



## Barriers and Challenges in Distanced-Learning in Developing World

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### Abstract

*The purpose of this study is to identify the difficulties and impediments that educational institutions in underdeveloped nations confront. Distance learning is critical to sustaining education during the COVID-19 epidemic. This creates a number of difficulties when implementing remote learning. One of the difficulties encountered is a lack of contact with instructors throughout the learning process, which results in a less effective learning process.*

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## Introduction

One of the characteristics for developing nations is their poor educational and economic standards. Numerous government measures have been taken to address education issues in developing nations, including increasing the quality of instructors, giving training, and constructing several facilities. However, owing to the increased risk of Covid-19 transmission during the pandemic, teaching and learning activities must be conducted at home. As a result, many governments in developing nations and almost all rich countries use online learning at all levels of education. According to Donitsa-Schmidt & Ramot, (2020) There are numerous issues that teachers as educators face during the learning process. These issues are classified as follows: 1) the process of delivering learning materials, 2) the process of interaction with students during the learning process, 3) the quality of empowerment of facilities and elements during the learning process, 4) managing teaching materials to be delivered during the learning process, and 5). Students who are less able to comprehend the content of the material presented by the teacher via online media, a sometimes-disrupted internet network, and a lack of use of online learning media, which means that some subject matter that requires specific learning tools and/or media cannot be delivered optimally by the teacher. To address this issue, the school has attempted to resolve it by conducting teacher training sessions on the usage of online learning material such as Google Classroom, Google Forms, and creating instructional films using Camtasia. Additionally, supporting facilities and infrastructure utilized by instructors in the learning process have been constructed, such as a strengthened internet network, to ensure that distant learning (online) may be conducted effectively. In terms of instructor attitudes regarding distant learners, this is broken down into many indicators, including the following: 1) addressing or perceiving a teacher's character or character in relation to the learning process; 2) addressing or perceiving a student's character or character in relation to the learning process; 3) assisting students' sense of confidence in the learning process; and 4) guiding students in the learning process who face obstacles due to distance learning. The purpose of this research is to ascertain the difficulties encountered by students and instructors in implementing remote learning.

## **An overview of the challenges and obstacles faced in implementing distance learning**

Students should be able to demonstrate their ability to complete learning activities and transmit acquired knowledge. However, many pupils still struggle with this. The answer is for the instructor to offer students with a variety of learning models so that they are not burdened or bored throughout the distant learning process. Additionally, the instructor must attempt to convey to pupils that the subject or activity assigned is very simple. In an ideal world, remote learning would still be able to meet students' learning requirements in order to develop skills and interests according to their educational level. To do this, instructors must be prepared, suitable curricula must be available, learning materials must be readily available, and reliable devices and networks must be supported to ensure successful communication between students and educators. The present state of remote education cannot be described as perfect, since many barriers remain. This hurdle is also a barrier to distance learning implementation, which is necessary to continue educational activities in the middle of the present Covid-19 pandemic disaster. Among the obstacles and challenges encountered in implementing distance learning are a lack of human resources readiness, a lack of clear directions from the local government, a lack of an appropriate curriculum, and limited facilities and infrastructure, particularly in terms of technology support and internet networks. The most critical component of remote learning adoption is the preparedness of human resources, including instructors, students, and parental support. Numerous instructors, students, and parents have expressed their dissatisfaction with the implementation of remote learning (Shim & Lee, 2020). Certain instructors express dissatisfaction with the constraints.

The COVID-19 pandemic is a global health crisis that has swept the globe in recent years. Circumstances beyond this forecast have resulted in major shifts in a variety of spheres of life. The virus's growth spread rapidly across the globe. Additionally, Indonesia is under a state of national emergency. Since Corona was originally revealed, the number of fatalities has continued to rise. Numerous nations have chosen to discontinue the operation of schools, colleges, and universities.

This has an effect on the evolution and renewal of educational policy. The Minister of Education sent Circular Letter No. 3 of 2020 to the Education Unit on the prevention of Corona Virus Disease (COVID-19), which indicated that schools and universities had been closed. The government's advice to remain at home and physical and social isolation must be accompanied by a shift away from face-to-face education toward online or distant education.

Distance Learning is intended to address this issue, allowing students to continue studying even when at home (Simonson et al., 2019). Distance learning is a kind of institution-based formal education in which students and instructors are physically separated, necessitating the use of an interactive telecommunications system to link the two and the associated resources. The development of communication and information technology creates new possibilities and problems for educational institutions (Sarkar, 2012; Roco et al., 2013). The new possibilities include increased access to multimedia material and the creation of new learning techniques that are not bound by location or time constraints. On the other hand, technological advancements and the resulting diversity of digital innovations offer new difficulties for educational providers in terms of adapting educational infrastructure to these new technologies.

