



## The Impact of Online Learning for English Teachers in Remote Areas

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### Abstract

Online learning in some schools in remote areas is certainly not as good as online learning in other places in Indonesia. Online learning in some schools, especially in the Landak district, faces many problems due to limited facilities. To overcome these problems, English teachers in SMP Negeri 12 and SMP Negeri 8 Ngabang are trying to find solutions so that online learning can still run well, even though it is limited facilities. This research aims to describe the difficulties experienced by English teachers when teaching and the solutions offered to overcome the problems of online learning in these remote areas. The results of this research show that there are still some difficulties encountered related to online learning experienced by English teachers in remote areas. Difficulties in the internet network and the provision of laptops or smartphones still dominate the implementation of online learning experienced English teachers. One thing is very proud that English teachers in these schools are willing to do anything to overcome these problems. 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 doing blended learning, taking turns online and offline learning.

Keywords: English teachers in remote areas; impact and solution; online learning

### Introduction

Online learning has been a convenient and accessible way for students to learn from any place and at any time. It is now an established model of education for many schools in remote areas. 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”.

Fajrian (2020) in Nabila (2020: 2) states 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.

According to Ali & Afreni (2020: 216), online learning 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) asserts 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 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 (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 maintain 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 SMP Negeri 12 and SMP Negeri 8 Ngabang. These schools are located in the Special Region.

The development of science and technology in SMP Negeri 12 and SMP Negeri 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. Octavia (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 SMP Negeri 12 Ngabang. According to Syah (2020: 3), in remote villages with a very dense population of school age, there is confusion, because the information technology infrastructure is very limited.

According to Flora (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.

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 (2016: 77) states 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. Therefore, Desak 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”. 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. According to 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”.

## **Research Methodology**

In this study, the researcher used a descriptive method with a qualitative approach, according to Prasanti (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 described the facts experienced by English teachers at SMP N 12 and SMP N 8 Ngabang.

According to 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

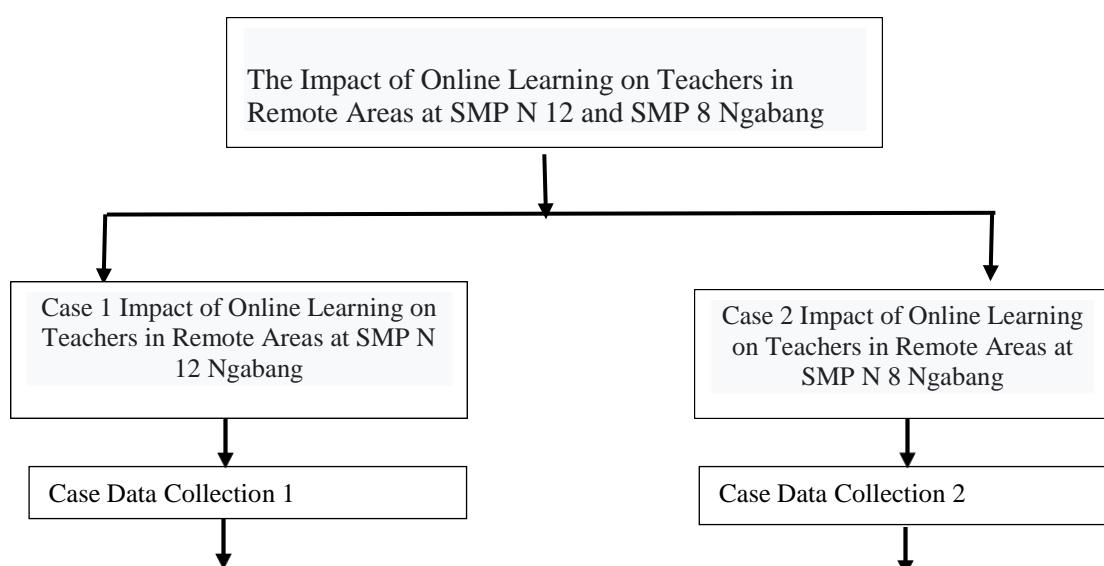
to Soraya (2017: 34) "qualitative research is research that explains a phenomenon in-depth, through data collection that prioritizes quality".

