



Indonesia Education Readiness Conducting Distance Learning in Covid-19 Pandemic Situation

Madziatul Churiyah; Sholikhan; Filianti; Dewi Ayu Sakdiyyah

State University of Malang, Malang, Indonesia

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Abstract

At the end of 2019 China was shocked by a very deadly virus outbreak, Covid-19. Then in 2020, this virus outbreak became a global pandemic that resulted in many life settings being forced to change suddenly, one of which was teaching and learning activities in schools. Indonesia also immediately adjusts the conditions to minimize the spread of this virus. Schools and universities agreed to change learning activities towards distance learning systems. However, the poor implementation has actually made the situation worse, where students feel a lot of stress due to distance learning management is not done comprehensively. This article aims to analyze the implementation of distance learning systems carried out by Indonesian education in the Covid-19 pandemic situation. Literature studies from various reports and scientific articles as well as in-depth interviews were also conducted with samples of students, teachers and parents, both in rural and urban environments in Indonesia which were most affected by the Covid-19 virus. The results of the analysis conclude that Indonesia has prepared virtual infrastructure well, but the factors of teachers and schools still need to understand more about the essence of distance learning. Students have low self-regulated learning so they are less able to regulate their distance learning activities, teachers tend to stutter about technology, and parents lack understanding of the nature of teaching and learning activities carried out at home.

Keywords: *Indonesia Education System; Covid-19 Pandemic; Distance Learning; Online Learning; Learning Tools, Self-Regulated Learning*

Introduction

The end of 2019 was closed with the outbreak of a virus originating from Wuhan, China namely COVID-19 (Coronavirus Disease-2019). This virus was first discovered around early December 2019 (Adnan Shereen et al., 2020; Rodriguez-Morales et al., 2020) and has been identified as coming from a Hunan seafood market in Wuhan City, China (Adnan Shereen et al., 2020). In this market many sell various animals that are less popular for human consumption in general, such as bats, dogs, snakes, raccoons, palm civets and other animals. When the virus was first announced by the Government of the Republic of China, some time later many countries began to report and until now (March 26, 2020) there have been 198 countries infected (*Coronavirus Update (Live)*, 2020).

It did not take long to change the outbreak status of this virus into a global epidemic, until finally the United Nations through WHO declared the Covid-19 outbreak as a global pandemic (Chavez et al., 2020; Lau et al., 2020). Until March 26, 2020, out of 198 countries, 468,644 positive cases had been confirmed, 21,191 died and 114,218 were recovered. The nature of the Covid-19 virus is known to be very easily transmitted and spread from one human to another (Chavez et al., 2020). This makes the world rushed to cover all potentials which resulted in the addition of positive patients Covid-19, for example through the cessation of public activities (crowd places), social implementation (physical) distancing, and a very heavy policy namely lockdown as carried out by China, Italy, Malaysia, and much more.

Indonesia is a country with Covid-19 emergency status. The first case was found on March 2, 2020, which infected two women from Depok, West Java. It did not take long, until March 26, 2020 this case jumped to reach 790 positive cases confirmed, 31 patients were declared cured and 58 died. The percentage of deaths in Indonesia is one of the highest, reaching almost 11% and this is far above China as the first source of the spread of this virus (Barker & Souisa, 2020; The Jakarta Post, 2020).

In a very fast time, Covid-19 virus is changing the order of life globally. Overseas travel is restricted, meetings are conducted through strict protocols, companies dismiss employees to work from home to educational institutions are also closed and then replaced with the implementation of distance learning or online learning. As of March 26, 2020 UNESCO confirmed that around 1.52 billion students from 165 countries were taught at home (UNESCO, 2020). This policy is indeed very burdensome for many parties, but it is very urgent to do so to suppress the spread of the Covid-19 virus.

What happened at the global level is also not much different from what happened in Indonesia. The government ordered the Work From Home policy to be enacted, as well as in the education policy it also issued a policy to conduct learning from home. About 3,000 tertiary education, 26,000 senior high schools, 40,000 junior high schools and 170,000 primary schools were forced to learn from home. Hundreds of thousands of educational institutions are scattered in urban areas that are known to be very close to technology and rural areas that tend to be far from technology (Dzudzek & Lindner, 2015).

