Identification of Online Learning Problems in Rural Areas During Covid-19

Ni Luh Putu Suciptawati[1], Nyoman Widana[2], Made Susilawati[3], I Gusti Ayu Made Srinadi[4], Desak Putu Eka Nilakusmawati[5]

[1,2,3,4,5]Mathematics Department, Udayana University, Badung, Bali, Indonesia

ABSTRACT: Since the Covid-19 pandemic, learning in schools has been done online. In contrast to face-to-face learning, online learning is a learning system without face to face directly between teachers and students, but is carried out online using the internet network. The purpose of this study is to identify problems that arise during online learning in rural areas. The method used is descriptive qualitative by conducting in-depth interviews with teachers, students and parents of students who feel the impact of online learning. The results of the study show that the problems that arise during online learning are: difficulty in getting an internet network, limited internet quota, students do not understand the material given by the teacher. Parents cannot accompany their children to study optimaly

KEYWORDS: Covid 19, online learning, rural areas

I. INTRODUCTION

At the end of 2019 the world was shocked by the emergence of coronavirus disease or covid 19. The covid 19 virus was first discovered in Wuhan, Hubei Province, China. In a matter of 2 weeks has killed hundreds of people [1] [2] [3]. The spread of Covid 19 is so fast throughout the world that on March 11, 2020, WHO designated Covid 19 as pandemic, as well as recommending people with respiratory symptoms to isolate themselves and practice social distancing. This recommendation also applies to all countries in the world, including countries that have reported no cases of Covid 19 [4]. Transmission of Covid 19 from person to person. Prevention can include: maintaining physical or social distancing (for example, keeping a distance of 6 feet from other people, closing educational institutions, closing public facilities); limiting human mobility (for example: work from home (WFH), studying from home, stay at home, reducing travel). social distancing and restrictions on people's mobility contributed to slow the spread of COVID-19 and reduce the risk of death [5].

With the enactment of social distancing and physical distancing, schools are temporarily closed. Even though schools are closed, the learning process must continue in order to achieve educational goals. For this reason, the Indonesian government has changed the learning system, which was originally face-to-face into an online learning system. The online learning system refers to Mendikmud Circular Letter No. 4 of 2020 which regulatesconcerning the Implementation of Education Policy in the Emergency Period of Corona Virus Disease (COVID-19) Spread [6]. This Circular Letter was issued with the main consideration of physical and mental health, teachers, students, school principals and all school members.

The online learning system is a distance learning system where students and teachers are separated by distance by utilizing information technology and supported by computers, laptops or smartphones. In addition, it is also said that online learning is now no longer an option but a necessity in the world of education. Covid 19 has caused offline learning to turn online. With online learning teachers can provide learning to a large number of students, whenever and wherever in the world they are, teaching-learning process is more student-centered, more innovative, and more flexibleSo that online learning is a powerful way to overcome educational problems when a health crisis occurs which requires social distancing and physical distancing such as the Covid-19 pandemic [7].

Online learning has several drawbacks including the high cost of buying internet quota, the uneven internet network, especially in rural areas, the decreased enthusiasm of students in learning and the uneven ability of teachers to access information technology [8] [9]. In addition, online learning is constrained because technological developments have not been fully mastered by teachers, there are some teachers who still stutter using computers or laptops and there are still some who are not familiar with smartphones and the internet [10]. Online learning is a challenge for schools, teachers, students and parents. In order for online learning to be effective, social, emotional and pedagogic aspects are needed. In addition, flexibility in the learning process and motivation really supports the success of online learning [11]. Online learning also has an impact on student psychology, student

anxiety occurs in Bangladesh during online learning due to lack of access to high-speed internet, self-study at home and lack of access to learning resources and other e-learning platforms [12]

