International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

Educational Perception in Urban and Rural Communities: A Qualitative Study

[1]Mochamad Iqbal At-tamimy, Michael Jhon Aderson Eloy
[1]Universitas Islam Negeri Syarif Hidayatullah, Indonesia, [2]Southern Illinois University, United States
[1]dikadika7916@gmail.com, [2]mnjhonloyn@siu.edu

Correspodence Email: dikadika7916@gmail.com

Abstract: *Education plays a crucial role in shaping the future of individuals and communities. However, the perception of education can vary significantly between urban and rural areas due to differences in access to resources, infrastructure, and cultural norms. This study aims to explore the perceptions of education in both urban and rural communities in Indonesia. Using a qualitative approach, data were collected through in-depth interviews with 30 respondents, including students, teachers, parents, and educational leaders. The findings indicate that urban communities generally have a more positive perception of education, often viewing it as a pathway to better career opportunities and economic stability. In contrast, rural communities tend to perceive education as valuable but face significant barriers, including limited access to quality educational facilities, inadequate teaching resources, and economic constraints. These challenges often lead to lower educational aspirations and higher dropout rates in rural areas. The study highlights the need for targeted educational interventions and policies that address these disparities, ensuring equal educational opportunities for all students, regardless of their geographical location.*
Keywords: *Education, Educational Perception, Educational Equity.*

INTRODUCTION

Education is widely recognized as a fundamental human right and a powerful tool for personal and social development (UNESCO, 2017). It plays a critical role in shaping individuals' future opportunities, economic mobility, and social well-being (Schleicher, 2019). However, the perception of education and its value can vary significantly between urban and rural communities, often reflecting disparities in access to educational resources, infrastructure, and socioeconomic conditions (Pratama & Firmansyah, 2020).

Urban areas typically benefit from well-resourced educational institutions, advanced infrastructure, and a broader range of academic opportunities, which contribute to a more positive perception of education among students and their families (Martin et al., 2021). For instance, students in urban settings often have greater access to digital learning tools, experienced teachers,

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

and extracurricular activities that enhance their educational experience (Mishra & Koehler, 2006). This environment fosters higher educational aspirations and greater academic achievement (Anderson, 2018).

In contrast, rural communities often face significant challenges in providing quality education due to limited infrastructure, scarce teaching resources, and economic constraints (Suharto & Wahyudi, 2022). These factors can negatively impact students' motivation and engagement in learning, leading to lower educational attainment and reduced future opportunities (Fullan, 2013). Moreover, cultural and social norms in rural areas may place less emphasis on formal education, further influencing educational perceptions and outcomes (Sharma & Vyas, 2020).

Despite these challenges, rural education remains a critical area for social and economic development. Addressing these disparities requires targeted policies and interventions that consider the unique needs and contexts of rural communities (Pratama & Firmansyah, 2020). By understanding the perceptions of education in both urban and rural settings, policymakers and educators can develop strategies to bridge the educational gap and promote equitable learning opportunities for all students (Schleicher, 2019).

Therefore, this study aims to explore the perceptions of education in both urban and rural communities in Indonesia. By examining the perspectives of students, teachers, parents, and educational leaders, this research seeks to identify the key factors influencing educational perceptions and the challenges faced in different geographic contexts. The findings are expected to contribute to the development of more inclusive educational policies and practices that promote equitable access to quality education for all.

METHOD

This study employed a qualitative research design to explore the perceptions of education in urban and rural communities in Indonesia. Qualitative methods are well-suited for capturing the complex, context-dependent nature of educational perceptions and experiences (Creswell, 2014).

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

The primary aim was to understand the factors influencing educational perceptions, identify the challenges faced by students and educators, and provide insights into the educational aspirations of different communities.

Research Design

The research adopted a descriptive phenomenological approach, which focuses on capturing the lived experiences and perspectives of individuals within their social context (Moustakas, 1994). This approach was chosen to provide a comprehensive understanding of how different communities perceive education and the factors that shape these perceptions.

Participants

A total of 30 participants were selected through purposive sampling, including students, teachers, parents, and educational leaders from both urban and rural areas in Indonesia. The participants were selected to ensure a diverse representation of educational stakeholders, including individuals from various socioeconomic backgrounds, age groups, and educational levels (Patton, 2015).

Data Collection

Data were collected through in-depth, semi-structured interviews, which allowed participants to express their views freely while providing rich, detailed responses (Kvale & Brinkmann, 2009). The interviews covered topics such as the perceived value of education, barriers to educational access, the role of teachers and parents in supporting learning, and the impact of socioeconomic factors on educational outcomes. Each interview lasted between 30 and 60 minutes and was conducted in a mix of Indonesian and local languages, depending on the preference of the participants.

