THE IMPACT OF TEACHING AND LEARNING ONLINE DURING COVID-19 PANDEMIC ON PRIMARY SCHOOL IN RURAL AREA: A CASE STUDY

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ABSTRACT

During Covid-19 pandemic in Indonesia, teaching and learning should done in online. The purpose of this research to explain the perspectives about benefits and bad impacts of teaching and learning online of primary school teachers and parents in rural area. This study used a qualitative. The respondent of this study were 7 parents, students and teachers in a village Widang Sub-district of Tuban Recency. The researcher given initials P1, P2, P3, P4, P5, P6 and P7. Using semi- structured interviews were conductedand a list of questions compiled for interviews was developed based on the related literature. The result of the study, there are many bad impact of the students, parents, and teachers. The transformation between face-to-face learning on online learning. From the other hand, in rural area, internet connectivity, teaching innovation, and students' online learning facilities become difficulties.

Keyword: Teaching and learning online; bad impact; benefits impact; primary school

INTRODUCTION

As we know, Covid-19 pandemic in worldwide make people not easy to do an activity in outside home, such as going to office, teach, sell, etc. The current situation of the world has announced by WHO about restrictions on outdoor activities. Due to physical distancing to reduce the distribution of Covid-19 in Indonesia.

In his speech, Indonesian President Joko Widodo urged Indonesians to cut back on non-essential activities outside the home. Implementing Work From Home (WFH) work systems and schools, as well as online learning, are among the issues discussed. The government needs to take this step to prevent an outbreak of the corona virus, which is becoming more widespread in Indonesia nowdays. By Circular Letter No. 19 of 2020, the Minister of Administrative Reform and Bureaucratic Reform addressed the Adjustment of the State Civil Servants' Work System in Covid-19 Prevention Efforts in Government Agencies.

By the end of March 2020 until July 2021, the teaching and learning process, the goverment estabilised the regulations where learning is done online [1]. Nadiem Makarim is carrying out orders from the Ministry of Education and Culture. For schools that are just getting started with the (SFH) system, distance learning or employing an online system has provided a solution. SFH is a program that moves learning from the classroom to the home.

Schools must structure online learning to create a meaningful learning experience for students without being overwhelmed by the pressures of meeting all curriculum standards, according to directives from the Ministry of Education and Culture. SFH takes into consideration the health and safety of children, educators, school staff, and the public at large. [12] Teaching and learning rules during emergency PPKM in July 2021. First, the implementation rules during the pandemic are still based on a Joint Decree (SKB) of 4 Ministers with the principle of prudence and prioritizing the health and safety of all education personnel and their families. second, learning during the pandemic will take place dynamically according to changes in health and safety set by the central government, namely PPKM, both Micro PPKM and Emergency PPKM. Third, Early childhood education, basic education, secondary education, and higher education are all levels of learning in six provinces, namely DKI Jakarta, Banten, West Java, Central Java, DI Yogyakarta, East Java, and Bali are required to carry out distance learning. PJJ) or learn and teach from home according to the provisions of the applicable Emergency PPKM. Fourth, education units in areas other than the seven provinces in the Emergency PPKM can provide limited face-to-face learning options (PTM) after fulfilling the required checklist [15].

The internet supports online learning to increase students' creative thinking and knowledge of technological innovations. The procedure of online learning includes the sharing of information through the internet, including images, video, voicemails, and text. An important component of online learning is the ability of educators and students to communicate online.

In addition, during the Covid-19 epidemic, the overall teaching and learning process was changed to online learning, not only schools in the city but also schools throughout Indonesia in rural areas. Students who reside in rural areas, which students who are still in elementary school need supervision and company from parents when studying online. As well as parents who are less capable, are also limited by current conditions. Normally, most students might have challenges in obtaining access to education. They also have to struggle with additional challenges brought on by the disparity in access to technology, particularly in terms of infrastructure. Because of the increasing demand for internet in large cities, mobile telecoms companies centered their coverage on Java. However, there is no other alternative than to conduct online distance learning to temporarily decrease the impact of illness transmitted through the corona. As a result, the best circumstances for alternative education exist.

Students have also felt the effects of such policies for school and university closures, such as the heavy enjoyment resulting from the difficulties of respond to the new service procedures of each process of each school and university. Difficulties caused by each academic demand's necessity, expectations, and uncertainty before the completion of the evaluation period [8]. Additionally, different with the student condition who life in rural area the less facilities children cannot optimal to participate in learning activities.

Moreover, Brown et al. (2020) [8] every small news and daily discussion concerning the obstacles faced by students affected by Covid-19 on achieving learning goals at all levels of school is heard, according to a study performed about understanding students' learning experiences. Students engaging in online learning may have both negative and good effects.also teachers supported by technology in teaching and learning process.

Based on this situation, the researcher tries to find out the impact of teaching and learning online in school on rural area during Covid-19 The results of this study are to provide a representation of implementation of e-learning in the midst of this COVID-19 outbreak. Further research and decisions to determine the impact of the teaching and learning process from various perspectives. The result and strategies and also problem faced by teachers and parents' perspective that has children still studying at the elementary school level.