The implementation of distance learning is identical to online learning, this refers to the definition of distance learning which is defined as teaching and learning activities carried out through the use of technology and information in a structured manner in which there is communication / relations between students and students and teachers regularly, substantively, and supportive (Bozkurt et al., 2015; Bušelić, 2017; Griffiths, 2016). The implementation of distance learning underscores the absence of physical meetings between students and teachers, this can be replaced by virtual meetings in the form of video shows, presentation of text material, to graphics and images both in real time and delayed (Griffiths, 2016).

Through this definition, distance learning activities certainly cannot be implemented in moderation without regard to the elements that should be present in offline teaching and learning activities. In general, the activities contained in the teaching-learning process are the preparation part covering apperception activities, the core part includes the delivery of material and discussion, and the closing part includes the evaluation and conclusion activities (Suratno, 2014). Not all online media can be interpreted as the right media in doing distance learning. The choice of media must be adjusted to the characteristics of the teaching-learning process itself (Hsieh & Tsai, 2017).

Another thing that needs to be highlighted is that internet access plays an important role in the implementation of distance learning by educational institutions (Kebritchi et al., 2017; Luschei & Zubaidah, 2012). In addition, the teacher as the main facilitator of teaching and learning activities, students as students, and parents as monitoring parties while doing distance learning from home must understand the nature of distance learning comprehensively.

Since mid-March 2020, around two weeks of teaching and learning activities from home have been carried out in schools in Indonesia. During the implementation of this policy, many parties felt a negative impact. Teachers find it difficult to choose the right platform for distance learning activities (BBC, 2020), students feel distance learning is a burden that causes psychological illness (CNN Indonesia, 2020) so parents feel very bothered through this virtual activity (Indonesia Inside, 2020). The spread of schools in rural areas has also worsened the situation, such as internet access is very difficult, the community has a fairly high technology stutter to the lack of infrastructure owned by students.

The most inherent thing in distance learning activities is the level of self-regulated learning that students have greatly influences the success of online teaching and learning (Samruayruen et al., 2013; Wong et al., 2019). Unfortunately, low levels of self-regulated learning are still held by many students in Indonesia. These problems are very worrying because the teaching-learning process is the most important activity in the process of forming and developing the quality of Human Resources (HR) (Avelar et al., 2019; Suratno, 2014). If this activity is stopped long enough and is carried out, but it will cause many difficulties, it will certainly have an impact on the quality of the country's human resources in the future. The most dangerous thing is that it can affect the quality of the country's social, economic and political life.

Based on this, of course the problems in distance learning in the midst of the Covid-19 pandemic situation must be immediately addressed with a view to achieving maximum learning outcomes and reaching the level of impact on student behavior. Even this moment it is not certain when the Covid-19 pandemic will end so that learning activities at school can be done face-to-face again. Therefore, further analysis of the problem in conducting distance learning and its solution is very urgent to do. This study aims to parse this problem through the study of literature studies and the implementation of in-dept interviews with students, teachers and parents from urban and rural areas in Indonesia.

Indonesian Education System

The progress of a nation can be measured by the quality of its human resources. The higher the civilization of a nation will also have an impact on the quality of its human resources. The quality of human resources can be developed through education, experience, and training (Kai Ming Au et al., 2008). Therefore, development in the education sector needs to be planned in a planned manner and directed towards efforts to develop quality human resources in the future (Mróz et al., 2020; Zaidi et al., 2019). The low quality of human resources has a direct correlation with the low quality of education and the low quality of education is related to the education system itself (Akareem & Hossain, 2016).

Education in Indonesia is the entire organization of education in Indonesia. The education unit as an education service group organizes education in formal, non-formal and informal channels at every level and type of education (Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional). Formal education is a structured and tiered education pathway consisting of basic education, secondary education, and higher education.

The progress and development of education is a factor in the success of a nation (Avelar et al., 2019; Weybrecht, 2017). The picture of the education system in Indonesia that adheres to the National Education System at a macro level can be seen in various aspects, including in terms of its management. The Indonesian Education System is managed centrally by the government both in terms of objectives, learning methods, textbooks, teaching materials, education personnel, ranks even until the assessment is set by the central government and applies to all schools in all corners of the country. Through this centralized arrangement, it is hoped that education in Indonesia will be equal, both in urban areas and remote areas of the country (Suratno, 2014).