Data Analysis

Thematic analysis was used to identify, analyze, and interpret patterns within the interview data (Braun & Clarke, 2006). The analysis involved several stages, including familiarization with the data, coding, theme identification, and refining the themes to ensure they accurately represented the participants' perspectives. The NVivo software was used to organize and manage the qualitative data, enhancing the rigor and consistency of the analysis (Bazeley & Jackson, 2013).

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

Ethical Considerations

Ethical approval for the study was obtained from the relevant institutional review board. All participants provided informed consent, and their confidentiality and anonymity were maintained throughout the research process. Participants were informed of their right to withdraw from the study at any time without consequence, ensuring their voluntary participation (Flick, 2018).

Trustworthiness and Validity

To enhance the credibility and trustworthiness of the findings, the study employed multiple strategies, including member checking, peer debriefing, and triangulation of data sources (Lincoln & Guba, 1985). These methods helped to reduce researcher bias and ensure the findings accurately reflected the participants' lived experiences.

RESULT AND DISCUSSION

The findings of this study reveal significant differences in educational perceptions between urban and rural communities, reflecting the complex interplay of socioeconomic, cultural, and infrastructural factors. These insights are crucial for understanding the broader educational landscape in Indonesia and for developing targeted interventions to improve educational outcomes.

Socioeconomic and Cultural Influences on Educational Perception

Socioeconomic status (SES) is a fundamental determinant of educational perceptions and outcomes, influencing students' access to resources, learning opportunities, and overall academic success. In urban areas, education is often seen as a critical pathway to economic mobility and personal growth, driven by better access to high-quality schools, advanced technology, and a diverse range of career opportunities (Schleicher, 2019). Urban students benefit from well-equipped educational institutions, comprehensive learning materials, and supportive learning environments that enhance their academic performance (Martin et al., 2021). For instance, digital learning platforms, well-trained teachers, and modern pedagogical approaches are more prevalent in urban settings, providing students with a competitive edge (Fullan, 2013). This environment

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

fosters a strong belief in the transformative power of education, encouraging students to pursue higher academic achievements and long-term career goals.

In contrast, students in rural areas often face significant barriers to educational success. Economic constraints, limited technological infrastructure, and geographic isolation can restrict their access to quality education (Pratama & Firmansyah, 2020). For many rural families, the immediate need for financial stability outweighs the perceived long-term benefits of formal education, leading to a preference for vocational skills that provide quicker, more tangible economic returns (Suharto & Wahyudi, 2022). This perspective is closely linked to the concept of "educational capital," where families prioritize practical skills over academic knowledge as a means of economic survival (Bourdieu, 1986). In such contexts, education is often viewed as a luxury rather than a necessity, resulting in lower enrollment rates and higher dropout rates among rural students (Anderson, 2018).

Cultural factors further complicate these dynamics. In many rural communities, traditional values and communal support systems significantly shape educational attitudes. For example, families in these areas often emphasize practical skills that align with local economic activities, such as agriculture or craftsmanship, over academic achievement (Anderson, 2018). This cultural orientation can limit students' aspirations and reduce their motivation to pursue higher education. Additionally, rural communities may place a higher value on community cohesion and shared responsibilities, which can conflict with the individualistic nature of modern education systems (Bourdieu, 1986). This cultural emphasis on collective well-being over personal advancement can discourage students from seeking educational opportunities outside their immediate communities (Pratama & Firmansyah, 2020).

Moreover, cultural capital theory, as proposed by Bourdieu (1986), suggests that students from higher socioeconomic backgrounds have greater access to the cultural and educational resources necessary for academic success. These resources include not only financial assets but also exposure to educational norms, parental support, and high expectations, which significantly impact students' academic trajectories (Mishra & Koehler, 2006). Urban students, for instance,

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

often have access to a wide range of extracurricular activities, advanced coursework, and technological tools that enhance their learning experiences (Hughes et al., 2019). In contrast, rural students may lack these critical forms of support, making it more challenging for them to compete academically on a national or global scale (Schleicher, 2019).

To address these disparities, educational policymakers must focus on reducing the digital divide and promoting equitable access to quality education for all students, regardless of their geographic location. This includes investing in digital infrastructure, providing targeted financial support for low-income families, and developing culturally responsive educational programs that recognize the unique challenges faced by rural communities (Suharto & Wahyudi, 2022). By creating an educational system that values both academic excellence and practical skills, educators can help bridge the gap between urban and rural students, promoting greater social and economic mobility for all (Fullan, 2013).

