



Learning Strategies in the Era of Society 5.0 in Overcoming Students' Social Inequality (Study at SMPN 7 Sinjai Regency)

Andriani^{1*}, Ali Hanafi¹, Harifuddin¹

¹Universitas Megarezky, Indonesia

Corresponding Author  linanurlina538@gmail.com^{1*}

ABSTRACT

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This research is motivated by the emergence of social gaps in students' learning in the Society 5.0 era, characterized by differences in access to technology, quality of learning experiences, social participation, and opportunities for self-development at SMPN 7, Sinjai Regency. This study aims to analyze teacher learning strategies, forms of social gaps in students, as well as supporting and inhibiting factors in overcoming these gaps. This research uses a qualitative approach with a case study type, which was conducted at SMPN 7, Sinjai Regency. Data collection techniques were carried out through in-depth interviews, observation, and documentation with key informants students and key informants teachers. The results show that the learning strategies implemented by teachers include differentiated learning, the use of learning technology, collaborative learning through heterogeneous groups, and providing motivation and appreciation to students. Forms of social gaps in students include gaps in access to learning, gaps in the quality of learning experiences, gaps in social participation in the classroom, and gaps in opportunities for self-development. Meanwhile, supporting factors include the availability of school technology facilities and teachers' digital competence, while inhibiting factors include differences in students' economic backgrounds and variations in students' learning motivation and digital readiness. The conclusion of this study shows that effective learning strategies must be supported by equal distribution of facilities, increased teacher competency, and an adaptive pedagogical approach to create inclusive and socially just learning.

Keywords: Learning Strategy, Social Disparity, Society 5.0, Inclusive Learning

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INTRODUCTION

The current educational transformation is moving toward the Society 5.0 paradigm, a phase of society that integrates digital technology, artificial intelligence, and smart data to address humanitarian issues such as social inequality and access to basic services, including education (Prasetyo & Sutopo, 2021; Latifah & Ngalimun, 2023). Society 5.0 not only demands technological proficiency but also places aspects of humanity, empathy, collaboration, and social justice at the core of the learning process (Ahmad et al., 2023; Latifah & Ngalimun, 2023). In the school context, teachers are no longer seen simply as conveyors of material, but as designers of learning experiences that are adaptive to the diversity of students' social conditions (Lestari, 2024). This shift demands a learning model that is differentiated, collaborative, and oriented toward empowerment, not just the transfer of cognitive knowledge (Badrin, 2025). Therefore, the issue of learning strategies is no longer merely technical and methodological, but has entered the realm of ethics and social

issues, directly related to who gets the opportunity to learn and who is left behind (Nabila et al., 2025). Therefore, education in the Society 5.0 era is normatively expected to be a mechanism for equalizing opportunities, not simply a competitive arena (Prasetyo & Sutopo, 2021). This emphasizes that learning in junior high school (SMP) today cannot be separated from the context of social justice among students (Lestari, 2024).

However, various studies show that the post-pandemic digital transformation of education has actually opened up new forms of social inequality, particularly at the junior high school level: gaps in technology access, digital literacy, and gaps in student participation in learning (Latifah & Ngalimun, 2023; Nur, 2025). Inequality in access to learning devices, internet networks, and family support has direct implications for students' academic self-confidence, peer interaction patterns, and even social status within the classroom (Nabila et al., 2025; Nur, 2025). This situation demonstrates that educational technology is not socially neutral: it can accelerate the mobility of advantaged students while marginalizing vulnerable students (Nosratabadi et al., 2023). Therefore, formulating learning strategies that are sensitive to social dimensions is a critical agenda at the junior high school level, not just a national policy agenda (Lestari, 2024). Teachers are required not only to "use technology," but also to design learning interactions that minimize feelings of inferiority, economic stigma, and stereotypes among students (Badrun, 2025). Thus, the issue of equal learning opportunities in the classroom is not a marginal issue, but rather a structural challenge for Indonesian education towards 2045 (Latifah & Ngalimun, 2023). This macro context makes research on learning strategies to address social disparities an urgent academic need (Prasetyo & Sutopo, 2021).