The education system in Indonesia has now begun to adopt a technology-based learning system, this is supported by several studies on the development of instructional media over the past three years (Divayana dkk., 2017; Kidi dkk., 2017; Ningsih & Mulyono, 2019). In addition, Indonesia also adopted the concept of 21st Century Learning (Afandi et al., 2019). Even though there are many technology-based learning designs, they are still not optimal in their application. This is because not all schools are ready for technological developments that are developing so rapidly. There are several obstacles experienced by schools in implementing this technology-based learning system, such as the limited network / WIFI, the limited learning support computers, and several other obstacles that make the use of learning technology less optimal. So that access to the use of this technology has not been evenly distributed in all regions in Indonesia.

Distance Learning and Online Learning Design

Facing the Covid-19 pandemic, the government made a policy that is learning conducted at home online, the policy aims to cut the chain of the spread of the virus. This policy is certainly very good to implement, considering that in some countries affected by the virus also applies the same thing. However, online learning is not easy, because the learning objectives must also be carried out entirely through the online media, such as the existence of apperception, the delivery of material, the question and answer process and evaluation activities. This online learning design must also be accompanied by careful preparation from the school, teachers, students and parents.

Online learning has actually been researched over the past decade (Nie & Zhe, 2020; Perri, 2016; Petrakou, 2010), where this learning model utilizes media in the form of smartphones, desktop PCs, laptops, or other media connected to the internet (Zhang dkk., 2010). However, smartphones are preferred by users compared to other devices, this is because the convenience of smartphones to carry and the price offered is also more affordable than other devices (Rusli et al., 2020). Online learning is a system that facilitates learners to do a wider and more varied learning. Through the facilities provided by the system, students can learn without being limited by distance, space and time. Learning through online media not only presents material in written form, but can also be more varied such as the addition of video or audio (Sahlström et al., 2019).

Online learning is also called distance learning. This learning model illustrates efforts to provide access to learning for teachers and students who are constrained by geographical distance, so that in the learning process requires an interactive communication system to connect the two with various resources needed in it. Distance learning is adopted to increase students' motivation towards collaborative learning, reduce the limits in learning offered by schools, and enable students to achieve unforgettable learning experiences (Tsai et al., 2016). The distance learning process offers the possibility to encourage learning that can cross national borders, through free access to educational sites for different subjects (Fuicu et al., 2017). Distance learning is a revolution that describes other forms of learning, for example online learning, e-Learning learning, learning technology, online collaborative learning, virtual learning, web-based learning, and so on.

Experience of Other Countries

The United Nations currently records (update March 26, 2020) that there are 165 countries carrying out teaching and learning activities from home at the primary, secondary and senior level (UNESCO, 2020). This number is likely to continue to increase along with the outbreak of a pandemic to other countries that have not been infected. At present there is not much literature on how schools from around the world manage their teaching and learning activities, so it is quite difficult to describe thoroughly how they try to keep doing teaching and learning activities. UNESCO held a webinar titled "Learning Cities

Respond to Covid-19" twice during March and was attended by representatives from educational institutions of many countries (UIL UNESCO, 2020). Through this virtual forum an overview of the conditions of distance learning can be seen in the face of the Covid-19 pandemic.

In general, it is certain, developing countries and economically vulnerable communities will find it difficult to do distance learning activities. Vice versa, in many developed countries that have a majority of urban areas do not really feel the difficulty in implementing distance learning.

China was the first country to impose distance learning activities in the Covid-19 pandemic situation. Summarized from the Edutopia educational site, teachers from China share their experiences during distance learning (Schwartz, 2020).. In general, this activity can run quite well where the teacher initially prepares learning material and the accuracy of the platform that will be used for approximately half a week. Platform selection considerations are based on closeness with students such as Moodle and Google Classroom. Then the teacher begins to arrange the learning time and as much as possible keep providing space for students to conduct learning activities without looking at the smartphone / personal computer screen. Because after all distance learning is not a learning process that inspires students to spend too much time in front of the screen.

Parental support is also very important where parents are able to understand the nature of distance learning and they are able to do a job as a monitor for their children at home while doing distance learning. In general, what happens in China is not so difficult, except that they have postponed the start of semester activities which should be carried out in March each year. Submission of learning materials in China is also conveyed through live TV broadcasts.

In Hong Kong, distance learning began in February 2020 through a platform issued by the government. In addition, the role of the private sector is also quite dominant in preparing Hong Kong's education readiness in the face of the Covid-19 pandemic. This is done through a readtogether.hk forum that brings together more than 60 educational organizations, the media, publishers and entertainment industry professionals to work together in preparing 900 educational assets in the form of videos, books, assessment instruments to free counseling services.