Distance learning should adhere to the following criteria: 1. Distance learning should provide students with a meaningful learning experience free from the pressures of completing all curriculum requirements, grade promotions, and graduation; 2. Distance learning should emphasize life skills education, including information about the Covid-19 pandemic. 3. Distance learning is implemented through a variety of activities and learning assignments from

home among students, based on their individual interests and circumstances, including the gap in access/facilities for learning from home; 4. When implementing distance learning, educators provide feedback on evidence or products of qualitative and useful learning activities from home.

What educators should be focused on is shifting the mindset and being ready to adapt. Following that, decide which techniques of instruction are appropriate and effective for remote learning. Educators may consider the following considerations while conducting remote learning: reviewing the syllabus in order to determine which resources should be prioritized for use as teaching materials and by students. Educators can evaluate the lesson's weight and then devise the most suitable technique for assessing students' comprehension. Begin by determining and understanding which technologies are appropriate for remote learning. Because this kind of learning paradigm is very new to many, they may be unfamiliar with it. Numerous online learning tools are very simple to use. To decide which technology is most appropriate, of course in light of the circumstances. As mentioned in the preceding point, assess the importance of the lesson, followed by the lesson's weight, before selecting the appropriate learning tool. Avoid overloading pupils with tasks. Bear in mind that studying at home is a collective effort to remain awake and prevent the COVID-19 epidemic. As a result, use instructional techniques that are efficient, enjoyable, and, of course, simple to comprehend.

Distance education is classified into two types: online learning and blended learning. Online learning is defined as education that takes place via the use of an interactive online model and a learning management system (LMS). Learning management system is a generic word that refers to computer systems designed especially for managing online learning, distributing course materials, and facilitating communication between instructors and students ( Avgeriou et al., 2003; Anshari et al., 2016; ).

The LMS will enable instructors to manage all aspects of learning, from student registration to test results storage, as well as receive assignments digitally and communicate with their students. The LMS serves as the foundation for the majority of e-learning activities. NGOs that may be utilized include the Ministry of Education and Culture's Learning Houses and private sector companies such as Ruang Guru, Quipper, Google Classroom, Edmodo, Schoology, and videoscribe. Additionally, online learning may be conducted interactively through the Zoom program, Google Meet, or Webex, among others.

There are three advantages that educators can obtain through online learning, namely educators trying to learn and educators utilizing various types of information technology, where educators are required to remain active in updating various types of online learning applications in order to keep students engaged and eager to learn. While working from home, educators have the option to attend training and seminars on how to create effective instructional films and how to utilize educational software effectively.

Educators should choose one of these apps based on the application's efficiency and efficacy, as well as the absence of barriers in the device, internet network, and data package. If any of these three points prove to be impediments, you should opt for non-network learning.

Learning outside the network may be defined as a method of education that is not linked to the internet network in any way. Outside of the network, instructors may apply learning via Student Worksheets equipped with student handbooks. Students may borrow educational books from the school library. Is it available for group study or to individual students? Additionally, learners who are not connected to a network may access television and radio. Educators who have access to television channels may participate in the Learning from Home initiative.

Additionally, educators may create learning models based on small research projects to make online learning more enjoyable and less tedious. Then, help students with restricted internet access and supporting devices, and enhance communication between instructors and parents by delivering information about the learning agenda on a scheduled basis by telephone or pick-up at school.

The implementation of distance learning now points to a future educational process that is integrated, pluralistic, more dialogical, more open, and readily accessible. And this is an image of a more adaptable, varied, and open educational system. Naturally, as educators, we cannot say no to a paradigm change for the better.

A teacher must be familiar with and capable of using certain teaching concepts in order to perform their responsibilities professionally (Connell, 2009; Thomas & Beauchamp, 2011; ). Among them are the following: (1) teachers must be able to focus students' attention on the subject matter at hand and utilize a variety of media and learning resources; (2) teachers must arouse students' interest in being active in thinking and seeking and finding their own solutions to problems they encounter; and (3) teachers must develop students' attitudes toward fostering social relationships (Sachs, 2005). The student's learning situation while studying at home was 9 months, which is an extended period of time, which causes him to get bored and eventually lazy. Teachers struggle to motivate students throughout the learning process because kids also feel unsupervised; furthermore, both parents work, leaving them with no one to lead them to study from the morning till noon learning period. To assess student learning outcomes, instructors have a challenge due to students' difficulties absorbing or comprehending each of the indicators communicated during distance learning, despite the fact that teachers have frequently transmitted learning indicators through learning media such as google classroom. Students sometimes fail to access Google Classroom at all, despite the fact that all required materials and explanations have been provided. This complicates the teacher's task of determining whether the student comprehended the information given in order to meet the specified Minimum Completeness Criteria. The reality on the ground is reinforced by Permendikbud No. 65 of 2013, which requires instructors to prepare the following: (1) prepare students for participation in the learning process; (2) motivate students contextually through the benefits and applications of teaching materials in daily life; (3) ask questions that connect prior knowledge to the material to be studied; (4) direct students to a problem that will be solved in order to study the material and explain the learning objective Teachers must be adept at class management in order to provide a suitable learning environment, motivate students, pay attention to them, and even communicate with parents about their children's progress at home.