In many junior high schools in Indonesia, social disparities between students manifest in ways that are not always visible: some students are active, vocal, confident, and have easy access to digital learning resources, while others are quiet, academically lagging behind, and experiencing economic and psychosocial barriers (Nabila et al., 2025; Nur, 2025). This disparity is not only related to technological facilities, but also to cultural capital such as academic language skills, courage to speak in forums, and social legitimacy in the eyes of peers and teachers (Lestari, 2024). When social disparities are left unchecked, the learning process tends to favor the powerful and leave the vulnerable behind, thus schools actually reproduce social stratification (Nosratabadi et al., 2023). Uniform learning practices—same material, same rhythm, same demands—without differentiation actually widen the achievement gap because they ignore the different starting points of each student (Badrun, 2025). In other words, conventional, single-cognitive learning strategies are no longer sufficient to address the heterogeneous needs of today's junior high school students (Nabila et al., 2025). This situation presents a further risk of creating a stigma of "smart students" versus "weak students," which impacts the dynamics of daily social interactions (Nur, 2025). This situation demonstrates that the problem of social inequality is not simply an issue of test scores, but also an issue of social cohesion within the school environment (Lestari, 2024).

The Independent Curriculum normatively offers a solution through the principle of differentiated learning, namely adapting content, processes, and learning products to suit the readiness, interests, and profile of each student (Badrun, 2025; Nabila et al., 2025). Conceptually, differentiated learning is designed to reduce inequality in classroom learning experiences by providing equal participation for students from different socioeconomic backgrounds (Amaliyah et al., 2025). However, empirical findings in various schools indicate that the implementation of this principle is less than optimal: teachers often struggle to map individual student needs, limited digital facilities remain a barrier, and school institutional support is not always adequate (Badrun, 2025; Nabila et al., 2025). As a result, the principle of equal access to learning remains at the level of normative discourse and has not yet fully become a daily classroom practice (Amaliyah et al., 2025). This situation is academically significant because it demonstrates an "implementation gap" between the humanistic ideals of inclusive education and the pedagogical reality in junior high school classrooms (Amaliyah et al., 2025). Therefore, studies that focus on how teachers concretely design and implement learning strategies to reduce social inequality are highly relevant scientifically and practically (Lestari, 2024). The crucial question is not simply "has it been implemented" but "how does the strategy actually work in the classroom, given the real-world conditions of diverse

students" (Badrun, 2025).

At SMPN 7, Sinjai Regency, the social gap between students is not only evident in differences in family economic backgrounds, but is concretely manifested in four main, interrelated forms. First, there is a gap in access to learning, where some students have personal digital devices and learning support at home, while others must share devices, rely on school facilities, or even fall behind on online assignments. This condition results in differences in student readiness to participate in learning in the Society 5.0 era, which increasingly demands independent, technology-based learning.

Second, these differences in access directly impact the quality of learning experiences. Students with adequate facilities tend to be better equipped to understand the material, actively engage in assignments, and are willing to explore additional learning resources. Meanwhile, students with limited resources often struggle to keep up with the pace of learning, feel left behind, and lack academic confidence. Consequently, even in the same classroom, the learning experiences are unequal.

Third, this situation triggers a gap in social participation in the classroom, as evidenced by the dominance of certain students in discussions, presentations, and group work, while others tend to be passive, withdrawn, or simply follow along without actively engaging. In daily learning practices, an unbalanced pattern of interaction begins to emerge, with certain groups of students receiving more opportunities to speak up, opportunities to contribute, and social recognition.

Fourth, these three forms of inequality lead to a gap in opportunities for self-development, namely unequal opportunities for students to demonstrate their potential, gain academic recognition, participate in enrichment activities, and build self-confidence and social empathy. Students who are initially in a "superior" position in terms of access and academics increasingly gain room to develop, while students who are left behind are increasingly marginalized within the learning structure.

This situation marks a critical point in the research, as social disparities at SMPN 7 Sinjai are no longer incidental but have systematically impacted students' learning interaction patterns, willingness to participate, and opportunities for development. If this situation is not addressed through learning strategies consciously designed to bridge these differences, the classroom has the potential to become a space for reproducing social inequality, rather than a fair and inclusive learning space. Therefore, this study focuses on how teachers' learning strategies in the Society 5.0 era are implemented to address these four forms of social disparities, while also identifying factors that support and hinder efforts to reduce social inequality among students at SMPN 7 Sinjai Regency.