Another thing happens in Singapore, educational institutions prepare licenses or access to technology such as Zoom, Respondus, and the Microsoft Team to teachers and students (Times Higher Education, 2020). As a developed country, of course the online learning experience in Singapore seems to be fine even though the fear of the co-19 pandemic has quite an impact on the psychic of students and parents. But a few weeks on the implementation of distance learning, the fear starts to disappear and students can implement distance learning with fun.

Through a webinar forum organized by UNESCO, the Italian Ministry of Education has informed that it has provided e-learning tools to students who are economically vulnerable and this is worth an investment of 85 million euros. In addition, the implementation of a webinar to conduct training for teachers related to online learning implementation was also carried out (UIL UNESCO, 2020).

Method

This research was conducted as an effort to describe the educational situation implemented by Indonesia in the current COVID-19 pandemic situation. The Indonesian education system is familiar with the term online learning, this is supported by the characteristics of students in Indonesia as digital native. These two facts should facilitate the implementation of online learning in a COVID-19 pandemic situation, but the facts that occur are exactly the opposite.

This research was compiled by conducting a literature study in the form of a report from the Indonesian government and world institutions relating to education in Indonesia. Analysis of scientific articles was also carried out. It aims to get a complete picture of the Indonesian education system in relation to online learning. Then the implementation of in-depth interviews was also conducted with samples of students, teachers and parents. We give the Interview Subject (IS) code as follows:

Interview respondents in this study

Respondent Code	Information of Respondents
IS-1, IS-3, and IS-5	students from urban areas
IS-2, IS-4, and IS-6	students from rural areas
IS-7, IS-9, and IS-11	teacher from the urban area
IS-8, IS-10 and IS-12	teachers from rural areas
IS-13, IS-15, and IS-17	parents from urban areas

The regions with the highest number of positive Covid-19 patients in Indonesia are DKI Jakarta, West Java, Banten, East Java and Central Java. These five regions (provinces) are located on the island of Java. This greatly affects the learning activities carried out in schools where students and teachers really do not do activities in schools. All teaching and learning activities are carried out from home within the scope of online learning.

Samples for our students, teachers and parents were taken from the region and each of them represented a rural or urban environment. This we do to get an overall picture of responses both from the side of students who experience online learning, the teacher as the main instructor in the implementation of online learning and parents as remote control directly in this online learning activity. Then, of course the rural environment and the urban environment have differences in responding to technological developments so we also interviewed these two elements in a proportional way to get a fair picture of responses to be concluded in the scope of online learning activities carried out in Indonesia.

Findings and Discussion

Through the literature study process of various scientific documents and government policies or global institutions and the implementation of in-depth interviews the purpose of this study is to get an overview of the implementation of distance learning in schools in Indonesia. In addition, we also intend to get responses from teachers, students and parents while implementing distance learning activities. Then the problem breakdown is carried out to produce input for education policy in Indonesia in relation to implementing distance learning or online learning.

Implementation of Distance Learning in the COVID-19 Pandemic Situation in Indonesia

The outbreak of the Covid-19 pandemic has a universal impact on Indonesia's education. Teachers, students, and education staff are all laid off. This effort was taken as a form of prevention of the spread of the Covid-19 virus which has become a global pandemic and continues to increase to dozens of positive patients in Indonesia. This alarming condition is a strong reason for the government to issue various policies so that all teaching and learning activities are carried out from home by utilizing technology tools, and taking policies to negate the National Examination and School Exams.

The policy not only provides an appeal but also some information devices (sites and applications) that can be accessed by schools, teachers, students and parents in facilitating and supporting teaching and learning activities while at home. The Ministry of Education independently issued the Rumah Belajar site channel that can be accessed by students at the elementary / equivalent, junior high / equivalent and high /

equivalent levels via the link <https://belajar.kemdikbud.go.id>. Inside the channel there are various menus that can support the learning experience of students to make it more meaningful such as learning resources that contain various learning materials in the form of images, videos, animations, simulations, evaluations, and games, digital classes to conduct learning with assigned teachers, the laboratory contains laboratory practicum simulations that are packaged together with students' worksheets and practicum theory, as well as a question bank that presents various types of questions for conducting question exercises and evaluating learning.

