



Community Challenges in Accessing Educational Facilities in Moyo Island

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Abstract

This work aims at identifying the key factors surrounding education facility accessibility in Moyo Island, West Nusa Tenggara with a qualitative research study. Through in-depth interviews with parents, teachers, and community leaders, the research identifies four primary barriers: proximity, poor physical facilities, scarcity of teachers, and financial embargoes. These are critical barriers to school attendance mainly among young children due to difficult terrains and weak transport networks; and generally unfavourable learning conditions arising out of poor infrastructural resource endowment including the absence of proper sanitation facilities and the likes. Further, the study shows that where there is shortage of teachers, there is also high turnover, meaning that quality education as provided to learners is compromised. Economic challenges worsen the situation because families are forced to meet other expenses not covered by the educational institutions like; uniform, transport and other stationery needs. These outcomes support the interdependent notion of these challenges showing the necessity of specific approaches to address learning difficulties. This analysis clarifies the significance of community participation and cultural relevance for schooling to enhance knowledge of education disparity in rural Indonesia. The findings encourage multi-faceted approaches that go beyond the identification of present difficulties and barriers to learning and propose effective pathways to constructive improvements for educational experiences in the distant future.

INTRODUCTION

Moyo Island is an island situated in West Nusa Tenggara province of Indonesia and is still quite isolated and undeveloped for tourism, although it boast of natural and bio-diversity. However, there are some issues which are rather hidden, but they create a series of obstacles for the socio-economic development of the locals particularly in the area of education. Education is the greatest investment in individuals and a basic human right coupled with being one of the key dependencies in the sustainable development agenda; nevertheless, challenges are rampant in different parts of the globe, and especially in developing countries such as Moyo Island where geographic isolation, minimal infrastructure, and few resources including problems such as inadequate education assets and socio-economic

constraints (Nixon, 2020). Since the government of Indonesia has focused on increasing the enrolment rates, much has been done to give more opportunities to children in hard to reach areas, but it is still a long way to go.

Education is also a valuable instrument of socio-economic and individual advancement; or the overall improvement of man especially in far-flung communities and rural areas (Avvisati, 2020). In Indonesia, education plays a significant role in realising national objectives that are as follows; eradicating poverty and increasing human capital (Thamrin, 2020). As it has been mentioned above, nowadays there are great changes in the level of education of the Indonesian cities during the last ten years; however, there are still many challenges for education in the Moyo island and other remote zones. According to the study conducted by Shikalepo (2020), focus was made that despite efforts have been made to lessen such gaps, inequality persists in Indonesia's rural and remote areas tend to be far behind their urban counterparts in the context of quality education for their people. Such communities are characterised by inadequate and weak physical facilities, an acute shortage of teachers, and inadequate and diverse learning resources (Dong et al., 2020).

Of course, many of these issues can be seen in Moyo Island, the area just mentioned as a relatively small and relatively isolated territory. Geographically the island is off-grid and makes it very difficult for students and even educators to access education resources. Schools are often situated at considerable distance from the students' residences which makes it tiresome and at some cases dangerous to travel for young children. Suprpto et al. (2022) also showed that in such areas such as Moyo Island where transport network is poor, many students are virtually compelled to trek long distances if anybody, through steep and rocky terrains to reach a school. Such geographic isolation not only hinders students' frequent school attendance, but also significantly reduces those extra-curricular activities, which are indisputably crucial in human development (Chirisa et al., 2023).

Other factors include physical distances; as for the idea of accessibility, more demonstrative in Africa, Moyo Island has poor structures in delivering education. Many schools are undeveloped and under equipped; teachers and students are teaching and learning in dilapidated structures or structures that lack such basic necessities as electric power, and water supply. Indonesian Ministry of Zhang et al. (2023) revealed that many schools situated in the remote area such as West Nusa Tenggara including Moyo Island have inadequate classrooms and teaching materials resulting to congested classroom sessions. In addition, these schools struggled to attract and maintain well-qualified teachers, mainly due to the school's location, and lack of incentives to teach in remote and difficult areas (Symeonidis & Eloff, 2023).