Thus, the focus of this research is not simply "what learning strategies do teachers use," but "how learning strategies in the Society 5.0 era are consciously operationalized to reduce social disparities among students at SMPN 7, Sinjai Regency." This focus is critical because it positions teachers as social agents who design equitable social interactions, not simply implementers of the curriculum (Lestari, 2024). This research also questions whether the strategies implemented by teachers truly create an equal distribution of learning opportunities—for example, giving voice to students who tend to be marginalized, creating group work across social classes, or reducing the shame of students who are considered "less able" (Badrun, 2025; Amaliyah et al., 2025). In other words, this research directs the spotlight on the dimensions of social justice in daily pedagogical practices, not just the sophistication of the media. This focus also fills a research gap, as many Society 5.0 studies in Indonesia still focus on the discourse of technological innovation, rather than on how pedagogical innovation is used to foster social cohesion in junior high school students (Latifah & Ngalimun, 2023; Nur, 2025). Therefore, this study has an epistemic position: it examines education not merely as an academic process, but as a practice of social engineering in public junior high school classrooms (Nabila et al., 2025). This epistemic position will be the research's primary contribution to the study of inclusive education based on the local context of Sinjai.

METHOD

The type of research used in this study is qualitative research, namely research that aims to deeply understand social phenomena through interpreting the meanings, experiences, and perspectives of research subjects in a natural context. Qualitative research is not oriented towards numerical measurements or hypothesis testing, but rather towards understanding real-life social processes, interactions, and dynamics (Sugiyono, 2023). In qualitative research, reality is viewed as complex, dynamic, and shaped by individual social experiences.

This qualitative research method was chosen because the focus of this study is teachers' learning strategies in addressing students' social disparities, which is a complex and meaningful social phenomenon. This phenomenon cannot be adequately explained through a quantitative approach, as it involves the subjects' values, perceptions, social relations, and contextual experiences. Therefore, qualitative research allows researchers to understand how teachers and students interpret learning practices in the Society 5.0 era in everyday school life (Moleong, 2021).

The approach used in this research is a case study. The case study approach is used to examine a phenomenon in depth and comprehensively within a specific context, both in terms of place, time, and research subject (Yin, 2018). Case studies allow researchers to examine a phenomenon holistically by considering the surrounding social, cultural, and institutional conditions. In this research, a case study was applied to SMPN 7, Sinjai Regency, as a single case unit with unique characteristics related to student social inequality and the implementation of learning strategies in the Society 5.0 era. This approach allows researchers to delve deeply into teacher learning practices, the dynamics of student social interactions, and the school context that influences the emergence and management of social inequality. Using a case study approach, this research does not aim for statistical generalization, but rather to generate contextual and analytical understanding that can serve as a conceptual reference for the development of socially just learning strategies in secondary schools (Stake, 2020).. This research was conducted at SMP Negeri 7, Sinjai Regency, located in the administrative area of Sinjai Regency, South Sulawesi Province. This location was chosen based on the consideration that the school has quite striking socioeconomic diversity of students, both in terms of family background, access to learning facilities, and ability to adapt to digital learning in the era of Society 5.0. These conditions make SMPN 7 Sinjai an appropriate context to explore the phenomenon of social inequality among students and the learning strategies implemented by teachers to overcome it.

Furthermore, this school is an educational institution actively implementing technology-based learning innovations, yet still faces challenges in ensuring equitable access and student participation. Factors such as geographic location, the availability of ICT facilities, and social differences among students make this environment rich in socio-pedagogical dynamics relevant to a phenomenological approach. Therefore, this location was chosen purposively, as it contextually aligns with the research focus, which seeks to understand the experiences of teachers and students in navigating social and educational changes in the Society 5.0 era (Creswell & Poth, 2018; Sugiyono, 2023).

RESULT AND DISCUSSION**Implementation of Differentiated Learning as a Strategy to Reduce Students' Social Disparities**

The implementation of differentiated learning by teachers demonstrates a pedagogical strategy consciously designed to address the heterogeneity of students' academic abilities and social backgrounds in the classroom. This finding indicates that teachers no longer use a uniform learning approach, but rather adapt the learning process to the learning needs of students individually and in groups. This approach is important because social disparities in students arise not only from differences in family economic status but also from variations in learning readiness and access to learning resources. With differentiated learning, students who previously had the potential to be left behind still have the opportunity to participate optimally in learning. Therefore, differentiated learning strategies

can be interpreted as a systematic effort by teachers to create an equitable distribution of the quality of learning experiences in the classroom.