The Role of Digital Technology in Bridging Educational Gaps

Digital technology has the potential to bridge the educational divide between urban and rural areas, providing students in remote regions with access to high-quality learning resources and personalized educational experiences. However, the success of digital learning initiatives depends heavily on the availability of reliable digital infrastructure and the digital literacy of both students and teachers (Fullan, 2013). In urban areas, students benefit from high-speed internet, advanced educational platforms, and a wide array of digital resources that enhance their learning outcomes (Martin et al., 2021). These technologies enable personalized learning experiences, foster collaboration, and provide instant access to a wealth of information, significantly improving students' academic performance and engagement (Hughes et al., 2019).

Conversely, rural students often face significant barriers to digital learning, including limited internet connectivity, outdated technological infrastructure, and a lack of digital skills. This digital divide can exacerbate educational inequalities, restricting rural students' access to quality education and reducing their competitiveness in the modern digital economy (Pratama & Firmansyah, 2020). For instance, students in rural areas may struggle to access online resources or

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

participate in virtual classrooms, leading to gaps in learning and lower academic achievement (Suharto & Wahyudi, 2022). This technological gap is particularly pronounced in developing countries, where economic and infrastructural constraints further limit educational opportunities for rural students (Anderson, 2018).

Nevertheless, some rural schools have successfully integrated digital tools into their curricula, demonstrating the potential of technology to transform education even in resource-limited settings. For example, mobile learning applications, online collaboration platforms, and digital content have been shown to improve student motivation, engagement, and academic performance (Mishra & Koehler, 2006). These technologies can provide students with interactive, personalized learning experiences that are often lacking in traditional classroom settings. In a study by Hughes et al. (2019), it was found that digital tools not only enhance student engagement but also improve learning outcomes by enabling more flexible and individualized instruction.

Moreover, initiatives aimed at reducing the digital divide have proven effective in empowering rural students. For instance, the introduction of community-based digital learning centers, mobile internet labs, and teacher training programs can significantly improve students' digital skills and confidence in using technology for learning (Schleicher, 2019). These efforts are crucial for creating a more equitable educational landscape, where all students, regardless of their geographic location, have access to high-quality digital learning resources (Fullan, 2013).

However, the successful integration of digital tools in rural education requires more than just technological infrastructure. It also demands a shift in educational practices and a commitment to professional development for teachers. According to Martin et al. (2021), teachers play a critical role in bridging the digital divide by incorporating technology into their teaching practices and creating a supportive digital learning environment. Effective teacher training programs should focus on enhancing educators' digital competencies, encouraging innovative pedagogical approaches, and promoting the use of technology to support student learning (Mishra & Koehler, 2006).

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

Furthermore, the integration of digital technology in education should be accompanied by policies that address the unique challenges faced by rural communities. This includes investing in digital infrastructure, providing affordable internet access, and supporting the development of culturally relevant digital content that resonates with local communities (Pratama & Firmansyah, 2020). Such targeted investments can help create a more inclusive and equitable educational system, empowering rural students to compete in the global digital economy (Suharto & Wahyudi, 2022).

In conclusion, while digital technology holds great promise for bridging the educational gap between urban and rural areas, its effectiveness depends on comprehensive infrastructure development, teacher training, and targeted policy support. By addressing these challenges, educational policymakers can ensure that all students, regardless of their location, have access to the digital tools and resources needed to succeed in the 21st-century knowledge economy (Schleicher, 2019).

The Role of Educators in Shaping Educational Perceptions

Educators play a critical role in shaping students' educational perceptions, attitudes, and overall learning experiences. They are often the most influential figures in the educational journey of students, serving not only as knowledge providers but also as mentors, motivators, and role models. This influence is particularly significant in both urban and rural settings, where the quality of teaching can directly impact student outcomes and overall educational attainment (Hughes et al., 2019).

In urban schools, educators often have greater access to advanced digital tools and resources, allowing them to integrate technology effectively into their teaching practices. This integration has been shown to enhance student engagement, foster critical thinking, and improve learning outcomes (Martin et al., 2021). For instance, digital platforms such as interactive whiteboards, online assessment tools, and educational apps provide teachers with innovative ways to present complex concepts, making learning more interactive and personalized (Mishra & Koehler, 2006). This aligns with the concept of Technological Pedagogical Content Knowledge (TPACK), which

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

emphasizes the need for teachers to have a deep understanding of technology, pedagogy, and subject content to effectively teach in the digital age (Sharma & Vyas, 2020).