This study related to the previous study about the impact of learning and teaching online have been widely studied. Several previous studys have shown the strategies and problem faced by Indonesian teachers in conducting E-learning system during Covid-19 outbreak [9]. Online learning can also influence develop the student in uses internet [1]. Experiences by teachers and student n primary school during learning and teaching online [11. Meanwhile, teaching and online learning cause many problems faced by techers, student and student's parents. The results of the study are supposed to be used by teachers as a guide in encouraging student motivation in learning, especially online learning.

RESEARCH METHOD

The research was applied a case study in the research. The objective of a case study is to allow researchers to collect and analyze data in a specific situation or phenomena. This research approach using qualitative case study method. The selected cases can be teachers, staff school, and student parent's [13]. In this study the impact of teaching and learning process during Covid-19 pandemic on primary school in rural area.

The data was collected in stages, through online surveys and semi-structed interviews to obtain in-depth data. The data is taken by 7 respondent The respondent given the initials P1, P2, P3, P4, P5, P6, and P7. Participants of this research were teachers, students, and parent's student or in Indonesian called *wali murid,* in elementary school in one of the villages in Widang Sub-district of Tuban Regency those affected by online learning.

Table 1. Profile of Participants

Initial	Gender	Age
P1	Female	40
P2	Female	38
P3	Male	23
P4	Female	36
P5	Male	22
P6	Female	58
P7	Female	11

Semi-structured interviews are the major data collecting strategy, while secondary data is gathered via journal articles, books, and the internet.. The respondent was limited to sample size of 7 participant living in in one of the villages in Widang Sub-district of Tuban Regency. According to Creswell (2014) [13] that observations and several sample size recommendations, which range more than four and five cases. The location of interview is suitable for the respondent and done in everywhere depend on where the participants' location. Participants provided all the information before the interview.

The following interview questions were also used to gather information about the impact of online teaching and learning during Covid-19:

1. How is the positive and negative impact of the teaching and learning online during Covid-19 experiences by teachers?
2. How is the positive and negative impact of the teaching and learning online during Covid-19 experiences by parents?

RESULT AND DISCUSSION
The aim of this research was to learn more about the beneficial and bad impacts of teaching and learning online in primary school in a village in the Widang Sub-district of Tuban Regency. All of the answers were real quotations, and they were presented just as the participants delivered them. The interview question delivered using Indonesian and mix with Javanese, the statements using Indonesian then translate into English w.ithout any editing.

Theme 1: Benefits impact of teaching and leaning online
Some participants flexible to give teaching online everywhere and everytime:
"Teacher can give material and task from home" (P1).

"... as taecher we can teach online in everywhere and everytime, and time is not limited to class only" (P4).
"...as the old teacher, can rest at home during WFH. Give learning material and task flexible from smart phone, so teacher don't need come to school" (P6).
"Children be able to learn adjust their time and mood" (P2).
"Learning online or daring, parents know about the process of children's learning. As I know my sister, learning online more flexible adjust the time and place…" (P5).

Some participants give statement to comply with health protocols:
"...children often stay at home…" (P3).
"Learn to comply with government rules such as keeping a distance and can increase immunity when at home" (P2).
A statement learns about adaption with technology.
"Teacher learns to operating the smart phone to teach online, who initially could not finally learn to give assignments online." (P4).

Theme 2: Bad impact of teaching and leaning online
Some participants pointed out problem faced by parents:
"Obstacles for people who do not understand technology." (P1)
"More active parent roles than teachers." (P2)
"Children become dependent on their parents, become less independent because they are not in school." (P6)
"I think online learning needs supervision and mentoring in children. Because my parents are busy working, I as a brother accompany her when studying online. So, she is not to open other applications, other for online learning." (P3)

As the obstacle of use technology:
"... sometimes, constrained signal because in my area there are only certain network signals" (P3).
"difficulty of signal becomes an obstacle to search for material on youtube.." (P4)
"I think, if the teacher not only use WhatsApp Group as teaching online, they should use online meeting applications such as zoom, google meet etc. So distance

learning is more optimal to monitor learning development in children" (P2)

Respondent mention about the extra expense they had to pay.
"...stabbed funds to buy quota". (P4)
"...my snack money is reduced due to saving to buy quotas ..." (P7)

The impact on the students were mentioned as follow:
"...online learning makes the student bored at home" (P5).
"Children don't interact with friends and teachers when they don't go to school." (P6)
"I think children become forget time when use smart phone" (P3).
"When the child rises from elementary school to junior high school their mindset becomes lagging behind, because during a pandemic of almost 2 years, they only study at home". (P2)
"...I cannot play with friends in school I guess it's only two weeks until the year changes." (P7)

As the impact for teachers, the responses said as follow:
"As teachers, we are hard to avoid material such as math while studying online, cannot face-to-face and interact with student and it's hard to monitor their learning progress" (P6).
"Sometimes I it is difficult to divide the time when it comes to giving feedback to students, but I also have to divide the time of teaching my children at home." (P4).