The factors that influence online learning include: 1) student involvement, student presence and student motivation in participating in online classes greatly affect learning success. 2) The role of the teacher, online learning will be successful if the teacher is able to manage learning content, creating a learning environment *online* high quality so as to motivate students to learn. 3) Big data and monitoring, the goal are to be able to adjust learning content, strategies and learning process activities. Furthermore, providing feedback and intervention to decision makers (schools or government) to improve the quality of learning [13]. It has been reviewed previously that online learning has advantages and disadvantages. Specific research discussing the impact of online learning in rural Indonesia based on the perceptions of students, teachers and parents of students has not been carried out much. This study aims to identify the impact of online learning in rural areas during the Covid 19 pandemic. The research objects observed were not only teachers and students but also students' parents

II. METHODS
This research was conducted in Pancoran Village, Selemadeg Barat District, Tabanan. The research was conducted for 8 months starting from March 2021 to October 2021. To find out the problems that occur during online learning, the type of research used is descriptive qualitative research. Qualitative descriptive research is a study that aims to reveal events or facts that occurred during the research and related toideas, perceptions, opinions, beliefs of people who will be studied and all of them cannot be measured with numbers [14]. In order to make it easier to obtain data, the sample that became the research subject was chosen by teachers in the village, primary, middle and high school students, as well as parents of students. The sampling technique was carried out by purposive sampling, namely a sampling withcertain considerations. The basic idea of purposive sampling is that concentrating on people with certain characteristics will produce better research than random sampling [15] [16]. The considerations used in this case are respondents who feel the impact of online learning.

Data collection was carried out by conducting in-depth interviews with research subjects, making notes and documentation. Apart from using in-depth interviews, respondents were also asked to fill out a questionnaire related to problems that arose during online learning. Details of the number of samples taken are presented in table 1 below

Table 1. Details of the Number of Respondents Taken

Respondent Category	Number of people
Teachers	2
Primary students	4
Junior high school students	2
Senior high school student	2
Parents of Students	6
Total	16

In the village there are only 2 people who work as teachers, so there are only 2 respondents in the teacher category. Whereas 4 primary school students were taken with details of 2 students of 5th elementary school and 2 other students 0f 6th elementary School. Junior high and senior high school students were taken each 2 people, it was assumed that they could represent the opinions of their peers. The number of parents who were respondents was 6 people with details of 2 people having primary school children, people having junior high school children and 2 people having high school children.

Furthermore, validation of the data that has been collected is carried out. The validation of the research results was analyzed using the triangulation method. Triangulation is a method of checking the validity of data that utilizes something else from outside the data for the purposes of checking or as a comparison of the data [17]. According to [18] the essence of triangulation is a multi-method approach used by researchers to check the validity or information obtained from various different points of view, by reducing the bias that occurs when data is collected and analyzed. Triangulation can be divided into 3 ways, namely: 1) source triangulation, this compilation compares and checks back the degree of trust in information obtained from different sources. 2) Method triangulation, data validation is done by checking the data to the same source using different data collection methods. 3) Time triangulation is a test of the validity of data taken using the same method in different times or situations. In addition, the triangulation method has greater flexibility in certain studies [19]. The triangulation model used in this research is source triangulation and method triangulation. In this study the data sources used were students, teachers and parents of students. To obtain data in the method triangulation we used in-depth interviews and distributed questionnaires to respondents. then the results obtained are combined to get a conclusion.

The data obtained using the triangulation was then analyzed using the Miles & Huberman model data analysis technique [20]. The steps of data analysis carried out are as follows:

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1) **Data reduction**

   The data obtained, both based on method triangulation and source triangulation, were selected in such a way and discarded unnecessary or questionable data, then grouped according to need.

2) **Data presentation**

   The data that has been obtained is presented and analyzed according to previous theories

3) **Conclusion**

III. RESULT AND DISCUSSION

Results

Pancoran Village is a village located in the hills of Tabanan Regency bordering Jembrana Regency. Most of the people work as farmers and some as traders. In that village there is an primary school, namely SDN 2 Mundeh, while for junior and senior high school level the children in the village attend schools located in neighboring villages which are still located in Selemadeg Barat sub-district, or there are also several children in the village school outside the Selemadeg Barat sub-district but still in the Tabanan district. Before the pandemic, high school students from the village stayed in boarding houses in the village where they attended school. Because during the pandemic, schools were closed and online learning was implemented, they returned to the village to gather with their families and study from home. Because the location is far from the main road and in the hills, the internet network in the village is difficult to reach, the only provider that can be used there is IM3 and even then it is limited to certain locations.