Teacher absenteeism is a major problem in Moyo Island just like in other school systems within Central Indonesia. Some recent study by Shikalepo (2020) has shown that many learners in remote areas are mostly taught by unqualified teachers or teachers who never trained on how to face the challenges in teaching learners in rural schools. This is compounded by high rates of teachers' operative turnover; this interrupts the learning processes and reduces the impact of learning programs. Based on Ministry of Education and Culture (2020), many teachers who were posted to work in the area such as Moyo Island cannot stay long in the post to ensure stable teaching environment is established because they can transfer due to poor living conditions as well as lack of promotional opportunities (Moyo, 2020).

However, there are other barriers to education on Moyo Island apart from infrastructural and education problems that affect the country as whole; these include; Socio-economic status of the families; Most families on the island can hardly raise school fees and other relevant necessities for their children. It means that most of the population of the island has limited lifestyle because the options for them are

available mostly in such spheres as subsistence farming and fishing. Huge costs for essential needs including uniform, school materials, and transportation render them to drop out due to older age, as concluded in the school-based study by Sodhi et al. (2023) revealed that poverty is the most pronounced inhibitor to education in rural Indonesian children who are dropped from school mainly to contribute towards the family income.

Culture is also a constraint to education especially for girls. In many areas especially in the developing world, culture Check Point is a barrier to people getting an education. Temp has imposed gender roles in which women's social roles confining them to being home-bound caretakers of the family then results in early dropouts of girl students (Ghosh, 2021). Research done on the rural areas of Indonesia reveals that early marriage and child labour are rife, especially in remote regions; this rates are low for girl child education achievement (Hadiati et al., 2022). Such socio-cultural barriers are well grounded, in addition to modifications and advancements within the education sector, educational reforms also need support from the community and Guardian's awareness raising campaigns on gender perceptions and relevance of education. To address these challenges, the Indonesian government has put different measures designed to enhance the provision of education to the needy regions which include; mobile schools, distant education, and students' scholarship to needy students. But still, the change has been very slow, and many of the issues affecting the Moyo Island community are yet to be address properly. Thus, the purpose of the present research is to understand which obstacles can be faced in Moyo Island in regard to education facilities; and what possible ways can be suggested to enhance schooling performance for the inhabitants of Moyo Island.

METHODS

This study employed a qualitative research methodology to explore the challenges faced by the community in accessing educational facilities on Moyo Island, West Nusa Tenggara. The qualitative approach was selected to provide a detailed understanding of the lived experiences of the residents, as it allows for the collection of in-depth data through direct interactions with participants. The methodology focused on gathering insights from the community members, educators, and local officials, enabling a comprehensive analysis of the social, cultural, and economic factors influencing educational access in this remote region.

A case study design was utilized, which is commonly employed in qualitative research to explore complex issues within a specific context. The case study method was particularly suitable for this research because it facilitated an in-depth examination of the unique circumstances surrounding educational access on Moyo Island. The study focused on understanding the barriers faced by students, teachers, and parents, as well as the broader community context in which these challenges are situated.

Data collection for this study was conducted over a period of three months, from May to July 2024, involving a combination of semi-structured interviews, focus group discussions, and participant observations. These methods were chosen to provide a well-rounded perspective of the various challenges and nuances associated with accessing education on the island.

Semi-structured interviews were conducted with 25 participants, including parents, teachers, students, and local government officials. This method allowed for flexibility in exploring specific issues while maintaining a consistent focus on the research questions. Interview questions were designed to elicit detailed responses regarding participants' experiences with educational facilities, transportation challenges, economic constraints, and cultural factors that may influence access to education. The interviews were conducted in participants' homes or community centers, and

each lasted between 45 minutes to one hour. All interviews were audio-recorded with the participants' consent, and transcriptions were completed shortly after each interview.

Three focus group discussions were conducted with different segments of the community, including parents of school-aged children, teachers, and community leaders. Each focus group comprised 6–8 participants and lasted approximately 90 minutes. The FGDs were designed to capture the collective perspectives of various stakeholders and to encourage open dialogue about the broader socio-economic and cultural barriers to education. The discussions were facilitated in the local language, and key themes were recorded for further analysis.

