month. This period was chosen to ensure that observations spanned a single mid-semester academic cycle so that a consistent picture of students' motivations and learning difficulties could be obtained.

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The research was conducted over a 3-month period, from March to May 2026. This timeframe is divided into three phases: initial surveys and site observations in the first month, intensive data collection in the second month, and data triangulation and analysis in the third month. This period was chosen to ensure that observations spanned a single mid-semester academic cycle so that a consistent picture of students' motivation and learning difficulties could be observed.

Data Sources and Sampling Methods

The selection of informants was carried out using purposive sampling, namely selecting participants who were considered to have the best understanding of the phenomenon of learning difficulties being studied. The criteria for the main informants of the study were (1) elementary school students who experienced learning difficulties (based on academic grades, teacher recommendations, or school observations); (2) students who lived in the oil palm plantation environment of Sumber Agung Village; and (3) students who were willing to participate in interviews and obtained permission from their parents. Furthermore, the criteria for supporting informants were (1) parents of students, especially those who worked in the oil palm plantation sector; (2) class teachers or subject teachers who understood the academic development of students; and (3) several school officials who knew the educational conditions and learning environment of students. Informants were selected because they had direct experience related to social environmental factors, family conditions, learning motivation, and obstacles experienced by students in the learning process.

In qualitative research, the number of informants is not determined based on statistical calculations, but rather based on information richness and data saturation. The participants consisted of, (1) 18 elementary school students from various grades who were identified as having academic difficulties, (2) 12 parents of students who work as oil palm plantation laborers, (3) 6 teachers assigned to SDN 007 Long Mesangat. The reason for determining this number is to be able to provide a variety of experiences regarding learning difficulties, reviewing comparative perspectives between students, families and schools.

Data Collection Methods

Data collection was conducted through interviews, primarily to explore parents' perceptions of education, teachers' views on learning conditions, and students' experiences and motivations. The interviews were conducted in-depth and openly to gather as much information as possible. The stages of the interview were preparation, conducting the interview, and documenting and transcribing it. First, the preparation stage involved developing an interview guide, including information on learning barriers, student motivation, family support for learning, and the students' social environment. The preparation stage also involved seeking permission from the school, parents, and informants. Second, the interview stage involved explaining the research objectives to informants, requesting permission to record and record the interview results, and conducting the interview face-to-face. Third, the documentation and transcription stage involved transcribing verbatim transcripts.

The next data collection technique was through observation and documentation. The observation stage is a technique used in non-participant structured observation, where the researcher acts as an observer without being directly involved in student activities. Observations were conducted in two main locations: the school environment (observing the learning process, concentration, and student activity) and the family/plantation housing environment (observing the physical condition of the house, learning facilities, and social interactions). Documentation activities were carried out by collecting supporting data in the form of activity photos, field notes, and relevant school documents.

Data Analysis Techniques and Validity

Data analysis followed the interactive model proposed by Miles et al. (2022) which consists of three concurrent processes: data condensation, data presentation, and conclusion drawing or verification. Data collected in the field were categorized and simplified, then presented in the form of descriptive narratives to facilitate the drawing of conclusions. Data saturation was reached when interviews with additional informants only confirmed previous findings, such as low support for home learning, limited learning facilities, and declining student motivation. Researchers ensured data saturation by conducting interviews in stages, analyzing data from the beginning of data collection, and stopping additional informants when answers began to repeat and did not yield new categories or themes.

To ensure the validity and reliability of the data, the researcher employed source triangulation and methodological triangulation. Source triangulation was conducted by cross-checking information obtained from students, parents, and teachers. Meanwhile, methodological triangulation involved comparing results from interviews, observations, and documentation. The analysis specifically mapped socioeconomic variables against students' psychological readiness to learn, to ensure the findings reflect the actual dynamics of the plantation community.

RESULTS AND DISCUSSION

Learning Difficulties of Elementary School Students in the Oil Palm Plantation Area of Sumber Agung Village

The research results indicate that the learning difficulties experienced by elementary school students in the oil palm plantation area of Sumber Agung Village are influenced by various interrelated factors, namely social environment, family conditions, limited learning facilities, and low student motivation. These findings indicate that learning difficulties are not solely caused by students' academic abilities, but also by the environmental conditions in which they grow and develop. Based on interviews and observations, most students experience difficulties understanding course material, completing schoolwork, maintaining concentration, and managing study time at home. These conditions indicate that the learning difficulties experienced by students are the result of an interaction between internal and external factors.