Through smartphone access, students can also take advantage of smart applications provided by the Ministry of Education, namely TV Education, it's just that as long as the author's experience in accessing experiments there are still often obstacles where the live teaching services by instructor teachers cannot be seen by students (errors occur). In addition, through private support from within and outside the country, students are also given free access to do distance learning through Microsoft tools (office 365 Education), Google Indonesia, Smart Class, Ruangguru, School, Quipper, Zenius, Cisco System Indonesia, ICANDO, MejaKita, IndonesiaX and Udemy.

Through these various tools, schools can utilize various features in learning, both for elementary / equivalent, junior high / equivalent and high school / equivalent and even early childhood education as available in ICANDO. If observed all the existing tools can make it easier for teachers to provide their best services during distance learning. However, the technical implementation cannot be done easily, especially in the scope of rural communities. There are around 150,000 schools in regencies in Indonesia, meaning that around 150,000 schools are located in rural environments that tend to lack adequate technological infrastructure. For example, the absence of a high-speed internet network, students do not have electronic devices and teachers still tend to stutter about technology.

This kind of thing is a challenge for Indonesia and countries with recent developing status (Au et al., 2018). Teaching and learning activities are one important element in the way of life of students. Through this activity students gain knowledge and knowledge that will be used as provisions in future wading (Au et al., 2018). The cessation of teaching and learning activities certainly hinder the process of developing human resources even though politically it can be dealt with by the implementation of education later on after teaching and learning activities can be done again offline at school later.

The real facts show that many complaints are submitted by teachers, students and even parents. Teachers find it difficult to find the right tools to practice distance learning (Indonesia Inside, 2020), students are less able to adapt to the tools chosen by the teacher and they have difficulty in managing teaching and learning activities from home (CNN Indonesia, 2020) and parents also find it difficult to play a role as a monitor of students' learning activities at (BBC, 2020).

These problems when associated with the status of technological progress possessed by most teachers, students and parents feel very odd. Moreover, the education system in Indonesia has now adopted the concept of 21st Century Learning where it should not wait for a pandemic like Covid-19 as it is today to take advantage of online learning access. Besides the status of students as part of Generation Z, known as digital native, it should also not provide significant problems in implementing online learning in the scope of distance learning (Acquah & Katz, 2020). This is certainly a reflection of the current Indonesian education system.

Digitalization of education for both schools in urban and rural environments must be synchronized considering the education project is one of the important efforts in shaping technology literate human resources or having adequate digital literacy (Bozkurt et al., 2015). In addition, we also look at improving the quality of teachers through training or assistance must be done for the purpose of making them free

from the technology stuttering status. Parents are understood about the role of digital devices in supporting learning activities of students both at school and at home.

Distance Learning in Pandemic Situations of COVID-19 According to Students

Since the implementation of teaching and learning activities at home starting March 16, 2020 in all schools in Indonesia, teachers and the ranks of school officials began to discuss the design of distance learning that will be implemented in their students. In general, we find that schools in urban areas utilize educational sites such as Google Classroom, Edmodo, Schoology and smart applications for learning. While what happens in schools in rural areas, schools and teachers tend to choose the easiest way to be accessed by students namely WhatsApp. Through the use of instant messaging applications, teachers can share instructions and tasks that must be done by students.

Over the course of several days of the distance learning system, many reports were received by KPAI (Indonesian Child Protection Commission) conducted by parents that their children were experiencing stress due to the booming tasks assigned by their teachers (CNN Indonesia, 2020). Distance learning activities tend to only be about giving assignments by teachers and gathering assignments by students. This is certainly very deviated from the true nature of distance learning. The components of distance learning such as regular, substantive, and supportive communication are ignored by the teacher so the learning process is less acceptable to students (Griffiths, 2016). In addition, apperception activities and material explanations that are very crucial in the effort to understand students related to the material are also eliminated.

Then on social media also appeared negative responses from students. They worry that the learning patterns provided by the teacher will cause mental illnesses such as stress which will weaken the body's immune system so that they are more susceptible to contracting the covid-19 virus. In these conditions, social distance efforts which are then changed to physical distance seem less effective.

We have conducted in-depth interviews with selected students from various levels of education ranging from elementary / equivalent, junior high / equivalent and high school / equivalent from urban and rural areas. Their composition is students with low, medium and high academic abilities. We take this data after having discussions with our network of teachers. We do this very carefully to obtain conclusions that can be interpreted universally. The process of in-depth interviews is carried out through electronic communication networks, such as conducting telephone calls and chatting with students.