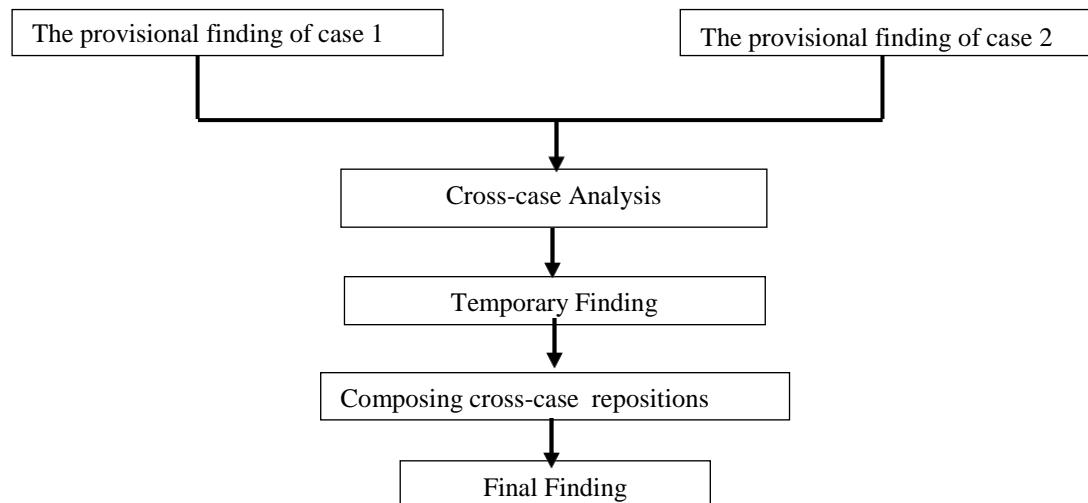
According to Moleong in Khabib (2015: 5), there are three stages in qualitative research, namely:

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 English 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.

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

Data collection techniques were used: 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. 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. For more details on cross-case analysis data, see the following chart:

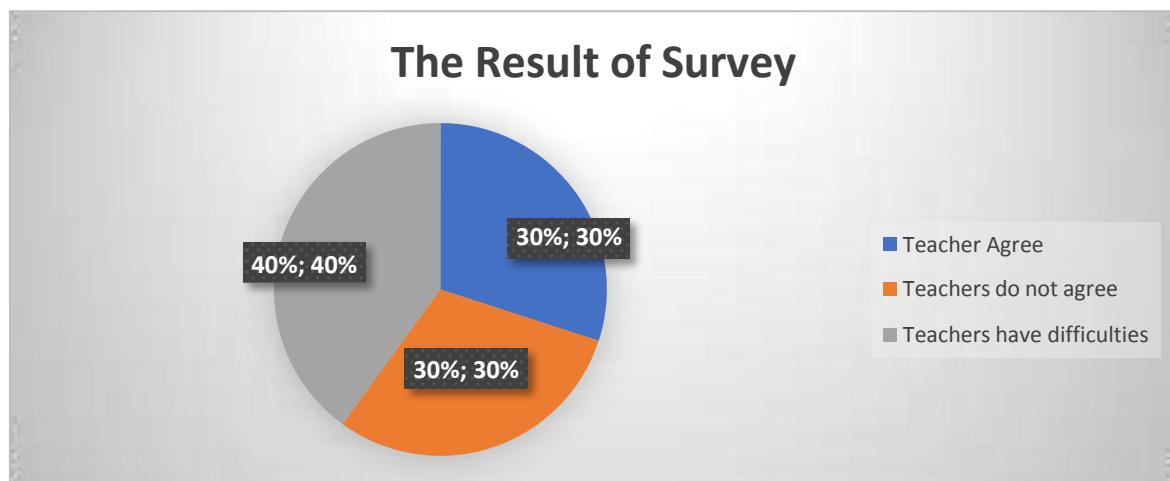


**Figure 1 Cross-Case Data Analysis**

## Findings and Discussion

### Findings

Based on the results of a survey conducted via Google form with 4 English teachers as respondents, two English teachers from SMP 12 Ngabang and two English teachers from SMP 8 Ngabang, the following data were obtained:



Based on the result of the survey through questionnaires and interviews that have been carried out, it can be concluded that there are several difficulties experienced by English teachers at SMP 12 and SMP 8 Ngabang. The difficulties experienced by them in remote areas in the online learning process are as follows:

- 30 % The teachers do not agree if it is said that the online learning process in schools is effective, because many obstacles are experienced.
- 30% of The teachers agree that the online learning process in schools can run well, they did blended learning, taking turns online and offline learning.

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

## Discussion

Based on the results of a survey conducted via Google form with 4 English teachers as respondents, 2 teachers from SMP 12 Ngabang and 2 teachers from SMP 8 Ngabang, the following data were obtained:

Data from SMP Negeri 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 SMP Negeri 8 Ngabang survey results show that 30% of teachers can apply online simply 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 English 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%	-	4
2.	The process of online learning in schools is experiencing problems.	4%	16%	80%	4
3.	.Agree with the online learning process in schools	56%	32%	12%	4
4.	Can apply online learning applications in schools	40%	60%	-	4
5.	Can enjoy the online learning process at school	44%	56%	-	4
6.	At this time of the pandemic, which is not over yet, parents still agree to hold online or online learning.	48%	36%	16%	4
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%	4
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%	4

9.	Experiencing network difficulties in the online learning process during the pandemic.	4%	84%	12%	4
10.	The limitations of laptop/smartphone facilities are an obstacle/difficulty for parents in the online learning process.	4%	84%	12%	4
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%	4
12.	The availability of an unstable network is an obstacle/difficulty for parents in the online learning process.	4%	80%	16%	4
13.	The ability to use applications such as video conferences (meet, google, zoom, Microsoft. team, etc.) is an obstacle/difficulty for parents in the online learning process.	16%	80%	4%	4
14.	Ladies and gentlemen agree that online learning is delivered in a simple manner with an assignment system.	28%	64%	8%	4
15.	Limited funds are an obstacle/difficulty for parents in the online learning process.	24%	64%	12%	4

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

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

The English teachers strongly agree that the online learning process in schools is experiencing problems because in remote areas it is difficult to get internet access.

The English 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.

Based on the survey results, it can be concluded that the biggest difficulty in online learning experienced by teachers in remote areas: first, providing an unsupported internet network due to limited facilities and infrastructure. This is because the average English teacher who lives in remote areas lives far from the internet network, so network problems are a major problem. Second, the 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 English teachers in remote areas is below the poverty line, only a small proportion of them in remote areas are already economically established. So to buy a laptop or

smartphone they are still difficult because to fulfill 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.

### **Conclusion and Suggestion**

The results of this study indicate that there are still some difficulties encountered related to online learning experienced by English teachers in remote areas.

Difficulties in the internet network and the provision of laptops or smartphones still be a big problem for implementing online learning experienced by teachers in remote areas.

There are many difficulties faced by online learning in remote areas, but they still work hard to make it can still run well. One of the efforts made is blended learning, taking turns online and offline learning.

Based on the results of this study, the impact of online learning for English teachers in remote areas, teachers experience many obstacles in conducting online learning because of the limited internet network in remote areas, limited facilities, and infrastructures, such as the provision of laptops and smartphones because English teachers in remote areas still live in limitations.

The limitations of this study, when researching the condition of the school under study, blended learning was still applied, namely a mixture of online learning and off-line learning, so that researchers had problems meeting directly with teachers at SMP 12 and SMP 8 Ngabang. Thus a lot of data is obtained online. Future researchers can use this type of research by examining it from the other side. So, future researchers can find out more about the problems experienced by English teachers in remote areas.

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