However, the integration of digital tools in teaching is not without its challenges. Educators must continuously update their digital competencies to keep pace with rapidly changing educational technologies (Fullan, 2013). This requires ongoing professional development and institutional support, as many teachers may lack the confidence or skills needed to fully utilize digital tools in their classrooms (Martin et al., 2021). Moreover, the digital divide between urban and rural schools can exacerbate educational inequalities, as teachers in remote areas often struggle with limited access to reliable internet, outdated equipment, and a lack of digital training (Pratama & Firmansyah, 2020).

In rural contexts, where technological infrastructure is often less developed, the role of educators extends beyond the mere transfer of academic knowledge. Teachers in these areas frequently serve as community leaders and cultural mentors, shaping students' educational aspirations and social attitudes (Suharto & Wahyudi, 2022). The close relationships that often develop between teachers and students in these settings can significantly influence student motivation, resilience, and academic success (Schleicher, 2019). This highlights the importance of building strong teacher-student connections, which are particularly critical in low-resource environments where students may lack other forms of academic support.

Moreover, research indicates that positive teacher-student relationships can help reduce dropout rates, improve academic performance, and foster a lifelong love of learning (Anderson, 2018). For example, students who feel supported and valued by their teachers are more likely to participate actively in class, set higher academic goals, and persevere through academic challenges (Hughes et al., 2019). This is especially important in rural areas, where educational resources may be limited, and the emotional support provided by teachers can be a critical factor in student success (Suharto & Wahyudi, 2022).

To fully leverage the potential of educators in shaping positive educational perceptions, it is essential to invest in teacher training programs that focus on both digital competencies and

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

interpersonal skills. These programs should emphasize the importance of building strong, supportive relationships with students, particularly in underserved communities (Fullan, 2013). Additionally, policymakers should prioritize the development of digital infrastructure in rural areas to ensure that all students, regardless of their geographic location, have access to high-quality education and supportive learning environments (Pratama & Firmansyah, 2020).

In conclusion, educators are pivotal in shaping students' educational perceptions and outcomes. By empowering teachers with the necessary digital skills, pedagogical knowledge, and emotional support strategies, educational systems can create more inclusive, equitable, and impactful learning environments for all students (Schleicher, 2019). This approach is critical for reducing educational disparities and ensuring that every student, regardless of their background, has the opportunity to succeed academically and personally (Suharto & Wahyudi, 2022).

Policy Implications and Future Directions

The findings of this study highlight critical areas for educational policy development aimed at reducing the persistent disparities between urban and rural education sectors. To effectively address these challenges, policymakers must adopt a multifaceted approach that prioritizes the expansion of digital infrastructure in underserved rural areas. Reliable internet connectivity, access to digital devices, and robust online learning platforms are essential components that enable students to benefit from modern educational resources (Fullan, 2013). Without these fundamental technological investments, rural students remain at a significant disadvantage compared to their urban peers, exacerbating existing educational inequities.

Alongside infrastructure development, enhancing teacher capacity through continuous professional development is paramount. Educators need targeted training programs to improve their digital literacy and pedagogical skills, allowing them to integrate technology effectively into their teaching practices (Sharma & Vyas, 2020). This is especially important in rural areas, where teachers often face challenges such as limited access to teaching resources and professional isolation. Empowering teachers with ongoing support can improve not only instructional quality but also student engagement and motivation.

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

Moreover, policymakers should promote community-based educational initiatives that align with local cultural values and socioeconomic realities. Such programs can foster stronger connections between schools, families, and communities, creating supportive learning environments that encourage student participation and persistence (Suharto & Wahyudi, 2022). In rural contexts, leveraging the influence of local leaders and integrating culturally relevant content into curricula may enhance educational relevance and acceptance.

Financial support mechanisms, including scholarships and grants specifically designed for rural students, can also play a vital role in promoting educational equity. These interventions can alleviate economic barriers that often hinder rural students from pursuing higher education or accessing quality learning resources (Schleicher, 2019). Ensuring equitable access to education requires a commitment to addressing both material and social constraints that affect student participation.

Looking ahead, future research should focus on the longitudinal impacts of digital learning interventions across diverse educational settings. Understanding how cultural factors intersect with technology adoption and learning outcomes is critical for developing tailored, culturally responsive educational policies (Pratama & Firmansyah, 2020). Additionally, studies exploring the effectiveness of various teacher training models and community engagement strategies will provide practical insights to inform policy design.