For accessibility of reference, the participants' statements were investigated under the sections of parents and teachers.

Impact on Students

Participants mention that student impact of learning online or school from home. Student less interaction with their friends and teacher. Most of students in rural area for elementary school children who will rise to a higher level of education they still have a mindset like elementary school children because of the lack of insight when learning from home. Different when studying at school they can actively interact more responsibly to school assignments and during exams as well.

Online home learning has a significant impact on these children. The learning support team checks in with the pupils on a regular basis, but parents would be responsible for supporting or monitoring these children's learning at home.

Some participants give statement that children learn to comply with health protocols such as keeping your distance, washing your hands, and also improving immunity when studying from home during the Covid-19 pandemic.

Impact on parents

Some participants give statements that online learning in rural area need more time to monitoring the children. Almost the parents in rural area busy to work so cannot fully supervise the learning process of the child. In addition, parents have difficulty optimizing smart phones. Because they must aid their children in setting up and administering the gadget for online learning while themselves being technologically challenged, it is much greater when their children are in lower primary school grades. Parents who worked from home had to strike a balance between their roles as employees and parents, whereas parents who had to go to work still struggled because they couldn't assist their children study at home.

Impact on Teachers

The long distance of teaching and learning online forced teachers to use and adaption with the developing of technology. Teacher must master use of technology as internet and media platform teaching online for home learning. Teachers flexible to give online teaching in everywhere and every time according to the teaching schedule.

The fact is the culture of distance learning has yet to penetrate Indonesian culture. Although the country is moving toward more digital learning, distant learning, particularly for younger pupils, has failed to gain traction. Face-to-face learning is used the entire time, if not all of the time. Teachers are used to being present in the classroom and interacting with students.

The adjustment of curriculum, assessment, and learning plan during teaching and learning online. Some adjustment such as the physical education, mathematics, and art program cannot do with online teaching. So, learning outcomes of other subjects must be revisited to ensure that they can be delivered through online home learning, without handing

over the responsibility to teach to parents at home. Developing the strategies needed to teach and learn online successfully requires an understanding of learning styles and how they can be handled well in the online environment (Lewis, 2015) [3].

The taught curriculum, as well as the learning and teaching technique, must be adjusted. When teaching online, the usage of specific teaching styles or series of styles must be modified to address students' diverse learning styles, just as it is in face-to-face classes. All participants must have the attitude required to succeed in an online environment in order for learning and teaching to be successful. Teachers must design what is best for the students while juggling students' stated learning styles, the constraints of online education, and the technological capabilities teachers possessed.

The teacher should give them feedback and motivation to the students after submitted the online task need to forward immediately for young learners. Sometimes in face-to-face class can be don quickly. Teacher also response about the need more quota and less on signal.

There are many bad impact mentions by participants during teaching and learning online in rural area. The impact of physical distancing that must be adhered to by all Indonesians. Especially in the world of education that changed drastically from face-to-face schools to online learning makes teachers, students and parents must also monitoring the use of gadgets in children so as not to be misused.

CONCLUSION

Covid-19 pandemic in worldwide make people not easy to do an activity in outside home, such as going to office, teach, sell, etc. The current situation of the world has announced by WHO about restrictions on outdoor activities. Due to physical distancing to reduce the distribution of Covid-19 in Indonesia. The Minister of Administrative Reform and Bureaucratic Reform through Circular Letter number 19 of 2020 concerning Adjustment of the State Civil Servants' Work System in Covid-19 Prevention Efforts in Government Agencies.

Based on the instructions of the Ministry of Education and Culture, Nadiem Makarim. Distance learning or using online system have provided solution for schools that are starting to implement (SFH) system. During emergency PPKM in July 2021, the process of

teaching and learning in school school from home or online.

During Covid-19 pandemic all of the teaching and learning process diverted everything to learn online, not only schools in the city but also schools throughout Indonesia in rural areas. Students who reside in rural areas, which students who are still in elementary school need supervision and company from parents when studying online. As well as parents who are less capable, are also limited by current conditions.

The impact of those policies for closures school and university has also been experienced the students in such as the heavy pleasure resulting from difficulty of adapting to the changing service procedures of each process of each school and university. The situation the impact of teaching and learning online in school on rural area during Covid-19 The results of this study are to provide a representation of implementation of e-learning in the midst of this COVID-19 outbreak. Further research and decisions to determine the impact of the teaching and learning process from various perspectives. The result and strategies and also problem faced by teachers and parents' perspective that has children still studying at the elementary school level.

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The fact, the lack of a distant learning culture and abilities among both students and teachers. Teachers, students, and parents will require time to adjust to the new educational system. Because of the teachers' poor technical abilities, educational institutions were required to provide intense training in a short period of time in order to preserve the quality of learning and teaching.

The unexpected move from face-to-face class to online home learning poses numerous issues for students, parents, and teachers. Primary school students that require additional

support in their study have been negatively impacted. Support from schools, related institutions, and the home can reduce some of the difficulties and ensure that home learning continues until it is time to return to conventional schooling.

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