In the context of SMPN 7 Sinjai Regency, the implementation of differentiated learning is relevant due to the characteristics of students who come from diverse socioeconomic backgrounds and have access to technology. These differences mean that not all students are equally prepared to participate in digital-based learning in the Society 5.0 era. This condition requires teachers to adjust learning strategies so that all students can remain actively involved in the learning process. Differentiated learning is a form of pedagogical adaptation to the heterogeneous social realities of students in the school environment. Thus, this strategy functions as a responsive mechanism to the dynamics of social inequality that emerge in daily learning practices at SMPN 7 Sinjai Regency.

Findings regarding the application of differentiated learning align with Social Learning Theory, which emphasizes that the learning process occurs through social interactions, observations, and shared experiences within the learning environment (Bandura in Isna, 2022). From this theoretical perspective, students learn not only through direct instruction from teachers but also through interactions with peers with varying abilities. Differentiated learning enables the creation of a learning environment that supports modeling and mutual learning among students in heterogeneous groups. Through these interactions, students with limited learning experiences can receive social support from their classmates, thereby minimizing gaps in understanding. Therefore, differentiated learning serves as a strategy that strengthens the social dimension of learning while supporting equitable learning opportunities for students.

The findings of this study align with those of Rahmawati (2023), who demonstrated that differentiated learning can increase student participation in heterogeneous classes by adapting learning strategies based on individual learning needs. Furthermore, Santoso's (2022) study also found that implementing differentiated learning contributes to increased engagement of students from diverse social backgrounds in collaborative learning. Both studies confirm that differentiated learning is an effective strategy for reducing disparities in students' learning experiences in the classroom. However, this study provides an additional contribution by demonstrating that differentiated learning not only impacts student academic engagement but also plays a role in reducing social disparities related to access and participation in learning in the Society 5.0 era. Thus, these findings broaden understanding of the function of differentiated learning in the context of technology-based education.

The implementation of differentiated learning is directly related to the focus on student social disparities that underpins this research, particularly the disparity in the quality of learning experiences. By adapting learning strategies based on student needs, teachers provide more equal opportunities for all students to optimally understand learning materials. This strategy also helps reduce the gap in student social participation, as previously less active students receive more intensive learning support. Furthermore, differentiated learning expands opportunities for student self-development by providing learning activities tailored to their individual abilities. Thus, differentiated learning contributes directly to reducing student social disparities in the classroom learning process.

These findings have important implications for the development of social justice-oriented learning strategies in junior high schools. The implementation of differentiated learning demonstrates that teachers have a strategic role in creating an inclusive learning environment that is responsive to students' differing abilities. This strategy can serve as a model for effective pedagogical practice in addressing the challenges of social inequality in the Society 5.0 era. Furthermore, differentiated learning also strengthens the classroom's function as a social interaction space that supports students' balanced academic and social growth. Therefore, the implementation of differentiated learning strategies needs to be developed sustainably as part of schools' systematic efforts to reduce social inequality through adaptive and equitable learning processes.

The use of learning technology by teachers at SMPN 7, Sinjai Regency, demonstrates an adaptive strategy to address the disparity in student learning access arising from differences in socioeconomic backgrounds and digital device ownership. In the context of learning in the Society 5.0 era, the use of digital media such as learning videos, interactive quizzes, and school Chromebook devices is an important tool for maintaining sustainable student participation in learning activities. Technology is no longer positioned as a supplement to learning, but as a primary instrument in ensuring all students have equal opportunities to access learning materials. Teachers' efforts to utilize school technology facilities also demonstrate pedagogical awareness of the importance of equal learning opportunities in heterogeneous classes. Thus, the use of learning technology can be interpreted as a concrete strategy in reducing the disparity in student learning access.

In the context of SMPN 7 Sinjai Regency, the use of learning technology is relevant because not all students have personal digital devices or stable internet access at home. This condition causes some students to rely more on school facilities to participate in technology-based learning. Therefore, the provision of Chromebooks, projectors, and digital media in the classroom serves as a bridge to reduce the inequality of learning access among students. This practice demonstrates that technology-based learning strategies are not only related to learning innovation but also function as a form of pedagogical intervention to address students' social disparities. The presence of technology in the classroom also helps create a more visual and interactive learning experience, thereby increasing student engagement in learning. Thus, the use of learning technology in schools is an important part of efforts to create a more inclusive learning environment.