These findings align with the theory put forward by Slameto (2015), which states that learning difficulties are influenced by internal factors, such as motivation, interests, and psychological conditions of students, as well as external factors including family, school, and community. In this study, external factors appear to be more dominant because most students face limited learning support at home and an environment that is less conducive to academic activities.

Furthermore, Bronfenbrenner's Developmental Ecology theory explains that child development is influenced by various interacting environmental systems, particularly family, school, and community. The research results show that the oil palm plantation environment shapes community lifestyles that indirectly impact students' learning activities. Parents who work long hours have limited time to accompany their children's learning, resulting in less than optimal learning at home.

The implications of this research can be viewed from a theoretical perspective, strengthening the theory that learning difficulties are a multidimensional phenomenon influenced by internal and external factors. The research findings also support the theories of Bronfenbrenner and Vygotsky, which emphasize the importance of the social environment in children's development and learning success. Furthermore, this research enriches the study of learning difficulties in the context of plantation communities, which is still relatively limited in primary education research.

Student Learning Difficulties in School

Based on observations conducted during classroom instruction, it was found that most students exhibited low levels of attention and concentration. Some students appeared to pay little attention to the teacher's explanations, talked with their classmates, and often daydreamed or engaged in other activities while the material was being presented. Students appeared passive and rarely asked questions or responded to the teacher's questions.

The observations also indicated that student enthusiasm for completing assignments was relatively low. Many students failed to finish the assigned tasks or completed them carelessly. Students also appeared to get bored and

restless easily when lessons lasted too long. This aligns with Syah (2019), which states that learning difficulties are not only caused by students' low intellectual ability but are also influenced by external factors such as family environment, socioeconomic conditions, and an unsupportive learning atmosphere, all of which lead to low concentration.

This data is supported by the results of interviews with students at SDN 007 Long Mesangat, all of whom made similar statements, stating that:

"Learning in class feels boring, and we'd rather play. It's the same at home—when we get back from school, we just change our clothes and go straight to playing because no one's home. Besides playing with friends, we play video games together and go fishing so we can eat fish, and we have to help our parents work in the garden and gather grass for the livestock."

(Interviews with Students at SDN 007 Long Mesangat, April 18 and 20, 2026)

This situation was also confirmed by interviews with teachers at SDN 007 Long Mesangat—comprising six classroom teachers and two subject teachers—who stated the following:

"The classroom environment is not conducive to learning, so learning objectives are often not met. Support from parents is also very limited; for example, when homework is assigned, many students do not complete it even though it was announced in the school group chat."

Based on this data, it is evident that low student participation and concentration are indicators of low interest and motivation to learn. Students have not yet been able to recognize the importance of learning activities, so their attention is easily diverted by other things they find more interesting, such as chatting or playing. The research results show that some students have low learning motivation. This is evident in their lack of enthusiasm for assignments, low desire for independent learning, and lack of persistence in the face of academic difficulties. These findings align with Uno (2021), theory of learning motivation, which states that motivation is an internal and external drive that fosters enthusiasm and persistence in learning. Students with high motivation tend to be more active in seeking solutions when experiencing learning difficulties, while those with low motivation tend to give up easily.

Furthermore, Self-Determination Theory (Deci and Ryan) explains that learning motivation develops when individuals receive support, recognition, and opportunities to develop their competencies. In the context of this research, limited learning support from the family and community environment results in students' learning motivation not developing optimally. These findings indicate that learning motivation is not solely an individual issue but is also related to the social conditions surrounding students. Therefore, improving learning motivation needs to be achieved through collaboration between families, schools, and the community.

The implications of this research for schools include the need to develop learning assistance programs for students experiencing academic difficulties, such as:

1. After-school tutoring programs.
2. Regular remedial classes.
3. Strengthening communication between teachers and parents.
4. Providing learning motivation through engaging and contextual activities.

The Role of Parents and the Family Environment

Observations and interviews conducted within the family environment reveal that most of the students' parents work as laborers on oil palm plantations, with long working hours that extend from morning until evening. These working conditions mean that the time available for interacting with, guiding, and supervising their children at home is extremely limited.

Several parents have expressed similar concerns, stating that the challenges they face are the same:

"We come home from work in the afternoon, and by evening we're already exhausted from working all day. So we leave it entirely up to the school to guide our children. If we didn't work, we wouldn't be able to eat or pay for our children's education."