In general, the questions we ask relate to their responses to the distance learning process that has been carried out. Then, we also ask their expectations about distance learning that should be implemented. We can conclude that IS-1, IS-3, and IS-5 respondents (see Table 1) convey that the learning process they can follow quite well. The teacher utilizes the Google Classroom site and some smart applications such as Ruangguru (IS-3) to manage their learning. A residential environment that is quite conducive with technological advances makes the teaching-learning process experienced. Although these students still feel the teacher lacking in terms of explaining. Students can still do the presentation work through the use of the Google Hangout application, some are asked by the teacher to upload the presentation results to YouTube.

The abundant technological infrastructure support in the urban environment also encourages students to utilize the sites and applications offered by the government in collaboration with private parties such as IS-5, they utilize the Quipper and Zenius applications and IS-1 and IS-3 that use Ruangguru. In general students in urban environments also still complain about the many assignments given by teachers. They were also worried that this could worsen their health because they were playing too long in front of a computer / smartphone screen and feeling sleep deprived.

The opposite occurs in students in rural environments. Some schools are able to provide the best service in the process of distance learning through providing direction to teachers to continue to look for platforms that are appropriate to the characteristics of students. For example, as they prefer electronic learning media that look interesting and are able to accommodate their learning needs. Visual appearance is also very influential on student acceptance in utilizing the platform chosen by the teacher as a distance learning tool (Lee et al., 2014; Ulfa et al., 2017).

Some of them really feel the teacher is only oriented towards giving a lot of assignments without any process of delivering material except as limited to the command to study text teaching materials in the form of books owned by students. This almost happened to all student respondents from the rural environment. They really hope that the teacher will not only give the assignment but also explain, their request is also very simple, that is, the teacher sends voice notes in the WhatsApp class group.

Until March 26, 2020, there has been a lot of pressure from various parties to the Ministry of Education and Culture to evaluate the distance learning process in schools. The Ministry of Education and Culture issued a Circular Letter No. 4 of 2020 relating to directives to schools and teachers to provide a pleasant distance learning experience and do not need to demand excessive judgment. This is highly expected because the learning process is an important activity in the lives of students in shaping the ability of their human resources (Avelar et al., 2019). If this is not carried out properly and instead tends to be used by them as a burden, of course the results will be very detrimental.

The large number of students complaining aside from being overloaded against the learning load is also due to the level of self-regulated learning that students have not in a high level. The elements of self-regulated learning such as self-confidence & efficiency, intrinsic motivation, extrinsic motivation and the regulation of learning (Sha et al., 2012) are lacking in some students even though some students already have it at a fairly good level. This has become a reflection in teaching and learning activities so far that efforts to improve the self-regulated learning of students are also considered. Moreover, self-regulated learning is one of the important things that students must have in the 21st Century Learning era today (Zheng et al., 2016).

Students today as part of Generation Z which are known to be very close to technology should open opportunities and ease in implementing distance learning which is identical to the use of electronic devices, but in some cases such things do not yet have a good enough correlation so that the teachers, schools and government need to do further evaluation.

Distance Learning in Pandemic Situations of COVID-19 According to the Teacher

The online learning model in the Covid-19 Pandemic situation is indeed very mandatory, it aims to cut this increasingly widespread virus. The teacher as the main facilitator of teaching and learning activities (Rahmawati & Suryadi, 2019), in dealing with things like this will of course also change the learning model that is usually implemented in the classroom into online learning. Based on the implementation of our in-depth interviews with teachers, there are several differences in online-based learning models that are applied by teachers in processing learning. Especially for elementary / junior high / high school teachers both in regencies / cities have different models (H. Zhang, 2017).

We can conclude that IS-8, IS-10, and IS-12 respondents (see Table 1) say that they are not really ready for this distance learning activity. For IS-T-8 and IS-T-10 respondents using WhatsApp media to carry out evaluation and monitoring of student activities through the help of parents, this is because students are still at the elementary level or equivalent. Meanwhile IS-T-7 and IS-T-8 respondents use collaboration of online learning systems such as Google Classroom, *Ruangguru*, and several other systems, which collaborate with WhatsApp media to carry out questions and answers about the tasks and

media used. The same was done for IS-T-9 and IS-T-11 respondents carrying out learning media collaboration using existing learning systems with WhatsApp media.

