# THE IMPACT OF ONLINE LEARNING FOR TEACHERS IN REMOTE AREAS

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**Abstract.** Online learning in remote areas is certainly not as easy as online learning in big cities in Indonesia. Online learning in remote areas, especially in the Landak district, faces many obstacles due to limited facilities and infrastructure. To overcome these problems, teachers in remote areas in Landak are trying to find solutions so that online learning can still take place well, even though it is limited. This study aims to describe the difficulties experienced by teachers when teaching and the solutions offered to overcome the problems of online learning in these remote areas. The results of this study indicate that there are still some difficulties encountered related to online learning experienced by teachers in remote areas. Difficulties in the internet network and the provision of laptops or smartphones still color the implementation of online learning experienced by teachers in remote areas. 84% of teachers experienced network difficulties in the online learning process during the pandemic. One thing is very proud that teachers in remote areas are willing to do anything to overcome these difficulties. So even though there are many difficulties faced by online learning in remote areas, it can still run well. One of the efforts made is blended learning, taking turns online and offline learning.

Keywords**:** Online learning; impact and solution; teachers in remote areas

## I. INTRODUCTION

COVID-19, which began to spread in early 2020, caused all activities related to involving many people to be canceled. According to WHO (World Health Organization) in Rina, et al (2020: 374) COVID-19 is a pandemic, which means the spread of new diseases throughout the world. Idah, et al (2020: 182) said that COVID-19 is a new virus that infects the respiratory system of infected people. Then Diah, et al (2020: 128) also confirmed that the degree of disease caused by Covid-19 can vary from upper respiratory tract infections to ARDS. COVID-19 has greatly affected teaching and learning activities for teachers in remote areas, especially at Junior High School 8 and Junior High School 12 of Ngabang which are located in remote areas in the Landak district. The impact experienced by teachers in this area is very diverse, ranging from difficulties in conducting online learning to difficulties in facilities and infrastructure as learning tools. Because teaching in remote areas has very limited facilities and infrastructure, the internet network is only available in certain areas. Even with the limitations of the teachers in these remote areas, they still try to do learning by blended learning.

Fajrian (2020) in Zhafira Nabila (2020: 2), stated that in connection with the Covid-19 outbreak, the government then issued an appeal to carry out learning activities from home. This is done to break the chain of virus spread and maintain the security and safety of teachers and students. The world of education has also experienced drastic changes through the learning system carried out. Learning that is usually done face-to-face in class has been replaced with an online learning system.

Online learning according to Ali & Afreni (2020: 216) is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Tuti, et al (2020: 194) assert that online learning can be done to change the portion of face-to-face meetings in the classroom with online meetings on the internet. Learning English that is done online, especially in remote areas, will cause many problems. Teachers who teach in this area must think hard about how to make online learning possible.

This qualitative descriptive study aims to describe the difficulties of teachers in conducting online learning, the researchers will also provide webinars on the use of applications that can be used. The Beginner Lecturer Research (*PDP*) is expected to be able to contribute, especially for teachers who teach in these remote areas.

*Review Of Literature*

The COVID-19 pandemic is a tragedy that grieves the entire population of the earth. All segments of human life on earth are disrupted, without exception education. Many countries have decided to close schools, colleges, and universities, including Indonesia. According to Syah Risqon (2020: 2). This crisis came suddenly, governments in any part of the world including Indonesia had to make a bitter decision to close schools to reduce people's contact massively and to save lives or still have to open schools. To survive the workers in maintaining economic sustainability.

This qualitative descriptive study aims to describe the difficulties experienced by remote teachers, to find solutions and is also expected to produce an appropriate draft for online learning, especially at Junior High School 12 Ngabang, which is located in Sungai Keli village, 25 km from Ngabang city. The location of the school is in a remote place with a distance of about 1-2 hours from Ngabang city through a yellow dirt road and slippery when it rains. Meanwhile, Junior High School 8 Ngabang is a school located in Toho Raba hamlet, Rasan village, Ngabang sub-district, 22 km from Ngabang city. Both schools are located far from the highway so they are very free from traffic noise. Junior High School 12 and Junior High School 8 Ngabang are schools located in the Special Region.