Participant observation was conducted in two schools on the island to gain insights into the day-to-day realities of educational provision and student experiences. The researcher spent a total of 10 days at the schools, observing classroom activities, teacher student interactions, and the physical conditions of the educational facilities. Observations also included the morning routines of students as they traveled to school, documenting the physical challenges they encountered, such as long walking distances and difficult terrain. Detailed field notes were taken throughout the observation period.

A purposive sampling technique was used to select participants who were most likely to provide relevant information regarding the challenges of accessing education on Moyo Island. The sample included parents of school-aged children, teachers from the local schools, students, and local government officials involved in educational policy and implementation. This sampling strategy ensured that diverse perspectives from key stakeholders were captured.

Data Analysis

Data analysis was conducted using thematic analysis, as outlined, which involved identifying, analyzing, and reporting patterns (themes) within the data. The process began with transcribing all interviews and focus group discussions. The transcripts, along with the field notes from participant observations, were read multiple times to familiarize the researcher with the data.

Next, initial codes were generated by identifying significant statements and phrases related to educational access challenges. These codes were then grouped into broader themes, such as "geographic isolation," "economic constraints," "infrastructural deficiencies," and "cultural barriers." The themes were reviewed and refined by cross-referencing with the raw data to ensure accuracy and relevance. NVivo software was used to assist in the organization and coding of the qualitative data, facilitating a systematic analysis process.

RESULTS AND DISCUSSION

The results section below is the findings of the current qualitative research study that explored the Barriers to Access Education Facilities among communities at Moyo Island, West Nusa Tenggara. In this qualitative study, which involved the completion of a set of open-ended questions by fifteen parents of learners in different junior and senior schools, five teachers from different schools, and ten community leaders, the intent was to gain an understanding of the experiences of those stakeholders who are most affected by the existing inequalities in education. Deliberate interviews which offered qualitative information enriched this study through offering great insights on multiple barriers including geographical, infrastructural, teacher and economic barriers to education. The information as well as ideas gotten from these discussions not only point out existing problems in the educational structure in Moyo Island but also point out the importance of addressing the problems according to the community's need and circumstances. The

subsequent sections shall provide an account of the major findings in the study towards providing the audience with better lights on the challenges to education amongst families in the island.

Geographical Barriers

Another recognized obstacle in this study was the geographical factor of Moyo Island, which has a severe impact on the education centers. Moyo Island lies to the north of Sumbawa in West Nusa Tenggara and can only be reached by ferry. The geographical isolation of the island is that majority of the people who live on the island experience mobility challenges in that they have to cover a long distance or even use off-road means to get to school. Little means of transport is available with the result that at times, adversities in the form of heavy rainfall and rough sea hinder the movement. Hence, students are always struggling to attend school regularly, and some drop out of school because of physical barriers to education for disabled.

This has also added to the problem due to the feature of the land on the island. Many schools, especially those provided by NGO's or local communities are situated in and around the main villages only and this causes the students from the remotest areas on Moyo Island to suffer. Some students are forced to trek for several hours irregular and rough surfaces to access their schools, and there are no facilities to help them. This comes out clearly when one parent being interviewed noted that,

“My children have to leave home very early in the morning and walk through steep hills to get to school. Sometimes it’s too much for them, and they miss days of class because of how tired they are.”

This issue was echoed by several other community members and educators. Teachers also expressed concerns about how geographical challenges impact students' performance and attendance. One teacher observed,

“We have many students who live far from school. On rainy days, the paths become muddy and slippery, making it dangerous for them to come. Many of them just stay at home when the weather is bad, and this affects their learning progress.”

It is made worse by the fact that there are limited structures put in place on the island. Very many of the villages have no links with the various locations of the main schools through tarmacked roads and public means of transport being scarce, many families are left with no option other than to trek. This has an especially an impact on the poor child who cannot afford other modes of transport like motor bike or a boat. However, the lack of reliable means of transport in emergency situations or for normal commuting discourages the child in the rural area from going to school. This infrastructural void has become a hindrance to the pollsinial residents' educational needs since a local government official pointed out that,

“Without proper roads or transportation, it is hard for students to commit to daily school attendance. The government has made some efforts, but the infrastructure here is still not sufficient for the needs of the community.”