At primary school level teachers, understand that students taught are students who have not been truly responsive to technology. Moreover, to apply online learning models like this, of course the students are not really ready. On the other hand, elementary / MI teacher experience in using learning technology is felt to be less than optimal, because so far elementary students learn more without using technology. This certainly also affects the ability of teachers to use technology-based learning media. Because the ability to use learning technology is directly proportional to the frequent use of the (Hung, 2016).

Meanwhile, the student's residence also influences the ability to use technology. For students who live in urban areas they will be more responsive to technology, but in contrast to students who live in rural areas, to carry out online media-based learning process will certainly be very difficult. So, the teacher as a facilitator in learning will also follow the development of the ability of students in implementing this learning process remotely. For elementary school / equivalent students, the application of learning is carried out at home by giving assignments to read and do evaluations in the worksheet, if there are difficulties students can convey this to their parents, then through the role of parents as a remote control will convey to the teacher and report the progress of students during learning to the teacher concerned. Steps like this run smoothly if the parents of students are responsive to technology and always carry out communication with the teacher, but it will be different if the parents of students are parents who are stuttering towards technology, teachers will find it difficult to carry out monitoring and evaluating students.

In general, the learning model like this is considered quite effective in applying to SD / MI level students, considering that if SD / MI level students apply learning media such as google classroom, edmodo, and several other supporting media, students will definitely find it difficult and the learning process is feared only will focus on supporting media not on the material being worked on.

At the SMP / MTs level the equivalent of learning is applied using the available online learning sites. Here the role of the teacher is very important considering the teacher must instruct this learning model in detail. Based on the results of research on a number of junior high school teachers, through this learning site the teacher provides material and evaluates learning through the site. However, many students find it difficult, such as how to log in, how to download material, and how to answer questions. So that in implementing this online learning system teacher still have to coordinate with parents, so that together they help their children in understanding the learning sites that are used.

In general, based on several interviews given by researchers to teachers, the teacher is actually not too ready for this online learning model, it is because the call for learning at home is carried out too suddenly and the coordination is too rushed. So that the learning process through this online system has not been implemented optimally. The application of the learning process through this online system there are several obstacles felt by the teacher, such as students who have no news, and do not collect the assignments given. This is because teachers cannot directly monitor the activities of the students concerned. Apart from the readiness of the teacher the answers given by students to the evaluation of learning are also less than optimal, even many students only copy and paste tasks from their peers. So the learning outcomes of students become less than optimal.

At the SMA / SLTA level, there are already many learning applications that use learning sites, but the difference at this level is that it is easier for teachers to invite students to apply the learning model online, this is because many students have begun to understand in accessing technology. But in learning there must be obstacles that will arise considering that previously there has not been an ongoing socialization of the use of instructional media. This means that the readiness of the teacher to use learning

media is also influenced by the ability of students to use the media. When teachers are ready to use learning media but their students have not been able to keep up with these developments, eventually the learning process will run less optimally.

The learning process through online media should be carried out by not burdening students, it is even recommended to make students enjoy using the media used (Balakrishnan & Gan, 2016), so the government does not make policies that teachers must implement certain systems. So teachers are given the freedom to prepare or sort out their own media that is considered in accordance with their learning needs. Some teachers prefer to use the WhatsApp media to carry out learning, through which the teacher can send texts, images, audio, and videos that support learning.

In general, the results of research from the teacher's side are known that the teacher will adjust to the conditions that exist in his students, currently the teacher will not impose certain learning media that will make students feel increasingly difficult. This means that the teacher will still make learning as interesting as possible and that does not burden the students. So, the teacher sorts out the learning media used. On average to facilitate this online learning, many teachers in Indonesia use media such as WhatsApp to continue implementing the learning process, this is because the use of WhatsApp has been widely used in daily activities and is easily understood by both teachers and students (Bano et al., 2019). Although the application system is certainly still a lot of shortcomings when applied to learning media, but because there is no readiness that is really mature, and without socialization or training before this distance learning is implemented, so it is considered the use of WhatsApp is sufficient to help monitor developments learners learn through online media.

Distance Learning in Pandemic Situations of COVID-19 According to Parents

In a Covid-19 pandemic situation like this, parents are certainly more worried if the application of learning is carried out at school, because children will have more opportunities to get the virus spread. So, with government policy to implement learning at home, many parents strongly support the policy. But on the other hand, the readiness of parents in dealing with this online learning system is not yet fully parents feel ready, because the appeal is too sudden for parents of students.