These findings align with Social Learning Theory, which emphasizes that student learning occurs through interactions with the social environment and the use of media to enhance learning experiences (Bandura, 1977; in Schunk, 2020). From this perspective, learning technology serves as a medium that expands students' opportunities to observe, imitate, and participate more actively in learning activities. Furthermore, the use of technology in learning is also related to the principle of social justice in education, which emphasizes the importance of equal access to learning resources as part of every student's right to education (Rawls, 1971; in Noddings, 2013). By providing shared technological facilities in the classroom, teachers have created more equitable learning conditions for students from diverse social backgrounds. Therefore, learning technology functions not only as a teaching aid but also as a means of equalizing learning opportunities.

These findings align with research conducted by Judijanto and Nurwanto (2024), which demonstrated that disparities in access to technology significantly impact social integration and the quality of students' learning experiences in Indonesia. This study confirmed that students with better access to technology tend to have greater opportunities to actively engage in learning compared to students with limited digital access. Research by Jayadi et al. (2023) also demonstrated that the use of educational technology is a crucial factor in reducing learning disparities in secondary schools, particularly in areas with high socioeconomic heterogeneity. These findings reinforce the argument that technology integration in learning can be an effective strategy in reducing disparities in students' access to learning. Therefore, the use of learning technology at SMPN 7, Sinjai Regency, aligns with previous research findings in the context of technology-based education in Indonesia.

The use of learning technology in this study is directly related to the focus on students' social disparities, particularly on the gap in access to learning and the gap in the quality of learning experiences. With the support of technological facilities in the classroom, students who previously experienced limited digital devices still have the opportunity to participate in learning more optimally. Furthermore, the use of digital media also helps increase student engagement in understanding learning materials in a more contextual and interactive manner. This strategy indirectly contributes to reducing the gap in students' social participation by providing a more open learning space for all students. Therefore, the use of learning technology is an important part of a pedagogical strategy oriented towards

These findings have important implications for the development of technology-based learning strategies oriented toward social justice in schools. The use of learning technology demonstrates that schools have a strategic role in providing facilities capable of bridging the gap in students' access to learning. Furthermore, teachers need to continuously develop digital competencies so that technology utilization is not only technical, but also pedagogical and inclusive. Technology-based learning strategies also need to be integrated with a differentiated learning approach to more equitably address students' learning needs. Thus, learning technology can serve as an instrument of educational transformation that supports the creation of fair and equal learning opportunities for all students.

Implementation of Collaborative Learning through Heterogeneous Groups to Reduce Student Social Isolation and Increase Cooperation

The implementation of collaborative learning through the formation of heterogeneous groups demonstrates that teachers are striving to create a more equitable learning interaction structure in the classroom. This strategy not only aims to improve students' academic understanding but also reduces the tendency for social isolation that arises from differences in learning abilities and access to technology. In heterogeneous classes, group work allows students to share learning experiences and help peers who are having difficulty understanding the material. This interaction pattern demonstrates that collaborative learning serves as a means of building social solidarity among students. Thus, the heterogeneous group work strategy can be interpreted as a pedagogical effort to create a more inclusive and participatory learning space.

In the context of SMPN 7 Sinjai Regency, collaborative learning is relevant because differences in students' academic backgrounds and access to learning influence their engagement in the learning process. Forming heterogeneous groups helps reduce the dominance of certain students in class discussions and provides opportunities for other students to actively participate. This strategy also allows students with higher abilities to act as peer tutors for friends who need learning support. In addition to improving the quality of academic interactions, heterogeneous group work also strengthens social relationships among students in daily learning activities. Thus, collaborative learning serves as an adaptive mechanism to address the dynamics of gaps in student social participation in the school environment.

These findings align with Social Learning Theory, which emphasizes that learning occurs through interaction, observation, and collaboration between individuals within a social learning environment (Bandura in Schunk, 2020). In heterogeneous groups, students have the opportunity to learn through modeling by peers with higher abilities, so that the learning process does not solely rely on the teacher as the primary source of information. Furthermore, the collaborative approach aligns with the humanistic educational perspective, which emphasizes the importance of positive interpersonal relationships in building student self-confidence and engagement in learning (Rogers in Freiberg & Lamb, 2009; recontextualized in modern educational practices by Hattie, 2023). Through equal and supportive interactions, students can develop social skills while gradually increasing their readiness to learn. Therefore, collaborative learning serves as a strategy that strengthens the social dimension of learning in heterogeneous classrooms.