The development of science and technology in Junior High School 12 and Junior High School 8 Ngabang is very less, this is evidenced by the lack of electricity facilities, telecommunications networks are not yet available so that people have difficulty accessing the latest technology such as cellphones, TV, computers, internet, and others. Oktafia (2020: 498) says that technology can be used in teaching and learning activities, which can be said to be a change from conventional to modern methods. However, it is very unfortunate because advanced technology cannot function properly at Junior High School 12 Ngabang. According to Syah Risqon (2020: 3) in remote villages with a very dense population of school age, there is confusion, because the information technology infrastructure is very limited. Therefore, being a teacher in a remote area is not easy because it requires strong motivation to be able to survive to serve in a remote school.

To be able to survive teaching in remote areas requires strong motivation, due to natural challenges, geographical location that goes into the interior, limited facilities and infrastructure, such as the scarcity of smartphones and laptops as a means to support online learning activities. According to Flora Siagian (2015:4), what is meant by motivation is the driving force that causes a member of the organization to be willing and willing to mobilize abilities in the form of expertise or skills, energy or time to carry out various activities that are their responsibility and fulfill their obligations, in the context of achieving goals. previously determined. In this case, the intended goal is an effort to advance the quality of education in remote areas. Remote areas have their own characteristics that distinguish them from other areas. In general, the characteristics of remote areas include the unavailability of public facilities, such as electricity, clean water, internet network, shopping center facilities, health facilities, etc. These public facilities are generally not found in remote areas, so that remote community is often left behind by other areas. This is confirmed by the statement from Suciati Ariningsih (2016: 77) that underdeveloped areas are generally characterized by gaps in the life sector, high poverty rates, high population and unemployment rates, and low levels of education.

Hamidi. Et al (2015: 2) said that according to Law number 14 of 2005 article 1 paragraph 17 states: Remote or underdeveloped areas are areas with remote indigenous conditions; border areas with other countries; areas experiencing natural disasters, social disasters, or areas in other emergencies. Remote areas must meet 2 (two) cumulative requirements, namely, the area is difficult to reach due to the lack or limitation of infrastructure and public transportation facilities, both land, sea, and air, and social and economic infrastructure and facilities are not available, or even though they are available but in very limited conditions,

The quality of education in remote areas is generally still lagging behind other areas. This condition prompted researchers to conduct research in this remote area. This study aims to identify the difficulties experienced by teachers in remote areas, and provide solutions to these problems. Because the role of teachers in remote areas will determine the success of their students' education. Therefore, Desak Putu, et al (2016: 100) says that equal distribution of education and improving the quality of education are very difficult to achieve. This happens because of several factors that become obstacles in advancing the quality of education in this area. The quality of education is determined by several factors such as curriculum, teachers or teaching staff, facilities, and learning resources. Teachers have an important role in improving the quality of learning, especially in online learning.

Mustofa et al (2019) in Fitriyani (2020: 166) said that online learning is a distance education system with a set of teaching methods where there are teaching activities that are carried out separately from learning activities. Doing online learning in remote areas, the activity that can be done is using the *WhatsApp* group. With this *WhatsApp* group, teachers can do simple online learning. Through the *WhatsApp* group, teachers can send materials and assignments to be done and students can work on paper and collect them at school at the scheduled time. The implementation of blended learning is one solution that can be done for online learning for schools in remote areas.

According to Hayati (2020: 4), The teaching and learning process will run effectively and efficiently if it is supported by the availability of supporting media. The provision of dynamic, conducive, and dialogical media and educational methodologies is very much needed for the optimal development of the potential of students.

Teachers as teaching staff must be more creative and able to deliver learning materials by utilizing existing technology

such as the Google Classroom application, Zoom, and so on. However, in using online learning applications, teachers should adjust to the geographical location of the school. With the hard work of teachers in remote areas, it is hoped that the benefits of education in Indonesia will be felt in remote areas of the country. According to Putra Muhammad (2020:1), National education has the main goal of educating the nation's life as stated in the opening of the 1945 Constitution, besides that quality education must be equal in all regions in Indonesia. No exception for students at Junior High School 12 and Junior High School 8 Ngabang, Landak district which is an area that is quite isolated from urban areas, besides Landak district most of its territory is still included in the 3T region (Front, Remote, and Disadvantaged).

## II. METHODOLOGY

In this study, the researcher used a descriptive method with a qualitative approach according to Prasanti's (2018:4) qualitative descriptive method which aims to make a systematic, factual, and accurate description or description of the facts, properties, and relationships between the phenomena being investigated. Therefore, in this study, the author will describe the facts experienced by remote teachers at Junior High School 12 and Junior High School 8 Ngabang.

According to Akhmad Khabib (2015: 5), This type of research is descriptive qualitative, which is a technique that describes and interprets the meaning of the data that has been collected by paying attention and recording as many aspects of the situation as possible at that time. Meanwhile, according to Soraya (2017: 34) qualitative research is research that explains a phenomenon in-depth, through data collection that prioritizes quality.