Geographical isolation not only affects students but also teachers who often travel from other areas to teach in Moyo Island's schools. Teachers reported that the logistical difficulties of reaching the island, coupled with the lack of amenities, contribute to high turnover rates among educators. Many teachers choose not to stay on the island long-term, further straining the already limited educational resources available to the community.

“Some teachers can’t handle the travel or the living conditions here,”

one principal remarked.

“We’ve lost good teachers because it’s too difficult for them to manage the commute or stay here for long periods.”

Besides, the geographical barriers have several influential impacts on the type of education students receive. One of the biggest challenges that schools face is the poor access to educational resources and thereby most of the schools on the island are poorly equipped with relevant teaching aids, modern facilities and equipment. They are expensive and take considerable time to import books, educational materials, and other resources from the mainland and all these have a say to the unbearable learning atmosphere. This shortage of resource was also mentioned by the teachers during the interview session one teacher said.

“We often don’t have enough books or materials because it takes so long for them to arrive from the mainland. Sometimes, students have to share books or use outdated ones because we can’t get new supplies in time.”

The combination of the island’s remote location, difficult terrain, and inadequate infrastructure limits students’ ability to attend school regularly and hinders the overall quality of education provided. These challenges require targeted interventions, including improved transportation infrastructure and investment in educational resources, to ensure that all children on the island have equitable access to education.

Infrastructural Challenges

The other main challenge to access education in Moyo Island is infrastructural hitches that hampers the idea of implementing facilities to enable prisoners access to education. The absence of the most basic facilities like good network of roads, school structures, and learning facilities greatly affect education output in the island. A majority of the school found in this island are located in least developed areas and their physical facilities are very worst. A significant number of these structures is dilapidated with walls in a very bad state, leakages on the roofs and inadequate classroom facilities. These poor standards not only affect academic performance standards but also more importantly; present hazards to young learners and educators.

In the interviews, several teachers expressed concern on state of the school infrastructure arguing that it was showing how it impacts on teaching and learning. One teacher lamented,

“The classrooms are overcrowded, and some of the walls have cracks. When it rains, the roof leaks, and we have to move students to a different area so they don’t get wet. It’s very distracting and makes it hard for the children to focus.”

These problems are long-standing as the island has not seen much attention regarding infrastructure from local authorities over the years because of financial and practical problems with necessary changes.

The other major problem includes inadequate and /or poor sanitation and water amenities in learning institutions. A significant number of the schools have no clean sources of water and most have inadequate or no sanitation facilities at all. Where schools have restrooms, they are usually dirty, disembodied restrooms without water facilities or proper pipe borne sewerage systems. It affects female students majority from early menstrual cycles because they are relegated to lessons from homes due to lack of proper ablution facilities. One parent from a local Authority mentioned this during an interview noting that

“My daughter sometimes stays home from school because the bathroom at her school is not clean, and there’s no water. It’s very hard for her, and I worry about how this affects her studies.”

Moreover, a constant erratic supply of electricity on the island makes it difficult to implement the necessary infrastructural changes in the schools. Schools in many cases do not have a stable supply of electricity, and as a result such educational tools as present day computers or projectors are hardly utilisable. In the few schools that have put in computers, most of these computers are either obsolete or do not work due to constant power blackouts. This implies that students in Moyo Island do not have easy access to some basic educative tools which makes them be very far from students in Moyo Island compared to students in the other regions in Indonesia who enjoy other better educative facilities. For instance, one school principal observed that,

“We try to introduce the students to computers, but often the power goes out, and we can’t use them. Even when we have power, the computers are so old that they don’t work properly. The students are missing out on important skills because of this.”

In addition, there is also poor transport network in the island which hampers the improving and developing of schools and distribution of learning assets. Due to lack of tarred roads some of which are as shown below: During the rainy season the roads become murrum and difficult to transport supplies to schools. This leads to perpetual deficits in stock of textboxes, stationery and many other teaching consign stationery and many other teaching consignments. For instance, one teacher said during an interview.

