

## Distance Learning: The Impact on Teaching and Learning Process

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### ABSTRACT

The Covid-19 pandemic forced the teaching and learning system by distance. The purpose of this study to investigate the struggle and challenges were faced by students and teachers to ensure the effects on students' learning achievement before and during distance learning. This research applied a descriptive qualitative method with some questionnaires that dealt with students' perceptions of using distance learning. Moreover, this research applied interviews to compile the previous data from the questionnaire. The results showed that distance learning has impacts and effects. The impacts and effects were mostly negative, shown by the responses of students' perception of using distance learning in questionnaires and interviews; namely, the networking was not good, the teaching was not clear, and it was difficult to understand the materials. On the other side, the teacher's responses showed; that the learning process has not been completed, sometime the network is not good, the students were not disciplined either entering class or submitting assignments, and the students had a decline in motivation, interest, and enthusiasm in learning. For the effects, the students' value of learning achievement declined significantly from good to fair. The data was taken from evaluation scoring at the end semester. In conclusion, if you are going to study online, you have to pay attention to many things, for example, the quality of the internet, the applications used, and so on, so that learning can run optimally.

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### 1. INTRODUCTION

Policy learning can be done from home with the help of distance learning methods. This kind of learning can happen at the same time or at different times. During the spread of the coronavirus, social distance practices used in many places, including universities (Maulina, Nasrullah, and Wanci, 2012). During covid-19, the Ministry of Education and Culture said that the virtual infrastructure was ready for distance learning and suggested that all schools use the online learning process. During times of pandemic, online learning is a good way for both students and teachers to learn. Students and teachers would be able to teach and learn at their own pace. Distance learning, on the other hand, is a way of learning that needs one or more technologies and tools to help with the learning. There are tools or platforms available in Indonesia that can meet the needs of all levels of schooling.

As technology has improved, remote education has become more flexible and efficient than ever before (Alzahrani, 2019). This is because of new tools, apps, and different ways to learn. Distance learning uses programmes like WhatsApp, Google Classroom, Meet, zoom, Kahoot, Edmodo, E-Learning, Zotero, and many others, all of which are given and backed by industrial technology. (Al-Marouf & Al-Emran, 2018) Some teachers think that these apps can replace all of their efforts to use technology in the classroom and that students can still study well without them. On the other hand, one of the biggest problems with distance learning is that people who teach and those who learn don't know how to use the tools already there. Virtual infrastructure is less useful in rural places because internet speeds are slower, and there aren't as many electronic devices. Distance learning does change how the learning process is managed, though. Also, there are ways to use the Internet, like Google Classroom and the Edmodo programme (Nurhayati et al., 2019).

According to one theory (Prikustini et al., 2021), the Covid-19 pandemic made everyone act irrationally. Education is an effort to help students actively develop their potential for religious, spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, their nation, and their country; this is a direct correlation to the purpose of national education as defined in the Republic of Indonesia Law No. 20 of 2003 on the National Education System (Norma, 2021). When it comes to the issues at hand, national education goals would be at odds with the flexibility of distance learning.

Despite its emphasis on teacher-student interaction in order to facilitate the expression of learning materials and the solicitation of feedback on lessons or information via technological means, the distance learning process has presented obstacles to achieving the goal and learning objective in every school (Agung et al., 2020). Teachers must be able to effectively present content through the application, model appropriate behaviour for students, and direct their attention towards learning while modelling safe and ethical technology use (Crawford et al., 2020). Hence students have to qualify for multimedia-oriented delivery. It is usually used in good ethics and behaviour (Molnar & Muntean, 2012).

Talking about the impacts or effects that can be caused by distance learning, so much research done dealt with that. Some researchers have investigated the impacts and the effects of distance learning, such as (Shchebunyaeva et al., 2021) and (Sadenova et al., 2016). They have examined the influences of the process of education on distance learning at the national school level. Other researchers also found many weaknesses in the distance learning process in high-grade education levels, universities, and elementary schools. Most of the previous findings explained the results of the influences, the impact, and the effect of distance learning in public schools, Private schools. So this research conducted the same research in a different field as the gap from other research because it crucially needs to investigate the influences of distance learning in boarding school. This research was conducted with one of the school in Makassar, Gombara boarding school. It had decided to be object research where the school also applied learning process by distance. The process of distance learning at Gombara boarding school allows students to maintain their studies to continue learning despite distance learning challenges and problems and for teachers to continue teaching in a new way than before. Therefore, this study focused on what are the influences, impacts, and effects of distance learning on boarding school students.