### Research Stages

According to Moleong in Akhmad Khabib (2015: 5), there are three stages in qualitative research, namely:
1. Pre-field stage, namely orientation which includes activities to determine focus, adjustment of paradigm to theory and scientific disciplines, exploration of the form of research including initial field observations in this case to the schools being studied.
2. The field activity stage, this stage includes collecting data related to the research focus, namely about the impact of online learning for teachers in remote areas in the two schools.
3. Data analysis stage, this stage includes activities to process and organize data obtained through participant observation, in-depth interviews, and documentation, after which interpretation of the data is carried out following the context of the problems studied.
4. Report writing stage, this stage includes the activities of compiling research results from all series of data collection activities to giving meaning to the data.

### Research Locations and Research Subjects

The research was conducted at Junior High School 12 Ngabang and Junior High School 8 Ngabang, Landak Regency. The subjects of this study were teachers of Junior High School 12 Ngabang and Junior High School 8 Ngabang who were the main informants. As a triangulation, researchers used the Principal.

### Data collection technique

Data collection techniques used are: observation, interviews, questionnaires, documentation.

Data analysis is the process of systematically searching for and arranging interview transcripts, and other materials that have been collected by researchers. Analysis activities are carried out by reviewing data, organizing, dividing into manageable units. Given that this research uses a multi-case study, analyzing the data is carried out in two stages, namely:
a. Single-Case Data Analysis
b. Cross Case Data Analysis

Cross-case data analysis is intended as a process of comparing the findings obtained from each case, as well as a process of integrating between cases. These two cases were used as temporary findings and then in the final stage, simultaneous analysis was carried out to form and formulate a conception of the similarities of case 1 and case 2 systematically.

The final analysis is intended to develop a systematic conception based on the results of data analysis and narrative theoretical interpretation in the form of cross-case propositions which are then used as material to develop substantive theoretical findings.

## III. RESULTS AND DISCUSSIONS

The research method uses descriptive qualitative research, where the research results are described in accordance with the predetermined stages. The facts found in Junior High School 8 and Junior High School 12 Ngabang for teachers who have difficulty in doing online learning are described according to the survey results that have been carried out.

Based on the results of a survey conducted via Google form with 25 teachers as respondents, 15 from Junior High School 12 Ngabang and 10 from Junior High School 8 Ngabang, the following data were obtained:

Data from Junior High School 12 Ngabang survey results show that 30% of teachers can implement simple online learning combined with limited face-to-face learning. 40% of teachers have difficulty implementing online learning because students are less able to participate in these learning activities due to limited internet access. 30% of teachers do not agree with the application of online learning due to the difficulty of the internet network that has not been reached in remote areas.

Meanwhile, data from Junior High School 8 Ngabang survey results show that 30% of teachers can apply online simply combined with limited face-to-face learning. 44% of teachers have difficulty implementing online learning because students are less able to participate in these learning

activities due to limited internet access. 26% of teachers do not agree with the implementation of online learning due to the difficulty of the internet network that has not been reached in remote areas.

From the results of a survey of two schools in remote areas, the following results were obtained:

TABLE 1.
THE RESULT OF TEACHERS' QUESTIONERS

| No | Type of problems faced Percentage of Respondents | Percentage | | | Total number of teachers |
| --- | --- | --- | --- | --- | --- |
| | | **Disagree** | **Agree** | **Strongly Agree** | |
| 1. | The online learning process in schools is effective. | 44% | 56% | - | 25 |
| 2. | The process of online learning in schools is experiencing problems. | 4% | 16% | 80% | 25 |
| 3. | .Agree with the online learning process in schools | 56% | 32% | 12% | 25 |
| 4. | Can apply online learning applications in schools | 40% | 60% | - | 25 |
| 5. | Can enjoy the online learning process at school | 44% | 56% | - | 25 |
| 6. | At this time of the pandemic, which is not over yet, parents still agree to hold online or online learning. | 48% | 36% | 16% | 25 |
| 7. | At this time of the pandemic, which is not over yet, parents are ready if learning is held offline or offline. | 12% | 80% | 8% | 25 |
| 8. | A good form of offline/offline learning is with a health protocol and dividing the class in half in a pandemic situation | - | 84% | 16% | 25 |
| 9. | Experiencing network difficulties in the online learning process during the pandemic. | 4% | 84% | 12% | 25 |
| 10. | The limitations of laptop/smartphone facilities are an obstacle/difficulty for parents in the online learning process. | 4% | 84% | 12% | 25 |
| 11. | To overcome the limitations of these facilities, parents are willing to do anything as long as they do not violate laws and regulations, such as borrowing a laptop. | 12% | 80% | 8% | 25 |
| 12. | The availability of an unstable network is an obstacle/difficulty for parents in the online learning process. 4% 80% 16% 25 | 4% | 80% | 16% | 25 |
| 13. | The ability to use applications such as video conferencing, (meet. google, zoom, Microsoft. team, etc.) is an obstacle/difficulty for parents in the online learning process. | 16% | 80% | 4% | 25 |
| 14. | Ladies and gentlemen still agree that online learning is delivered in a simple manner with an assignment system. | 28% | 64% | 8% | 25 |
| 15. | Limited funds are an obstacle/difficulty for parents in the online learning process. | 24% | 64% | 12% | 25 |

