

## THE ROLE OF TECHNOLOGY IN IMPROVING THE QUALITY OF EDUCATION IN REMOTE AREAS

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### Abstract

The use of technology has great potential to improve the quality of education in remote areas. With the presence of the internet and digital devices, students and teachers can access various global educational resources, such as subject matter, digital books, and online courses. Technology also enables continuous training and support for teachers through e-learning platforms and webinars, so that they can update teaching methods according to student needs. However, the application of this technology requires adequate infrastructure and supporting policies. Collaboration between the government and relevant parties is essential to ensure equal access to the internet and digital devices, in order to optimise the benefits of technology in education in remote areas.

**Keywords:** Role, Technology, Quality of Education, Remote Areas

### Introduction

Education is one of the main pillars in building a developed and competitive nation. However, challenges in the world of education are still widely encountered in various regions, especially in remote areas. Limited access to educational resources, a lack of qualified teachers, and a lack of learning facilities are the main obstacles to improving the quality of education in these areas (Hapinas et al., 2025); (Komari & Aslan, 2025); (Judijanto & Aslan, 2025); (Purike & Aslan, 2025).

Remote areas are areas that are located far from government centres, economic centres, and main public services, with limited accessibility and minimal infrastructure. These areas are usually geographically difficult to reach, such as mountains, forests, or small islands, which results in low access to basic facilities such as education, health, transportation, and communication. In addition, people in remote areas often live in small groups or scattered villages, which further exacerbates their isolation and limited resources (Aslan, 2019); (Aslan & Hifza, 2020); (Aslan & Setiawan, 2019); (Aslan et al., 2019).

Educational conditions in various remote areas in Indonesia often face difficult and complex challenges. One of the main problems is the lack of adequate infrastructure, such as inadequate school buildings, a lack of basic facilities such as desks and chairs, and a lack of access to learning resources such as books and stationery. Difficult road access and isolated geographical conditions often make it difficult for students and teachers to reach schools (Davis, 2020). In addition, many schools in remote areas face a shortage of