Concerning the student mentoring process, instructors are available at any moment to assist students in comprehending and completing their tasks (Perry et al., 2007). Meanwhile, in responding to the student learning process, the issue is that students who have never been active in Google Classroom are given a warning, even if just filling out the attendance list supplied or simply commenting is sufficient to be deemed present. Some students believe that when it comes to assigning work, not everyone is capable of doing it properly based on what has been taught; in this instance, pupils need direct help. The online student list, they are unable to manage their study time effectively, their learning method is inconsistent, which reflects the student's poor study habits (Credé & Kuncel, 2008). This is evident when filling out the attendance list, which is sometimes completed in the afternoon or on alternate days.

## **Efforts taken to overcome the difficulties associated with remote education**

### ***Establish regional working groups to offer advice.***

With no end in sight to the continuing epidemic, the Ministry of Education and Culture is now developing a strategy for remote education until the end of the year. While distance learning activities rely heavily on school initiatives and information from the Ministry of Education, local governments must also assist schools by establishing working groups that provide additional financial assistance beyond BOS and access to recording studios and equipment for schools and teachers. This working group should give special attention to low-cost private schools, which play a critical role in educating urban poor students who lack the resources available to more established public and private schools.

### ***Equipping instructors with the necessary skills for distant learning implementation***

Even before the pandemic, distance learning was the most commonly perceived bottleneck in the education industry, but the present crisis has greatly expedited its implementation. It is critical for future teacher training programs to include remote learning capabilities.

The training program includes instruction in the use of information and communication technologies (Bracewell et al., 2007). However, there are concerns regarding its efficacy due to the fact that the bulk of its material is useless to distant education. Teachers must not only possess fundamental technological skills (such as the ability to operate a computer and be connected to the internet) but also the knowledge and ability to utilize recording devices and software, as well as ways for delivering courses without face-to-face contact. These abilities will be necessary for using online education systems in Indonesia. More significantly, the disconnect between training situations and on-the-ground implementation must be reduced.

Distance education should be incorporated into the Ministry of Education and Culture's long-term teacher education program, dubbed the Teacher Professional Education Program.

### ***Developing and sustaining public-private partnerships in education***

Although public-private collaborations on online learning platforms have expanded in recent years, Indonesia still has a digital gap to overcome. The Covid-19 issue may signal the beginning of a large-scale public-private cooperation to address systemic deficiencies similar to those in Hong Kong. There, a coalition comprised of stakeholders from different sectors, including education groups and the entertainment business, has agreed to continue providing free educational resources throughout Covid-19 (Niemczyk et al., 2021). Indonesia could also explore such collaboration. Finally, the Ministries of Education and Culture and Religion must assess the viability of public-private partnerships with technological service providers in the purchase of infrastructure to enable online or distant learning.

The seabed fiber optic infrastructure that connects all of Indonesia's provinces (the Palapa Ring Project) has not been fully utilized, and the Ministries of Education and Culture and Religion should consider partnering with telecommunications and hardware service providers to equip all schools, particularly those in remote areas, with internet connectivity. Consider collaborative forms with imagination. This might take the form of a ministry-guaranteed minimum quantity of cellular data use or a bulk equipment leasing arrangement. Teacher training in information, technology, and communication may be included in the agreement with the supplier

## Conclusion

Teaching and learning activities must be conducted at home owing to the increased risk of Covid-19 transmission during the pandemic. Many governments in developing nations and almost all rich countries use online learning at all levels of education. The purpose of this research is to ascertain the difficulties encountered by students and instructors in implementing remote learning. The present state of remote education cannot be described as perfect, since many barriers remain. Lack of human resources readiness, a lack of clear directions from the local government, and limited facilities and infrastructure are among the obstacles. Distance Learning is intended to address this issue, allowing students to continue studying even when at home. The Ministry of Education and Culture's Learning Houses provides a range of resources for remote learning. Educators can review the syllabus, evaluate the lesson's weight, and decide which techniques are most appropriate. Online learning is a collective effort to remain awake and prevent the COVID-19 epidemic. Teachers must be able to focus students' attention on the subject matter at hand and utilize a variety of media and learning resources. Teachers struggle to motivate students throughout the learning process because kids feel unsupervised, says Dr. Jamey Karmel. Teachers must be adept at class management, motivate students and communicate with parents. The Ministry of Education and Culture is developing a strategy for remote education until the end of the year. To supplement TVRI's programming in regions with restricted internet access, learning materials may be distributed through radio. The present crisis has greatly expedited the implementation of distance learning in Indonesia. Distance education should be incorporated into the Ministry of Education and Culture's long-term teacher education program. Public-private partnerships with technological service providers are needed to enable online or distant learning.

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