The objects of this study were 4 primary school students, 2 junior high school students, 2 high school students of the same level, 1 primary school teacher, 1 junior high school teacher and 6 parents of students. The general description of the research object is presented in table 2

Table 2. Respondent Data

Respondent	Number	Age(year)	Education	Profesion
Parents of Students	1	34	Junior High School	Farmer
	2	32	Primary School	Trader
	3	40	Junior High School	Farmer
	4	32	Senior High Shool	Trader
	5	38	Senior High Shool	Trader
	6	30	Senior High Shool	Farmer
Teacher	7	29	University	Teacher at SDN 2 Mundeh
	8	31	University	Teacher at SMPN 1 Selemadeg Barat
Student	9	12	Primary School	5th grade primary school
	10	12	Primary School	6th grade primary school
	11	13	Primary School	6th grade primary school
	12	12	Primary School	5th grade primary school
	13	13	Junior High School	1st grade junior high school students
	14	15	Junior High School	3rd grade junior high school students
	15	17	Senior High Shool	2rd grade Senior high school students
	16	17	Senior High Shool	3rd grade Senior high school students

Respondents' responses regarding the problems they experienced during online learning are summarized as follows:

Problems of Online Learning According to Teachers

Based on in-depth interviews with 2 teachers, namely a teacher at SDN 2 Mundeh and a math teacher at SMPN 1 Selemadeg Barat, it was found that the teachers were not ready for IT and were still nervous about providing online learning. Before the pandemic they were used to teaching in front of the class, giving subject matter face to face, explaining learning material by writing on the blackboard. The teacher gives feedback by giving practice questions to students, if students don't understand the teacher will explain again and give homework to students. During the pandemic, online learning was carried out by means of teachers creating WhatsApp groups whose members included the teacher and all students in the class being taught, or forming groups based on the subject being taught. The teacher gives material and assignments via WhatsApps. Students work on assignments as usual on paper, then take pictures and upload them to WhatsApps. Assignments are collected on the specified day and hour. There are always students who are late to collect their assignments with the excuse of being constrained by the signal, or the reason being that they don't have their own cellphone, they are still waiting for another family's cellphone. Often the answers to students' assignments are uniform, in the sense that they do the assignments together or there are students who imitate the work

of their friends, in this case the teacher finds it difficult to find out who is the source of the answers to these assignments and who is copying them. Teachers find it difficult to give assessments to students.

The following is the narrative of the Mathematics teacher at SMPN 1 Selemadeg barat (R8) and Teacher at SDN 2 Mundeh (R7)

"I'm not ready for online learning, during this pandemic I sent learning materials via WhatsApps, both in the form of learning material handouts and videos that I downloaded from several online media. Assignments are given via WhatsApps and collected back via WhatsApps as well. I often find students' answers are the same as other students, so it is difficult to give a final grade in student report cards. Sometimes there are also students who are late in submitting assignments on the grounds that there is no internet network. The positive impact as a math teacher is that I feel challenged to be more creative in learning so that the material I provide is easily accepted by students"(R8).

"Online learning in my village cannot run optimally. I am not ready for technology for online learning, apart from the fact that the signal is difficult in the village, we teachers in this village are not used to using online learning media. The teacher also provides new subject matter limited to using WhatApps. Many students do not have their own cell phones, they still share their cell phones with their parents or older siblings, so students are often late to collect assignments. If online learning continues, I will be prepared to learn using online learning media, at least using Google Classroom. I also hope that the government often provides training related to online learning media such as e-learning" (R7).