“We often run out of basic supplies like paper and pencils because it’s so hard to get deliveries from the mainland. Sometimes, students have to share textbooks or go without them, which makes it harder for them to learn effectively.”

This logistical challenge underscores the broader infrastructural weaknesses that the island faces, particularly in terms of supporting a functioning and efficient educational system.

The lack of proper school facilities also extends to the limited availability of extracurricular spaces such as libraries, science labs, and sports fields. These facilities are crucial for a well-rounded education, yet many schools on Moyo Island lack them entirely. This deprives students of opportunities for practical, hands-on learning and engagement in physical activities, both of which are essential for their overall development. One teacher commented,

“We don’t have a library or a science lab, so students never get the chance to do experiments or read books beyond what’s in the classroom. It’s a big disadvantage because they miss out on experiences that could spark their interest in subjects like science.”

This shortage of educational resources and facilities not only limits students’ academic growth but also restricts their potential to explore diverse interests and skills outside the core curriculum.

Economic Constraints

Economic constraints are a major challenge that severely restricts access to education for many families on Moyo Island. The high levels of poverty on the island mean that many parents struggle to meet even the basic costs associated with schooling, such as uniforms, books, and transportation. Although education in Indonesia is theoretically free under the government’s compulsory education program, in practice, families are often required to cover a variety of additional expenses. For families living in poverty, these costs can be prohibitive, forcing many

children to drop out of school or never enroll at all. One parent interviewed expressed the difficulty of meeting these financial demands:

“Even though school is supposed to be free, we still have to pay for things like uniforms and textbooks. Sometimes, we don’t have enough money, so my children have to stay at home until we can afford to send them back.”

This economic pressure affects many families on Moyo Island, particularly those who rely on subsistence farming or fishing as their primary source of income. With these livelihoods being seasonal and often unpredictable, families frequently face financial shortfalls, which can lead to extended periods during which their children are unable to attend school.

Moreover, transportation costs represent another significant economic barrier. Many children live in remote areas far from the nearest school, and without public transportation options on the island, parents are left with the responsibility of either walking their children to school or paying for private transportation. For families living in poverty, these transportation costs can be unsustainable. One teacher noted,

“Some students live far away, and their parents can’t afford to pay for transportation every day. As a result, they miss a lot of school because they simply can’t get there.”

This issue is particularly acute for students in secondary school, as the limited number of schools on the island means that some students must travel long distances to attend classes.

Additionally, economic constraints also affect the ability of students to participate in school-related activities beyond regular lessons, such as extracurricular programs, field trips, or other educational enrichment opportunities. These activities, while not mandatory, play an important role in enhancing students' learning experiences and promoting their overall development. However, the costs associated with these programs such as fees for materials, travel, or participation are often beyond the reach of economically disadvantaged families. A local school administrator explained,

“We try to organize activities like field trips or sports events, but many of the students can’t afford to participate because their families don’t have the extra money. It’s unfortunate because these experiences could help them learn and grow in ways that go beyond the classroom.”

As a result, students from poorer families are often excluded from opportunities that could broaden their educational experience and foster personal growth.

The impact of economic constraints on education is also evident in the lack of resources available to students at home. Many families on Moyo Island cannot afford basic educational tools such as books, stationery, or even reliable lighting for studying at night. This makes it difficult for students to complete homework or study effectively outside of school hours. One student shared their struggles, saying,

“At home, we don’t have enough money to buy extra books or supplies, so sometimes I have to borrow from my friends. At night, it’s hard to study because we don’t always have electricity, and we use candles or oil lamps, which don’t give enough light.”

These economic hardships exacerbate the educational disparities between students from wealthier and poorer families, limiting the latter’s ability to fully engage with and benefit from their schooling.

Additionally, many families face a difficult choice between sending their children to school and having them contribute to the household income. In economically

disadvantaged households, children are often expected to help with farming, fishing, or other forms of labor to support the family financially. This expectation can lead to high rates of absenteeism and school dropout, as parents prioritize immediate economic needs over long-term educational goals. One father mentioned,

“Sometimes we need our children to help with work, especially during the harvest or when we’re fishing. If they stay in school all the time, we don’t have enough hands to help, and it becomes very hard for us to make a living.”