Based on the survey results through questionnaires and interviews that have been carried out, there are several difficulties experienced by remote area teachers at Junior High School 12 and Junior High School 8 Ngabang. The difficulties experienced by teachers in remote areas in the online learning process are as follows:

1. The teachers do not agree if it is said that the online learning process in schools is effective, because many obstacles are experienced.
2. The teachers strongly agree that the online learning process in schools is experiencing problems

because in remote areas it is difficult to get internet access.

3. The teachers agree that the online learning process in schools has difficulty providing laptops or smartphones, this is because the welfare level of people in remote areas on average still lives in the poverty line, so buying smartphones and laptops is still too difficult for them, because they are more concerned with putting their basic needs first.

4. Teachers 40% do not agree to apply online learning applications in schools, because facilities and infrastructure are still limited.

5. 44% of teachers cannot enjoy the online learning process at school. Because most students have not been able to enjoy the online learning process.

6. Teachers 48% do not agree that during this pandemic, which has not ended, online learning is still being held. Teachers tend to use Blended learning, a mix of online and offline.

7. A good form of offline/offline learning is with a health protocol and dividing the class into half in a pandemic situation, 80% of teachers agree.

8. 84% of teachers experienced network difficulties in the online learning process during the pandemic.

9. 80% of teachers agree, to overcome the limitations of these facilities, parents are willing to do anything as long as they do not violate laws and regulations, such as borrowing a laptop.

10. 80% of teachers agree that the availability of an unstable network is an obstacle/difficulty for parents in the online learning process.

11. 80% of teachers agree The ability to use applications such as video conferencing, (meet. google, zoom, Microsoft. team, etc.) is an obstacle/difficulty for parents in the online learning process.

12. 64% of teachers agree, mothers and fathers still agree if online learning is delivered in a simple way with an assignment system.

13. 64% of teachers agree that limited funds are an obstacle/difficulty for parents in the online learning process.

Based on the survey results, it can be concluded that the biggest difficulty in online learning experienced by teachers in remote areas is providing an unsupported internet network due to limited facilities and infrastructure. This is because the average teacher who lives in remote areas lives far from the internet network, so network problems are a major problem.

The second difficulty is that the provision of a laptop or smartphone as a means for online learning ranks second. This is because the economic level of teachers in remote areas is below the poverty line, only a small proportion of teachers in remote areas are already economically established. So to buy a laptop or smartphone they are still difficult because to meet their daily needs they still depend on natural conditions. However, some of them are already living well enough to be able to buy these facilities for their online learning needs, although they are still in small quantities.

Due to limited time and manpower, this research only focuses on finding out the difficulties experienced by teachers who teach in remote schools. The results of this research have been further elaborated in the table of survey results conducted via google form. Based on the results of surveys and interviews conducted, the solution that can be done in conducting online learning is through the use of Whats up groups. Where learning is done by combining online and offline learning.

## IV. CONCLUSION

To avoid the spread of COVID-19, almost all schools from elementary, junior high, high school, and college in our country are conducting online learning, as well as what happened in the Landak district which is in the 3T category (Front, Underdeveloped and Disadvantaged). The results of this study indicate that there are still some difficulties encountered related to online learning experienced by teachers in remote areas.

Difficulties in the internet network and the provision of laptops or smartphones still color the implementation of online learning experienced by teachers in remote areas. But one thing is very proud that teachers in remote areas are willing to do anything to overcome these difficulties. So even though there are many difficulties faced by online learning in remote areas, it can still run well. One of the efforts made is blended learning, taking turns online and offline learning.

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