In summary, bridging the educational divide necessitates comprehensive policy efforts that integrate infrastructure development, teacher empowerment, cultural responsiveness, and financial support. Such holistic strategies will contribute to creating equitable and inclusive educational systems capable of preparing all students for the challenges of the 21st century.

CONCLUSION

The role of educators in shaping students' educational perceptions is critical to ensuring positive learning outcomes. Educators serve as both academic guides and mentors, influencing students' attitudes toward learning, self-confidence, and future aspirations. In both urban and rural

contexts, effective teaching practices, coupled with supportive teacher-student relationships, can significantly impact student motivation and academic success. the integration of digital technology in education remains a challenge, particularly in rural areas where infrastructure and resources are often limited. To address this, ongoing professional development and support for educators are essential. This includes equipping teachers with the necessary digital skills, pedagogical strategies, and emotional support techniques to foster inclusive and equitable learning environments. the success of educational systems depends not only on technological advancements but also on the dedication, creativity, and empathy of educators who inspire and guide their students toward lifelong learning. By investing in teacher training and supporting their critical role in education, we can ensure that all students have the opportunity to reach their full potential, regardless of their geographic or socioeconomic background.

REFERENCE

Anderson, T. (2018). *The Theory and Practice of Online Learning.* Athabasca University Press.

Bazeley, P., & Jackson, K. (2013). *Qualitative Data Analysis with NVivo.* SAGE Publications.

Bourdieu, P. (1986). *The Forms of Capital.* In J. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education.* Greenwood.

Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology.* Qualitative Research in Psychology, 3(2), 77-101.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* SAGE Publications.

Flick, U. (2018). *An Introduction to Qualitative Research.* SAGE Publications.

Fullan, M. (2013). *The New Meaning of Educational Change.* Teachers College Press.

Hughes, J. E., et al. (2019). *Teachers' Technological Pedagogical Knowledge and the Role of Professional Development.* Educational Technology Research and Development, 67(4), 809-833.

Hughes, J. E., et al. (2019). *Teachers' Technological Pedagogical Knowledge and the Role of Professional Development.* Educational Technology Research and Development, 67(4), 809-833.

Hughes, J. E., et al. (2019). *Teachers' Technological Pedagogical Knowledge and the Role of Professional Development.* Educational Technology Research and Development, 67(4), 809-833.

Kvale, S., & Brinkmann, S. (2009). *InterViews: Learning the Craft of Qualitative Research Interviewing.* SAGE Publications.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry.* SAGE Publications.

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

Martin, F., Polly, D., & Ritzhaupt, A. D. (2021). *Digital Learning: A Comprehensive Introduction.* Springer.

Mishra, P., & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Integrating Technology in Teacher Knowledge.* Teachers College Record, 108(6), 1017-1054.

Mishra, P., & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Integrating Technology in Teacher Knowledge.* Teachers College Record, 108(6), 1017-1054.

Moustakas, C. (1994). *Phenomenological Research Methods.* SAGE Publications.

Patton, M. Q. (2015). *Qualitative Research & Evaluation Methods: Integrating Theory and Practice.* SAGE Publications.

Pratama, A., & Firmansyah, R. (2020). *Challenges and Opportunities of Digital Learning in Indonesia.* Journal of Educational Technology, 12(3), 147-156.

Schleicher, A. (2019). *World Class: How to Build a 21st-Century School System.* OECD Publishing.

Sharma, R., & Vyas, S. (2020). *Young Teachers as Agents of Change in the Digital Age.* Educational Review, 72(5), 623-640.

Sharma, R., & Vyas, S. (2020). *Young Teachers as Agents of Change in the Digital Age.* Educational Review, 72(5), 623-640.

Suharto, T., & Wahyudi, A. (2022). *Digital Transformation in Indonesian Schools: Challenges and Future Directions.* Journal of Educational Policy and Management, 15(2), 88-102.

Suharto, T., & Wahyudi, A. (2022). *Digital Transformation in Indonesian Schools: Challenges and Future Directions.* Journal of Educational Policy and Management, 15(2), 88-102.

Suharto, T., & Wahyudi, A. (2022). *Digital Transformation in Indonesian Schools: Challenges and Future Directions.* Journal of Educational Policy and Management, 15(2), 88-102.