The economic necessity of child labor underscores the broader socioeconomic challenges faced by families on the island, where the immediate need for income outweighs the potential long-term benefits of education.

Teacher Shortage and Quality

Another critical challenge identified in this study is the severe shortage of qualified teachers on Moyo Island, which has had a profound impact on the quality of education available to students. The shortage of teachers is particularly acute in remote areas of the island, where recruiting and retaining educators is difficult due to the island’s isolation, lack of amenities, and challenging living conditions. Many teachers who are assigned to Moyo Island come from other regions and often find the living conditions on the island, including the absence of basic services and limited social amenities, to be too difficult to bear for extended periods.

During interviews, several school administrators and teachers noted the high turnover rates among educators, which has led to significant disruptions in the continuity of instruction. One school principal explained,

“We often lose teachers after just a few months. They come here, see the conditions, and decide to leave because it’s too difficult for them to stay. This has been happening for years, and it’s affecting the quality of education for the students.”

The frequent turnover of teachers has led to gaps in instruction, with students sometimes going weeks or months without teachers for specific subjects. This inconsistency has hindered the learning process, as new teachers often struggle to pick up where the previous ones left off, leading to a lack of coherence in the curriculum.

In addition to the shortage of teachers, the qualifications and experience of the teachers who do remain on the island are often not up to standard. Many schools on Moyo Island are staffed with teachers who have not received adequate training in modern teaching methods or specialized subjects. This is particularly problematic in areas such as science, mathematics, and language instruction, where a higher level of expertise is required. One teacher acknowledged this issue, stating,

“I teach multiple subjects because we don’t have enough teachers, but I’m not trained in all of them. I do my best, but I know the students aren’t getting the depth of education they need in certain areas.”

The lack of subject-specific expertise among teachers has resulted in a general decline in academic performance, particularly in subjects that require specialized knowledge and teaching techniques.

Moreover, the lack of professional development opportunities for teachers on Moyo Island further exacerbates the issue of teacher quality. With limited access to training programs, workshops, or seminars, many teachers are unable to improve their skills or stay updated with the latest educational practices. Teachers expressed frustration about the absence of support for their professional growth, with one teacher noting,

“We don’t have access to training programs here. The only way to improve our skills is by going to the mainland, but that’s expensive and time-consuming. As a result, many of us are stuck using outdated methods.”

This lack of access to professional development has contributed to the stagnation of teaching quality on the island, as educators are unable to innovate or incorporate new pedagogical strategies into their classrooms.

The shortage of teachers also leads to overcrowded classrooms, with one teacher often responsible for teaching multiple subjects to a large group of students. This situation makes it difficult for teachers to provide individualized attention to students who may need additional help. One teacher shared their experience,

“I have to manage more than 40 students in one class, and I’m teaching multiple subjects. It’s impossible to give each student the attention they need, especially those who are struggling. It feels like I’m just trying to keep things going instead of actually helping them learn.”

This overwhelming workload leads to burnout among teachers, further contributing to the high turnover rates and exacerbating the shortage.

Additionally, the teacher shortage impacts the availability of extracurricular activities and specialized programs that could enrich students’ educational experiences. Many schools on Moyo Island lack teachers who can provide instruction in areas such as art, music, or physical education, which are essential for fostering creativity and physical development. One school principal remarked,

“We don’t have enough teachers to offer subjects like art or music. The students miss out on these opportunities, and it’s a shame because these activities could help them develop other skills and interests.”

The absence of such programs limits the holistic development of students, leaving them without opportunities to explore and cultivate talents outside of the traditional academic subjects.

This research discusses the difficulties imposed by communities within the educational facilities on Moyo Island, West Nusa Tenggara for receiving one which is closely related to the socio-economic, geographic and infrastructural structures of the particular region. As a result of this study, all these challenges have been explained in details on how they interrelate to impede education for children in regard to access and achievements. These findings emphasize important concerns including place, built-environment, people including teachers and fiscal challenges, which emerged from qualitative interviews and narratives of the participants. Therefore, this research helps to expand the knowledge base that explains educational disparities with a focus on rural and isolated contexts as well as to eliminate gaps in existing research.