Student Response to Online Learning

We conducted in-depth interviews and gave questionnaires to 8 students who live in Pancoran village, in general they said they did not like online learning. Those who are used to hanging out with friends, are forced to study and do assignments from home. Not all students' parents can accompany or guide them in learning. Usually students who are not accompanied by their parents in learning will study with their friends gathered in a place that is accessible to the internet network. The problem that arises is that there are students who are late in collecting assignments because there is no signal or because they are still waiting for a cell phone that is still being used by other family members. Students must find a higher place to get a good signal, if it rains they will have difficulty leaving the house, the risk is that students will be late collecting assignments. They also said they wanted the pandemic to end soon so they could go to school normally again. A summary of student complaints was as follows:

1. Not all students have their own handpone, some have to share it with their parents or other siblings so they are often late reading material sent by the teacher and are often late in sending their assignments.
2. Often running out of internet quota and signal problems. Kouta assistance from the Ministry of Education and Culture is only a Telkomsel provider while in the village Telkomsel cannot be used, the only signal that is rather good is Indosat (IM3).
3. The teacher only sends material via WhatsApps, sometimes it's hard to read and understand. Even though there are teachers who send material in video form, students still have difficulty understanding it, especially for mathematic lessons.
4. The teachers give a lot of assignments, so it's boring to do the assignments. Often the tasks given are not understood by students or their parents. Sometimes tasks are done improvised or imitating friends.

Here we include the results of in-depth interviews with respondents at the primary school level (R11) and high school (R15)

"I don't like studying online, I'm bored at home, I feel frustrated because there are so many assignments from the teacher and it's hard for me to understand, at home no one can help me study because my parents are busy in the garden and they don't understand my study material " (R11).

"At my house the internet signal is rather difficult. I often have to go to quite high places to get an internet signal to download material given by the teacher which I can then re-read at home. When it rains, it is really difficult for me to study because there is no internet at home and I cannot leave the house to access the internet. Besides that, I often run out of internet quota to access learning materials sent by the teacher. The material shared by teachers online is often difficult to understand, so we often have to get together with our friends to do assignments. I really feel stressed and frustrated. I hope the pandemic will end soon, so we can go to school as before" (R15).

Problems That Parents Feel During Online Learning

In general, based on the answers from the questionnaire provided and the results of interviews with parents, they said they did not understand technology. They are forced to follow the development of information technology in order to help their children study at home. Problems arise because parents work in the morning to earn a living so they don't have time to accompany their children to study, they can only accompany them after the afternoon or evening and even then only briefly. In addition, the maximum education level of parents in the village is high school, which affects their ability to guide their children to study at home. For middle school or high school children, parents let their children study with their friends, children will study with their friends and parents do not really know whether their children understand the learning material provided by the teacher. Parents only ask their children whether the task has been done? If the child says yes, the parents don't check their child's work anymore. Often for

children who are still in primary school, parents do their children's assignments, with the excuse that their children don't do assignments and are angry with the teacher. Another problem that parents feel is from an economic perspective, during the pandemic their income has decreased while spending on buying internet packages has increased.

The following are the results of interviews with 3 parents with different education

"I have 2 children, the eldest is in grade 3 of junior high school and his younger sibling is in grade 6 of primary school. From the past, I rarely accompanied my child to study, I didn't understand my child's subject matter. During online learning, I can only motivate him to do his assignments with his friends, especially since there are no internet facilities at my house. I also feel that the economic burden is increasing because I have to buy internet quota for them. I hope the pandemic will end soon so that children can study at school like before" (R2).

"I try to accompany my child to study, help him do the assignments given by the teacher, sometimes if my child doesn't want to do his work, I do it. Now I realize that being a teacher is difficult, I have to be patient and know the character of students" (R3).

In contrast to the opinions of the two previous parents, parents with high school education have a broader perspective

"Studying online and studying offline is not a problem for me, because every day I always accompany my child to study. If during offline learning I help re-explain the subject matter provided by the teacher at school, during online learning I will also do that. For me children's education and success is a priority. My only problem is the increase in spending to buy internet quota" (R6).

DISCUSSION

Education is a very important factor in human life. Education is an important part of every child's development. With education children get the knowledge and skills needed to stimulate a better future. Even though there is a disaster, the education process in schools must continue. During the Covid-19 pandemic, so that the teaching and learning process continues properly, an online learning system is a solution that can be used .Teachers can share learning materials in the form of PPT, PDF or Word documents by uploading them on whatsapp, school website pages or via email to many students [21].