Considering some problems were significantly happened by distance learning, (Abas, 2015) claimed that it is necessary to investigate the impacts and the effects of the online learning process in the education area, which is oriented to negative or positive impact coming from the process, the strength or the weakness of capability of the teachers and students in operating technology, and then significance effect covers all of the activity on learning. Moreover, distance learning claimed by (Zb et al., 2021), the major purpose of distance learning was to produce and distribute learning materials as quickly as possible, with little regard for the lack of interactive discussion between students and teachers. Furthermore, the incorporation of ICT into everyday life has resulted in several developments, especially in the realm of education. Thus, distance learning is an appointment substitute for face-to-face learning between students and teachers in a learning media. Therefore, it is crucial to find out the

results of teaching or learning on the distance learning process and the influences of distance learning on both teachers and students (Estrellan et al., 2021).

Additionally, the fact showed a lack of interaction between teachers and students in teaching learning activities. The influence of distance learning finally became a significant problem in English education, specifically for the education process at Gombara boarding school. So that this study works to know how far the lacks and the weaknesses of distance learning influenced the students' learning at that school. However, the distance learning process must emerge any trouble and challenge, while effective learning and interaction should be stimulated the students' curiosity, thoughts, and opportunity to talk and do some activities to support the teaching-learning objective (Apriyanti et al., 2019). Besides, students can ask the question to teacher and get a more extensive explanation of the materials. The students can share their ideas or comment to show their enthusiasm for learning as feedback on the process.

According to (Munna & Kalam, 2021) many differences proses between manual teaching learning in class and distance learning or teaching and learning online. Hence, teaching online has been identified as a roadblock to teachers using and integrating technology as knowledge, skills, attitude, perspective, beliefs, and commitment are all factors to consider. So, doing this research dealing with distance learning was crucial and would be a strong motive to do the research to ensure the researcher about some theories claimed that many problems and struggle with distance learning.

Finally, this study would differ from others because most of the ones I discovered focused on the application of tools, such as the study (Rodnie, 2018) done on students' impressions of Google Classroom. The results demonstrated the potential usefulness of such Google classroom applications, and all respondents agreed that the evolution of Google Classroom aids students' educational pursuits. The role of ICTS (technological implementation) was also investigated in a different study titled "Student and Teacher Perceptions on the Role of ICTS in Promoting Instruction for Quality Teaching and Learning in Central Sulawesi, Indonesia" (Aminah, 2016). Research on "using technologies in distance learning" was also found (Salavati, 2016), focusing on how technology can be used to supplement established pedagogical models and inspire the development of wholly new ones. However, contrary findings were found in a study conducted by Yulia (2020), who focused solely on the use of an online learning research in Indonesia to prevent the spread of the pandemic coronavirus without examining its impact or effect.

Therefore, it was crucial to do this work to find out the influences of distance learning, and to look for the factual findings of distance learning in terms the impacts and the effects on teacher's teaching and students' learning achievement. Thus, this article formulated two research questions: 1). How does distance learning impact teachers and students? 2) How is the effect on students' learning achievement?

## 2. METHODS

### 2.1 Design

This study was set up to use both descriptive and quantitative methods to gather data and then present it. This study had two variables: teaching and learning over a long distance, which was the independent variable. While the benefits and impacts of distance learning were the things that were being measured. The procedure of this research method describes systematically answers the research questions in term of identifying how much influences of the distance learning process on teachers and students, to analyze how much the impacts and effects of distance learning on students' learning process, describing the students' learning achievement during the distance learning process and showed the significant differences of scoring achievement before covid-19 and during covid-19. All the information was gathered through surveys and conversations. After that, the researcher gave and arranged information from the questionnaires and interviews about the qualitative and numeric effects and effects.