(Interview with Parents of Students at SDN 007 Divisi 02 PT.CDM , May 05 2026)

This statement highlights the limited support available and the misconception held by some parents that the responsibility for education lies entirely with the school. In fact, Dalyono (2017) emphasizes that parents bear the primary responsibility for supporting their children's education at home. A lack of attention, supervision, and academic support from parents can lead to children lacking discipline in their studies and facing obstacles in their academic development.

In addition to time and attention, the condition of learning facilities at home is also reported to be very poor. Observations show that most students' homes lack a dedicated study space, do not have adequate desks, and have few books or supplementary learning materials. The home environment tends to be uncondusive due to a noisy or crowded atmosphere, making it difficult for children to find a quiet place to concentrate. As a result, after school, children prefer to spend their time playing with friends or helping their parents, since there are no activities or resources at home that encourage them to study.

The study found that some parents have limited time to accompany their children's learning due to the demands of their work in the palm oil plantation sector. Furthermore, some parents have relatively low levels of education, making it difficult to help their children understand the material. These findings align with Hasbullah's (2017) opinion, which states that the family is the first and primary educational environment for children. Parents play a crucial role in shaping learning habits, providing motivation, and creating a conducive learning environment.

The lack of learning support forces students to study independently without adequate guidance. Consequently, when they encounter difficulties understanding the material, they tend to let the problem persist, impacting their academic achievement. These findings also reinforce previous studies showing that parental involvement is positively related to student academic success. The greater the parental involvement, the better the child's learning development.

The implications of this study for parents are the need to increase their involvement in their children's education, despite limited time due to work. This involvement can be achieved through:

1. Monitoring children's learning activities daily.
2. Providing moral support and motivation.
3. Setting aside specific time to discuss school activities.

The Influence of the Social Environment of Plantations on Learning Motivation

Slameto (2015) states that a good learning environment is one that provides comfort, safety, and support for students to concentrate. Family support, parental attention, and a conducive learning atmosphere are important factors in improving students' learning success. In the context of Desa Sumber Agung, such an environment has not been fully established. The social environment formed around the plantation area has instead become a challenge for

children's educational development, where students are trapped in a cycle of learning difficulties rooted in the socio-economic conditions of their families and the cultural perceptions of the local community.

Research findings indicate that the social environment in Sumber Agung Village significantly influences students' learning difficulties. Some students spend more time playing with peers than studying. Furthermore, the learning culture in the surrounding community is still relatively low, so learning activities have not yet become a strong habit in daily life. These findings align with Vygotsky's theory, which asserts that children's cognitive development is strongly influenced by social interaction. A supportive social environment will help children gain a better learning experience. Conversely, if the social environment lacks academic stimulation, the development of children's learning abilities can also be hampered.

The results also support previous research showing that the social environment has a significant relationship with student achievement. A less conducive environment can reduce students' opportunities to receive learning support, both from peers and the surrounding community. This condition is important to consider because the social environment is a factor external to the student but has a significant influence on the formation of learning habits. If the social environment is not supportive, various programs to improve the quality of education in schools will struggle to achieve optimal results.

This study presents policy implications that demonstrate the need for community empowerment programs that support children's education in oil palm plantation areas. These programs could include parenting education, improving family literacy, providing community learning facilities, and strengthening collaboration between schools, families, and the surrounding community. Furthermore, the government could develop learning assistance programs for students from families with limited time and resources. Policies focused on strengthening the socio-educational environment are expected to reduce learning difficulties and improve the quality of education in oil palm plantation areas.

Review of Learning Difficulties Studies on Geographic Factors

Geographical factors are important to study because educational success is determined not only by individual student abilities but also by the environmental conditions in which they live. Discussions about learning difficulties have often focused on academic, psychological, or family aspects, while geographical factors have received little attention. Yet, in plantation areas, rural areas, and remote areas, geography often presents a significant barrier that directly impacts access to education. The social environment in the oil palm plantation area of Sumber Agung Village has shaped a mindset and customs among the community that are deeply rooted in agrarian life. Economic realities have made work on the plantations the sole means of livelihood, leading to a widespread perception that manual labor offers a more secure future than higher education, which is costly and time-consuming.

This condition is unconsciously transferred to children. Children grow and develop in an environment where they more often observe physical work activities than intellectual activities. Their social interactions are more frequently filled with invitations to play or help their parents with work rather than invitations to read or study. This is in line with the opinion of Birsyada (2015), who explains that education should be developed based on the social realities of society, because the social and cultural environment is an important part of shaping students' character, mindset, and educational awareness.