Online learning does not always run smoothly. There are several obstacles encountered during online learning, especially in rural areas. Online learning in rural areas not only impacts teachers and students, but also parents. Limited mobile devices connected to the internet are the main obstacles in online learning.This is the same as research conducted by [22] which states that to improve the quality of online learning, Telkom's infrastructure must be improved. The difficulty of internet connection causes students to struggle to find a location that can be reached by the internet network, this problem can stress students. As revealed by [23] online learning in the midst of a pandemic has caused more students to be stressed, frustrated because of the lack of opportunities to interact with peers.

The second problem is the unpreparedness of teachers, students and parents in online learning. Not all teachers and parents are adept at using technology. Teachers are not ready to use more varied online learning media. Students feel bored with the many assignments given by the teacher. Following [24] learning process from home can be carried out provided that the activities and assignments given vary between students, according to their respective interests and conditions, including considering the gap in access/learning facilities at home. The results of learning activities from home are assessed by the teacher qualitatively (eg good, sufficient, needs further improvement) without giving a quantitative score/value.

The results of this study are in accordance with research by [25] Problems experienced by teachers during online learning during the COVID-19 pandemic in Turkey is the problem of student internet connection, lack of teacher-student interaction, difficulty in making reliable assessment of learning, lack of knowledge on how to evaluate students' knowledge and skills, unable to provide teaching skills, unable to achieve all the learning outcomes specified for learning, difficulty in providing feedback to students, difficulty in teaching according to individual interests and abilities students, lack of student motivation, attitudes and behavior of school/university managers towards teachers who teach online as long as online learning is mandatory. They also recommend that teachers regularly attend professional development events, webinars and courses to improve their digital literacy skills, learn more about different learning management systems (LMS), online collaboration platforms, tools for designing online learning content, etc., and returns For formal education, teachers must adopt a broader educational philosophy that aims to improve students' knowledge and skills such as problem solving, decision making, self-management, learning way of learning, critical and creative thinking, responsibility.

Refer to [26] there are five ways that teachers can do so that online learning is easily accessible to students, namely: 1) paying attention to how students explore online classes. Aims to explore simple and intuitive content. This makes it easier for students to access the information needed; 2) Teachers can provide video tours of online classes at the start of the semester. In videos, teachers can share screens and show students how content is displayed in a learning management system (LMS). It can also be shown to them where they can find readings, coursework, learning activities, and other resources; 3) Make sure all word documents, powerpoint, and pdf files can be accessed and searched; 4) If the teacher uses pictures or graphics, add alternative text so that students can easily understand it; 5) When the teacher uses learning videos, add transcripts and captions to the videos.

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Online learning will be successful if there is cooperation between teachers and parents. While studying from home, parents play the role of teacher at school. Parents guide and motivate their children to be passionate about learning. To help their children learn, parents can use online learning platforms which can be accessed free of charge. According to research [27] online learning can run well and effectively if there is parental guidance. Parents must accompany their children when studying, doing assignments, and helping children when they experience difficulties

Based on the results of interviews with students, teachers and parents, their hopes can be summarized if online learning continues, namely: 1) teachers need to be given training on online learning media using e-learning, 2) there is gadget assistance to underprivileged students so that they can actually take lessons, 3) Internet quota assistance is not limited to Telkomsel providers, because in that village the signal for the Telkomsel network is very difficult, 4) there is attention from village officials so that students are given internet facilities in public spaces such as in Bali banjar or village office.

IV.   CONCLUSION

Online learning is indeed very helpful in times of crisis, not only during a pandemic but also when there are other disasters such as natural disasters, or when teachers are unable to attend school due to urgent needs. The main problem with online learning in rural areas is inadequate facilities. Not all students have laptops or gadgets for studying. limited internet network and students having difficulty buying credit or quotas, even though people can have laptops or gadgets and can afford to buy credit or internet packages but if the internet network is not reachable everything will be in vain.

In order for online learning to be maximized, it is necessary to conduct training for teachers regarding e-learning, as well as counseling to parents of students regarding several e-learning learning platforms that can be accessed online.

V.   ACKNOWLEDGE

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