## 2.2 Participant

The respondents as the subject research were teachers and students in Gombara Boarding School of Makassar. The total student population is 60 students of class XI of the Science department, where each class consists of 20 students. This research applied a purposive sampling sample of students with higher level categories than twenty students, which comprised 40 students for easy data collection. Moreover, this research also took 2 English teachers as subject research who have prior experience with distance learning.

## 2.3 Data Collection

To collect the data, the questionnaire and interview were implemented. The students and teachers have to answer the question related to distance learning. Students fill out a questionnaire consisting of more than 40 statements and answer the questions from the interviewer, which consist of more than 5 questions. While the teachers would be interviewed to answer some questions dealing with the impacts and effects of distance learning and It consisted of 10 questions related to distance learning which included three aspects: the use of technology, the role of students and teacher, and the learning motivation of students and teachers. The researcher adapted (Apriyanti et al., 2019) questionnaire because the items contained statements similar to the questions the researcher wished to ask to gather the data. The simplest approach to express the ideas was to include members of the possible answers for each statement

## 2.4 Data Analysis

After the teacher and students answered the questionnaire and the interview term had been given by researcher, the next step was data analysis. Three main items are carried out in the data analysis stage, namely the reduction, display, and verification stages.

### 1. The data reduction

In this term of data reduction, the researcher filtered and strained all the data coming from the instrument to incisive the data, yet, the result would be cover all the findings and answer the research question in this research. The data which had been filtered showed that classified activity and items supported positive and negative perceptions about distance learning. The gathered findings were examined and all data were gathered together to provide that was representative of the field situation.

### 2. Data Display

In this term of data display means providing or showing the result findings as the data had been collected and analyzed through data analysis procedure to show that the relations of the supporting items were concluded in reduction data. Furthermore, all the data findings would be organized and placed in a relational pattern through the display of the data, making it easier to understand.

### 3. Verification

Finally, verification data is the process of establishing the study's conclusion and evidence with supporting materials. All the findings were verified in terms of the accuracy and the relation the theory supported. Moreover, the data which had been collected and analysis must be verified by theories and veritable from the reservoir of information respondents. Then, the findings are provided in number and description in the narration structurally

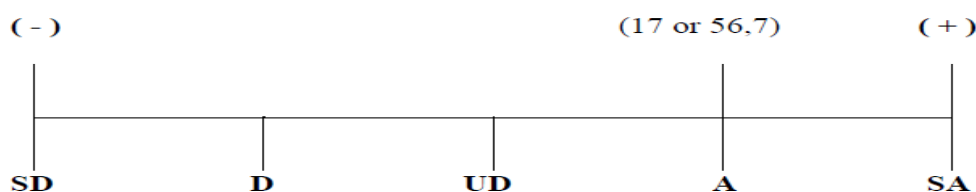
## 3. FINDINGS AND DISCUSSION

### 3.1 Findings

The percentages of the student's perceptions on using media in distance learning through the questionnaire.

**Table 1.** Students’ Perception on Effects

No	Statements	Percentage				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Statement 1	30	56,7	3,3	3,3	6,7
2	Statement 2	6.7	26,7	30	30	6,7
3	Statement 3	6.7	6,7	23,3	43,3	20
4	Statement 4	3.3	10	33,3	40	13,3
5	Statement 5	6.7	13,3	13,3	36,7	30



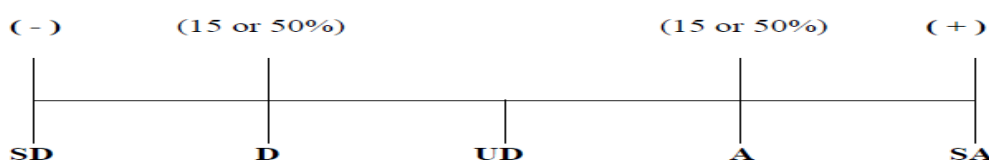
**Figure 1.** Students’ perception of the effects

The items on the questionnaire consist of five statement dealt with students’ perception on effect during distance learning. The table above showed that statement 1 arise a higher percent on both (SA) and (A) than (U),(D),(SD), where the statement about distance learning is not easy, the students get difficulties with it. While, we can see that statement 4 arises at higher percent only on level Disagree (DS), where the statement about learning on distance was better than manual learning.