Data analysis shows that students' low learning motivation is the cumulative impact of various factors. Geographical factors require students to travel long distances to school, causing fatigue, with the distance traveled being approximately more than 2 kilometers, while the road access is still unpaved dirt roads. Economic factors make parents busy working and unable to provide adequate learning facilities, while cultural factors contribute to the perception that education is not a top priority. These three factors interact and reinforce one another.

The research findings indicate that geographic factors are a major contributor to learning difficulties among elementary school students in the oil palm plantation area of Sumber Agung Village. These geographical conditions, characterized by relatively long distances from home to school, inadequate road access, limited transportation, and weather conditions that impact student mobility, contribute to suboptimal learning. These impacts include students

frequently arriving late to school, experiencing fatigue during lessons, lacking focus on the material, and having limited study time at home.

These findings align with the theory proposed by Slameto (2015), which states that learning difficulties are influenced by both internal and external factors. Geographical factors are among the external factors originating from the student's environment. An unsupportive environment will hinder the learning process and the achievement of learning outcomes. In the context of this research, the geographical conditions of the oil palm plantation area constitute an external environment that influences students' readiness and ability to participate in learning. Furthermore, the research findings support Syah's (2017) argument that both the social and physical environments contribute to student learning success. A difficult-to-reach physical environment can reduce students' opportunities to achieve optimal learning experiences. When students have to undertake long and tiring daily journeys, their energy and concentration, which should be used for learning, are actually reduced due to physical exhaustion.

The findings of this study also align with Dalyono (2017) theory, which states that the condition of the residential environment can influence children's learning activities. Remote environments and minimal educational facilities often lead to low learning motivation and limited access to learning resources. In the oil palm plantation area of Sumber Agung Village, students face not only transportation barriers but also limited access to libraries, tutoring centers, and other educational support facilities.

The implications of this research are that greater attention is needed to address educational access in oil palm plantation areas through the implementation of several policies by local governments. Policies that take geographical conditions into account are expected to reduce learning barriers experienced by students, thereby creating equal opportunities for quality education. Thus, students living in oil palm plantation areas have the same opportunities to achieve optimal academic achievement as students in other areas.

CONCLUSION

Based on the results of the research and discussion regarding the dynamics of learning difficulties experienced by elementary school students in the oil palm plantation area of Desa Sumber Agung, Kecamatan Long Mesangat, several conclusions can be drawn as follows: Students experience learning difficulties reflected in low concentration, lack of classroom participation, frequent feelings of boredom, and low responsibility in completing academic tasks. This condition is caused by low learning motivation that has been formed from the home environment.

The role of parents in supporting their children's education is still very limited because the majority work as plantation laborers with long working hours, resulting in minimal time for guidance and assistance. In addition, some members of the community tend to place full responsibility for education on the school, while economic limitations hinder families from providing adequate learning facilities at home. The social and cultural environment of the community in the plantation area has a significant influence on perceptions of education. A mindset that places physical labor as the main priority, along with the lack of a literacy culture in the surrounding environment, causes students to prefer playing or helping their parents rather than engaging in learning activities.

The learning difficulties experienced by students are not merely individual problems, but systemic issues resulting from the accumulation of social, economic, and cultural factors. These three factors are interconnected and create an educational climate that is less supportive of the development of students' potential. Practical implications include local governments, schools, and plantation companies working together to provide adequate learning facilities, develop community literacy programs, organize community-based learning mentoring, and increase student access to learning resources and educational technology. Therefore, addressing student learning difficulties in oil palm plantation areas is not solely the responsibility of schools but requires the involvement of all parties to create an environment that optimally supports students' academic development and future.

Closing

This study shows that education in oil palm plantation areas has unique characteristics and challenges. Efforts to improve the quality of education in these areas cannot rely solely on interventions within the school environment, but must also involve approaches that address the social and cultural aspects of the community. Close collaboration is

needed among schools, parents, local governments, and plantation companies to create a more conducive educational ecosystem.

The involvement of plantation companies in supporting educational facilities and employee welfare, as well as community outreach programs regarding the importance of long-term education, are strategic steps that need to be implemented. It is hoped that, through a deeper understanding of these dynamics, students in oil palm plantation areas will gain equal access to quality education, enabling them to break the cycle of poverty and improve the community's standard of living in the future.

The researcher realizes that this study still has limitations in terms of scope. Therefore, future researchers are encouraged to further develop this study by involving more locations or using mixed-method approaches to obtain a broader understanding of educational conditions in agro-industrial areas in Indonesia.

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