The results of this study also align with the findings of Johnson and Johnson (2017), who showed that cooperative learning can increase positive social interactions and reduce the gap in student participation in group learning activities. Slavin's (2014) research also confirmed that heterogeneous group work helps increase student learning motivation because it creates shared responsibility in achieving learning objectives. In the context of contemporary education, UNESCO (2022) also emphasizes that collaborative learning is an important approach in building inclusive education that can reach students from diverse social backgrounds. The findings of this study strengthen the argument that collaborative strategies not only impact learning outcomes but also play a role in building more equitable

social relations in the classroom environment. Thus, the practice of heterogeneous group work at SMPN 7, Sinjai Regency, shows alignment with the direction of global inclusive education development.

The application of collaborative learning in this study is directly related to the focus on students' social disparities, particularly on the gap in social participation in the classroom and opportunities for self-development. Through heterogeneous group work, previously passive students gain space to contribute to discussions and collaborative learning activities. This strategy also helps reduce the tendency for exclusive groups to form based on academic ability or technology access. Furthermore, collaborative learning expands students' opportunities to build self-confidence through active involvement in group activities. Thus, the heterogeneous group work strategy contributes directly to reducing students' social disparities in the learning process.

These findings have important implications for the development of social justice-oriented learning strategies in junior high schools. Collaborative learning demonstrates that planned management of student interactions can be an effective means of reducing social isolation in heterogeneous classrooms. In addition to increasing student engagement in the learning process, this strategy also strengthens collaboration skills, a crucial social competency in the Society 5.0 era. Teachers need to maintain and continuously develop collaborative learning practices to create an inclusive and participatory learning environment. Thus, collaborative learning can serve as a pedagogical instrument that supports equitable student social participation in learning activities.

Giving Roles, Motivation, and Appreciation to Passive Students as a Strategy to Increase Student Learning Participation

Giving roles, motivation, and appreciation to less active students demonstrates the teacher's pedagogical efforts to create more equitable opportunities for participation in the classroom learning process. This strategy emphasizes that student engagement is determined not only by academic ability but also by the social support provided by the teacher during the learning process. When students are given specific responsibilities within a study group, they have the space to develop self-confidence and courage to express their opinions. Appreciating student participation also serves as positive reinforcement that encourages continued student engagement in learning activities. Thus, this strategy can be interpreted as a systematic effort by teachers to reduce the gap in students' social participation in the classroom.

In the context of SMPN 7 Sinjai Regency, the strategy of giving students roles and appreciation is important because not all students have the same level of confidence in participating in discussion-based learning and group activities. Some students still show a tendency to be passive due to differences in academic ability and limited experience with technology-based learning. This condition requires teachers to create a learning environment that encourages students to participate boldly without fear of making mistakes. By giving students responsibilities in groups, students have the opportunity to actively engage in learning activities with their peers. This strategy demonstrates that managing student participation in a planned manner is a crucial part of creating an inclusive learning environment. Thus, giving students roles and appreciation is a relevant form of pedagogical intervention in responding to the dynamics of social inequality in students in the classroom.

These findings align with Social Learning Theory, which emphasizes that student learning behavior develops through reinforcement, observation, and interaction with the social learning environment (Bandura in Schunk, 2020). Appreciating student participation serves as positive reinforcement, encouraging students to repeat active learning behaviors. Furthermore, the strategy of assigning responsibility within groups aligns with a humanistic educational perspective, which emphasizes the importance of respecting individual student potential as part of the process of building self-confidence and self-actualization in learning (Maslow in Santrock, 2021). Through emotional support and recognition of student effort, teachers help create a learning environment that fosters balanced social and academic

development. Therefore, providing motivation and appreciation to passive students is an important strategy for building more equitable learning participation in heterogeneous classes.

The results of this study also align with the findings of Hattie (2023), who showed that providing positive feedback and reinforcement for student participation significantly contributed to increased student engagement in learning. Wentzel's (2018) research also confirmed that teacher support for student participation plays a crucial role in increasing student motivation and self-confidence in the classroom. Furthermore, research by the OECD (2021) shows that learning strategies that provide equal participation for students can reduce the gap in learning engagement between students from different social backgrounds. These findings strengthen the argument that providing roles and appreciation to students is an effective strategy for creating more inclusive learning participation. Thus, the practices carried out by teachers at SMPN 7, Sinjai Regency, align with the direction of participatory learning development in modern education.