However, researcher describes the score finding with figure that tells us about positive responses where level Agree (A) with 17 responses or 56,7 %. The figure described that scoring for level agree higher than others, dealing with the students’ perception of accessibility on distance learning.

**Table 2.** Students’ Perception of Impact

No	Statements	Percentage				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	Statement 6	6.7	13.3	23,3	30	26,7
2	Statement 7	16.7	50	20	10	3.3
3	Statement 8	13.3	13.3	16.7	46.7	10
4	Statement 9	10	13.3	23.3	50	3.3
5	Statement 10	6.7	10	30	50	3.3



**Figure 2.** Students’ Perception of Impacts

The table above describe two level was the same score namely Agree (A) and Disagree (DS).

Statement 7 on level (A) got a score 50, it means that it was the highest than the other level on statement 7 which it about distance learning, has a negative impact. While, on statement 9 and 10 raise higher core percent on level Disagree (DS) where it about distance learning was very easy and acceptable. However, the researcher described that the findings showed positive perception dealt with negative statement, and then negative perception on positive statements as we can see on figure above. So, it can conclude that distance learning surely has a negative impact than positive impact.

The result of the interview found that the challenges faced by students while using media in distance learning were students did not understand the material, challenge of network problems, feature of Google Classroom

- a. The first challenge that faced by the student was the students did not understand the material. Based on the result of interview, some students admitted that they were lack of explanation from their teacher. It was very different when they were face to face conventional classroom, the teacher gave more explanation about the material. Students felt enthusiastic learning before corona virus' is coming.

*Informant (students):*

Sometimes the materials which is given by the teacher are difficult to understand

*Informant (students):*

The materials is are incomplete and the teacher didn't explain about the materials

- b. The second challenge was the network connection. The students gave the same information, sometimes the network very bad. Students have to move to another place to access the information especially on submitting the assignment in distance learning. Based on the result of interview some students, were constrained by the cost of purchased the internet quota. The students also claimed that while the learning process carried out at home through online system, the free internet data from school was limited.

*Informant (students):*

These obstacle are mostly due to network problems that makes students have to wait for a good network connection.

*Informant (students):*

Sometimes the networking is bad. The internet networking makes me late to join the room.

*Informant (students):*

Internet connection is the trouble because sometime the connection is not good for sending my assignment.

*Informant (students):*

Internet connection gets problem when the weather is unstable so I am usually late to join. it need more time to wait for the connection.

- c. The third challenge dealt with Feature of media is used.

Learning media is designed to help teachers and students communicate and collaborate, manage assignments powerlessly, and stay organized. Based on the result of interview some of the students they were giving a feedback negative.

*Informant: (teacher):*

If the cell phone storage is full. Sending assignments via google classroom is hampered

*Informant (teacher):*

Google classroom is error if not updated, different with other application. So I tend to use zoom in teaching.

The result of interview found that many challenges faced by teachers while using learning media in distance learning that teacher were unsatisfied on students' responses in proses and assignment.

*Informant (teacher):*

Students are not enthusiastic in learning. A teacher must repeat more explanation.

*Informant (teacher):*

Some of students are not focus on learning, many students do anything beyond the room.

*Informant (teacher):*

Zoom is better than other learning media application, because zoom can cover all numbers of students.

*Informant (teacher):*

I like use zoom than others because it is clear in sound and picture (face). However, teaching manual in the classroom is better.