This is based on the results of in-depth interviews with selected parents from various levels of education ranging from elementary / equivalent, junior high / equivalent and high school / equivalent from urban and rural areas. IS-13 and IS-P-14 states support government policies by helping the learning process of children while at home and report learning outcomes to the teacher concerned via WhatsApp. Meanwhile for IS-16 respondents said their children did not really understand the media used in the learning process, meanwhile they as parents also did not understand the media used. IS-17 respondents are respondents from parents with children's education at a high school level, respondents said that their children's duties are too burdensome for the child, but as parents they still support government programs and ask teachers to review the learning system provided.

Based on the results of in-depth interviews conducted with several respondents, it is known that parents also try to provide understanding for their children to carry out learning at home such as learning while at school. Even some highly educated parents also try to learn the material being studied by their children, so that when the child does not understand the parents will also be able to answer these questions. Parents also encourage their children to stay at home and carry out learning as usual.

However, based on the results of in-depth interviews many parents feel that the learning system given to their children is too burdensome for the child, because the task is given continuously without being able to ask directly to the teacher so that it feels actually less effective. Some parents want the learning provided not only in the form of assignments, but rather how a teacher explains the material students will

learn. In general, according to parents, students find it difficult if they have to understand the material to be taught themselves, so it is hoped that there is a learning medium that is easy to operate, not too difficult to apply as is the use of social media but is based on a learning system.

Although parents are the main supporters and remote controls for the academic development of students, their involvement in learning decreases as their children enter higher academic levels (Pomerantz et al., 2011). On the other hand, not achieving the goal of online learning is also caused by parents who are also reluctant to ask material to teachers when their children lack knowledge of the material, so lack of coordination between parties can be a trigger for learning through online media is not running optimally (Yan & Ansari, 2017).

Conclusion

Covid-19 pandemic has spread to hundreds of countries in the world, changing many situations very quickly and demanding changes accurately and precisely in a limited time, one of which is in the aspect of education. Indonesia, as one of the countries with hundreds of positive patients, has reached hundreds, has made efforts in responding to the demands of learning changes from offline to online or within the scope of distance learning.

Based on the analysis of the literature study and the implementation of in-depth interviews we conducted with students, teachers and parents in rural and urban areas, it can be concluded that the implementation of distance learning in Indonesia still needs to be evaluated in terms of teacher readiness in choosing the right platform for students. Teachers also need to understand the components that exist in distance learning so that it does not seem careless in doing online learning. Then in terms of students, they need to increase their self-regulated learning and parents are expected to be able to understand the nature of distance learning and its position as a monitor for their children during distance learning.

In terms of virtual infrastructure, the Ministry of Education and Culture has been declared ready to implement distance learning, moreover there are many private roles in preparing an attractive platform for distance learning. The availability of tools or platforms that are able to accommodate the needs of all levels of education in Indonesia. However, another problem arises where teaching and learning actors lack the ability to utilize existing platforms. In rural environments, virtual infrastructure is less meaningful where they still have difficulty in accessing the internet and the limited electronic devices they have.

The education system in Indonesia is quite enthusiastic in adopting the concept of digital learning where a number of years ago government policies have emerged on this issue. This kind of thing is a reflection that policy making must be harmonized with proper implementation in the field. We suggest that technological advancements and the characteristics of students as digital natives should be utilized as well as possible to build quality human resources and have good digital literacy. So things like this will have an impact on readiness to do the concept of distance learning education in all situations. Learning design must also strive for students to have a high level of self-regulated learning so that they are able to carry out learning without having to be supervised by the teacher to the fullest

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Authors

Madziatul Churiyah is a Lecturer and Coordinator of the S1 Office Administration Education Office Management Department, Faculty of Economics and Business at the State University of Malang, Malang, Indonesia.

Sholikhan is a doctor in Physics Education Study Program, Kanjuruhan University Malang.

Filianti is a graduate student in the Office of Management Education in the Department of Management, Faculty of Economics and Business at the State University of Malang, Malang, Indonesia.

Dewi Ayu Sakdiyyah is a Bachelor of Office Administration Education in the Department of Management, Faculty of Economics and Business at the State University of Malang. He currently teaches at the Vocational School Automation and Office Governance competency competency. He also has several national-level office competency certificates.

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