Suharto, T., & Wahyudi, A. (2022). *Digital Transformation in Indonesian Schools: Challenges and Future Directions.* Journal of Educational Policy and Management, 15(2), 88-102.

Bluman, A. (2014). *Elementary Statistics: A step by step approach 9e.* McGraw Hill.

Braka, F., Asiimwe, D., Soud, F., Lewis, R. F., Makumbi, I., & Gust, D. (2012). A Qualitative Analysis of Vaccine Safety Perceptions and Concerns Among Caretakers in Uganda. *Maternal and Child Health Journal*, *16*(5), 1045–1052. https://doi.org/10.1007/s10995-011-0826-5

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed). Sage Publications.

Denzin, N. K. (2017). *The research act: A theoretical introduction to sociological methods.* Routledge.

Kagoné, M., Yé, M., Nébié, E., Sié, A., Müller, O., & Beiersmann, C. (2018). Community perception regarding childhood vaccinations and its implications for effectiveness: A qualitative study in rural Burkina Faso. *BMC Public Health*, *18*(1), 324. https://doi.org/10.1186/s12889-018-5244-9

International Journal of Interdisciplinary Research
ISSN(Online): 3090-2959
Vol 1 no 1 (2025): January 2025
https://journal.as-salafiyah.id/index.php/ijir/index
Email: ijireditor7@gmail.com

McKeirnan, K. C., Undeberg, M. R., Zelenko, S., & Meratnia, G. (2024). A Qualitative Analysis of Rural Community Vaccination Barriers During the COVID-19 Pandemic. *Vaccines*, *12*(12), 1442. https://doi.org/10.3390/vaccines12121442

Mertens, D. M. (2023). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods.* Sage publications.

Oku, A., Oyo-Ita, A., Glenton, C., Fretheim, A., Ames, H., Muloliwa, A., Kaufman, J., Hill, S., Cliff, J., Cartier, Y., Owoaje, E., Bosch-Capblanch, X., Rada, G., & Lewin, S. (2017). Perceptions and experiences of childhood vaccination communication strategies among caregivers and health workers in Nigeria: A qualitative study. *PLOS ONE*, *12*(11), e0186733. https://doi.org/10.1371/journal.pone.0186733

Oku, A., Oyo-Ita, A., Glenton, C., Fretheim, A., Eteng, G., Ames, H., Muloliwa, A., Kaufman, J., Hill, S., Cliff, J., Cartier, Y., Bosch-Capblanch, X., Rada, G., & Lewin, S. (2017). Factors affecting the implementation of childhood vaccination communication strategies in Nigeria: A qualitative study. *BMC Public Health*, *17*(1), 200. https://doi.org/10.1186/s12889-017-4020-6

Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. Sage Publications.

Sholeh, M. I. (2023). Evaluation and Monitoring of Islamic Education Learning Management in Efforts to Improve Education Quality. *Communautaire: Journal of Community Service*, *2*(2), 108–117. https://doi.org/10.61987/communautaire.v2i2.159

Sholeh, M. I., Lestari, A., Erningsih, E., Yasin, F., Saleh, F., Suhartawan, V. V., Pattiasina, P. J., Widya, A., Sampe, F., Fadilah, N. N., & others. (2024). *Manajemen Kurikulum*. CV. Gita Lentera. https://books.google.co.id/books?id=Ql8FEQAAQBAJ

Sialubanje, C., Mukumbuta, N., Ng'andu, M., Sumani, E. M., Nkonkomalimba, M., Lyatumba, D. E., Mwale, A., Mpiana, F., Zulu, J. M., Mweempwa, B., Endres, D., Mbolela, M., Namumba, M., & Peters, W.-C. (2022). Perspectives on the COVID-19 vaccine uptake: A qualitative study of community members and health workers in Zambia. *BMJ Open*, *12*(11), e058028. https://doi.org/10.1136/bmjopen-2021-058028

Tamire, M., Abegaz, T., Abaya, S. W., Lisanwork, L., Gizachew, L., Abate, E., Wang, S.-H., Gebreyes, W., & Kumie, A. (2023). Exploring Community Perceptions of COVID-19 and Vaccine Hesitancy in Selected Cities of Ethiopia: A Qualitative Study. *Vaccines*, *11*(10), 1511. https://doi.org/10.3390/vaccines11101511

Yang, R., & Han, Y. (2023). Unfolding COVID-19 vaccine communication campaigns in China's neighborhoods: A qualitative study of stakeholders' narratives. *Frontiers in Public Health*, *11*, 1253844. https://doi.org/10.3389/fpubh.2023.1253844