**Table 3.** Students' Learning Achievement on English Subject before Distance Learning

Learning Objectives	Aspect measured	Average score achieved	Classification
The students are able to speak by read the text and answer the question correctly.	Reading	8.52	Very Good
The students are able to speak fluently, able to pronounce the word correctly.	Speaking	8.17	Good
The students are able to write statement that captures specifically what knowledge, skills, attitude learners should be able to exhibit following instruction.	Writing	7.67	Good

**Table 4.** Students' Learning Achievement on English Subject while Distance Learning

Learning Objectives	Aspect measured	Average score achieved	Classification
The students are able to speak by read the text and answer the question correctly.	Reading	8.10	Good
The students are able to speak fluently, able to pronounce the word correctly.	Speaking	7.6	Good
The students are able to write statement that captures specifically what knowledge, skills, attitude learners should be able to exhibit following instruction.	Writing	6.5	Fair

### 3.2 Discussion

#### 3.2.1 The Impacts of Distance Learning

There was the option for distance education to be either efficient or inefficient. There were both good and bad results from the learning process that took place at a distance. When contrasting effects, the negative ones must outweigh the favourable ones. Numerous student behaviours impacted learning results, including students' attitudes about not comprehending the topic, their habitual tardiness to class, their distraction from classwork, their lack of comments and inquiries, and so on. The greatest difficulties with remote learning were, on the other side, misunderstanding and time consumption. When compared to the typical learning management system for schools, which strives to create, distribute, and grade assignments, the effects of lure and manual learning implemented by teachers are distinct (Yulia, 2020). Teaching by hand has numerous benefits, including the fact that the teacher can offer the materials directly in a variety of ways and that students can view the materials and provide any personal comments they choose. Students' disinterest in the course material presented by the instructor was cited as a drawback of applied remote learning online. That's because not every student benefits from substances used. They can also collaborate on the best possible assignment by verbally discussing it and offering feedback. However, the degree of inventiveness displayed by the instructor in presenting the material also affected the success of the remote learning process.

#### 3.2.2 Challenge of network problems

The network had a significant role in the accomplishment of remote education via the online system. Some students have griped about how the spotty network connection forces them to constantly relocate their study locations. Those students who utilised a phone card from a less popular supplier were particularly plagued by network issues. According to Mahlangu (2018), network connectivity issues were one of the institutional barriers impacting e-learning. Some students' positive reactions to the learning process belie the fact that it is not without its share of challenges; chief among these is the need for students to provide their own internet access.

#### 3.2.3 The effects of distance learning for students.

Many people put forth a lot of time and energy to make sure the online learning process went smoothly. Using educational media effectively necessitates knowledge of not only the technical aspects of the medium but also the content at hand. The application can be used with any learning equipment, such as a computer, tablet, or smartphone, provided that the tool meets certain requirements. There's little doubt that having to shell out extra cash for internet access, which is deemed quite pricey by students, was a source of considerable frustration. According to (Molnar & Muntean, 2012), most students' primary concern when utilising a mobile phone for educational purposes is the total cost. This is because accessing mobile data is still more expensive than obtaining information via personal computers (PCs). Therefore, this event had a disastrous impact; its efficacy has been the subject of scant research.

In addition, the condition led to a lack of concentration in class, which in turn reduced the quality of instruction, prevented students from achieving their learning goals, and left many of them struggling to grasp key concepts. Students need to have a firm grasp of the course material in order to confidently take exams and meet requirements for evaluation. However, the students' academic performance is weak and unsatisfactory.

## 4. CONCLUSION

Numerous nations with access to covid-19 use the method of distance learning. There was no clear advantage to using a distance learning method over the more conventional methods of teaching. Numerous studies have demonstrated that distance education has far-reaching effects. The negative results and effects of this study have been outlined above. The problem affects not only students and educators in Indonesia, but also those in other countries. This scenario necessitates action on the part of the government, schools, teachers, and all educators. Providing various tactics and good concepts in teaching may be a good place to start improving the competence and quality of teaching. In the future, researchers will be able to delve further into the usage of any and all media and applications for

learning, particularly those that facilitate remote education. In order to foresee and mitigate difficulties, future researchers must think critically about the consequences of distance education. However, a teacher needs to be able to use many amazing platforms or media to teaching and learning, which is great for enhancing students' proficiency in speaking, reading, writing, and listening. The upcoming researcher will also have the option of expanding the study's scope in order to offer a deeper understanding.

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