There was a common finding making up one of the problems of people namely the geographical limitations that greatly limit the chances of getting into educational institutions. The study further noted that the physically challenging landscape of Moyo Island compounded by poor transport access have been known to contribute to school drop offs especially among children of a young age. Past research has proved that school isolation is associated with low results in education (Kateiya et al., 2021). This study concurs with those studies in addition to underlining the issue of geographic context that most studies of education don’t cover adequately especially in isolated areas of the world as in this case island states. This research also brings into light the roles and chronicles of these families suggesting that to support families of children with disabilities, interventions should be designed in

reference to contexts of Moyo Island for instance transport networks and schooling for children with disabilities.

Besides the features of geography, this research revealed the following major obstacles in access to education: infrastructures. Lack of proper amenities like drinking water and sanitation has a closer link with students' health and their institution attendance patterns. McDermot et al. (2022) have earlier established that poor infrastructure bears a negative impact on performance, this has also resonated from the foregoing accounts of the participants in this study. In addition, this work contributes toward the existing literature by showing that and explaining how infrastructural weaknesses are not just a logistical matter but are inherent to the quality of learning in rural schools. The implications of the research suggest the need to support infrastructure enhancement plans to focus on schools' development, particularly those remote, to provide best learning environments for all learners.

The study also revealed that teacher absences as shortage was another factor hindering quality education and expansion of the same. From the interviews it was evident that many school have difficulties in terms of employing and keeping efficient teachers which results in frequent turnovers and less specialized in their field as could be envisaged. This is in agreement with other studies that recommend that teachers need to be stable in order to promote student achievement (Sahito & Vaisanen, 2020). However, this study fills this gap by connecting teacher shortages to the socio-economic landscape of Moyo Island. A majority of teachers are reluctant to teach in rural schools because of low pay and few avenues for continuing education. Because of this, it will prove necessary to explore the idea of tackling this problem on multiple fronts and not simply by extending efforts to the recruitment of teachers, but also to their further motivation and professional support which they could be provided in underprivileged areas.

The following sub-picture revealed economic constraints as another big hindrance towards realizing education for families: Basic education is regarded as FREE but virtually, children and even parents/guardians facing other costs like fees for uniforms, transport and cooperative school fees, etc expenses which families cannot afford. On this regard, this finding supports a number of studies that discuss that socio-economic status is a determinant factor in educational access (Ahn & Davis, 2023). However, this study goes a little further than the conversation by painting a picture of how and why economic considerations are a real issue in rural context, where parents' economic realities mean that short term considerations often trump long term investment in education. According to participants' data, subsidies and such services as financial aid should be provided to relieve child and their families from such economical pressure to help cover costs for all children, who need to go to schools and receive proper education.

In general, the present research contributes to the understanding of the barriers to access education in the rural context and draws on the grounds-up analysis of the situation in Moyo Island communities. In contrast to many works where authors consider only some aspects of educational inclusiveness, the present research assumes an integrative approach to consider various barriers as a system that can provide a richer understanding of the interconnections between various factors influencing students and families.

In addition, this study emphasizes on collectivism and specific context of culture in solving education issues. This study therefore emphasizes appreciation of the participants' voices and the socio economic and cultural realities of their lives in Moyo Island to develop appropriate interventions. The authors argue that future studies should extend the current work by examining ways of increasing education

access and accessibility in similar settings, as well as examining the-community centred approaches to increasing education achievement.

CONCLUSION

Throughout the course of this study, the complex issues that concerning the accessibility of educational facilities on Moyo Island, West Nusa Tenggara have been highlighted. In a qualitative way, it has outlined major geographical challenges, inadequate facilities needed in schools, shortage of teachers, and limitations of funds restrictively affecting educational options and effectiveness. The research documents the experiences of families and the interaction with these factors to highlight the impact and focus necessary to address these disparities in rural education in Indonesia. In the end, this work reveals the need for a systemic solution for enhancing access to education, focusing on the individual socio-economic and cultural features of people living in off-shore regions to guarantee safe education for every child and leave no chance for poverty.

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