The strategy of assigning roles and appreciation to students in this study is directly related to the focus on student social inequality, particularly the gap in social participation in the classroom and opportunities for self-development. By giving students responsibility in study groups, previously passive students gain the opportunity to demonstrate their abilities and involvement in the learning process. Furthermore, appreciating students' efforts helps boost their self-confidence, making them more willing to participate in class discussions. This strategy also contributes to the creation of more equal social interactions among students during learning activities. Therefore, providing motivation and appreciation is an important part of the pedagogical strategy for reducing student social inequality in the classroom.

These findings have important implications for the development of social justice-oriented learning strategies in junior high schools. Giving passive students a role and appreciation suggests that student engagement can be enhanced through a pedagogical approach that emphasizes appreciation for student learning efforts. Furthermore, this strategy also strengthens the teacher's role as a facilitator of social interactions, encouraging the creation of an inclusive and participatory learning environment. Strengthening student participation through appreciation and group responsibility can be a model for effective learning practices in addressing social disparities in the Society 5.0 era. Thus, this strategy contributes to the development of learning that is not only oriented towards academic achievement but also towards equalizing opportunities for students' social participation in the classroom.

CONCLUSION

Based on the research results and discussion, it can be concluded that the learning strategies implemented by teachers at SMPN 7 Sinjai Regency to address social disparities among students in the Society 5.0 era are carried out through four main approaches, namely the implementation of differentiated learning, the use of learning technology, the formation of heterogeneous learning groups, and providing roles and appreciation to students who are less active in learning. These four strategies demonstrate the existence of a directed pedagogical effort to respond to differences in access to learning, the quality of learning experiences, social participation in the classroom, and opportunities for student self-development that are not fully equal. The application of differentiated learning allows teachers to adapt the learning process to the needs and abilities of students, thereby reducing the gap in the quality of learning experiences. The use of learning technology acts as a means of equalizing access to learning through the use of digital media and school facilities that can be used collectively. In addition, collaborative learning through heterogeneous groups and providing motivation and appreciation to passive students contribute to increasing social participation and student self-confidence in learning activities. Thus, the learning strategies implemented by teachers not only function to increase the effectiveness of the learning process but also act as pedagogical mechanisms that support the creation of a more inclusive and socially just learning environment for all students

Based on the research results and discussion, it can be concluded that the form of

social inequality among students in learning in the Society 5.0 era at SMPN 7 Sinjai Regency is reflected in four main dimensions, namely the gap in access to learning, the gap in the quality of learning experiences, the gap in social participation in the classroom, and the gap in opportunities for student self-development. The gap in access to learning is evident from differences in digital device ownership and internet network availability that affect students' readiness to participate in technology-based learning. The gap in the quality of learning experiences is evident in the variation in students' abilities to understand digital learning materials due to differences in technological literacy and previous learning experiences. In addition, the gap in social participation in the classroom is evident from the dominance of certain students in discussion activities and learning activities, which impacts the inequality of learning interaction experiences between students. The gap in opportunities for self-development is also reflected in the unequal opportunities for students to perform, achieve, and gain academic recognition in learning activities. Thus, these four dimensions of inequality indicate that the transformation of technology-based learning in the Society 5.0 era has not been fully followed by equal distribution of learning opportunities for students, so that more inclusive learning strategies oriented towards social justice are needed in the school environment.

Based on the research results and discussion, it can be concluded that the factors influencing the implementation of learning strategies to address social disparities among students at SMPN 7, Sinjai Regency consist of supporting and inhibiting factors that interact with each other in the learning process. The main supporting factors include the availability of technology-based school facilities and teachers' digital competencies, which enable technology-based learning to take place in a more inclusive and adaptive manner to students' needs. Meanwhile, inhibiting factors stem from differences in students' family economic backgrounds, which affect access to devices and the internet, as well as variations in students' learning motivation and digital readiness, which impact their engagement in learning. The interaction between these factors indicates that the success of learning strategies is determined not only by the pedagogical approach applied by teachers but also by students' structural and psychological conditions, which influence their learning readiness. Thus, optimizing learning strategies to address social disparities among students requires strengthening educational facilities, improving teacher competencies, and continuously developing students' motivation and learning readiness to realize inclusive and equitable learning in the era of Society 5.

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