



## Distance Learning During COVID-19 Pandemic: A Comparison between Schools in Urban dan Rural Area in Bali

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### ABSTRAK

*Pandemi Covid-19 telah menimbulkan tantangan yang signifikan terhadap sistem pendidikan. Sebagian besar sekolah dengan pengalaman terbatas atau tidak sama sekali dengan pembelajaran daring dan sekolah tanpa sumber pembelajaran daring yang disiapkan akan menghadapi beberapa tantangan. Penelitian ini menganalisis persamaan dan perbedaan antara kesulitan yang dihadapi guru dan siswa untuk sekolah di lokasi yang berbeda. Sekolah di pedesaan dan perkotaan Buleleng dipilih, 2 SD, 2 SMP, dan 2 SMA. Guru dan siswa di sekolah tersebut diobservasi dan diwawancarai terkait pelaksanaan pembelajaran daring, kesulitan yang dialami, serta cara mengatasi kesulitan tersebut. Dalam menganalisis data kualitatif terdiri dari tiga langkah yaitu, reduksi data, penyajian data dan penarikan kesimpulan. Hasilnya menunjukkan bahwa kesulitan yang dihadapi tidak jauh berbeda antara guru dan siswa sekolah di perkotaan dan di pedesaan. Kebanyakan dari mereka menyebutkan koneksi internet sebagai masalah. Namun, cara mereka mengatasi kesulitan itu bermacam-macam. Guru dan siswa perkotaan dan pedesaan memiliki cara mereka sendiri untuk memecahkan masalah mereka. Perbedaan tersebut memberikan wawasan untuk menghadapi kesulitan dalam melaksanakan pembelajaran daring.*

### ABSTRACT

Covid-19 pandemic has posed significant challenges to the education system. Most schools with limited or no experience with online learning and schools with no prepared online learning sources will encounter some challenges. This research analyzes similarities and differences between the difficulties faced by teacher and students for schools in different locations. Schools in rural and urban area of Buleleng were chosen, 2 elementary school, 2 junior high school, and 2 senior high schools. Teacher and students in those schools were observed and interviewed related to their online learning implementation, their difficulties, as well as their ways to cope with the difficulties. In analyzing the qualitative data consists of three steps such as, data reduction, data display and conclusion drawing. The result shows that the difficulties faced were not so much different, between urban and rural school teachers and students. Most of them mention internet connection as the problem. However, their ways to cope with the difficulties are varied. Urban and rural teachers and students have their own way to solve their problems. These differences give insight in order to face difficulties in implementing online learning.

### 1. INTRODUCTION

Covid-19 pandemic has had far-reaching effects on various sectors, including the education system. Schools worldwide have had to close their doors, and teachers and students have been forced to adapt to remote learning (Karuniasih, 2022; Limpraptono & Nurcahyo, 2021). This abrupt shift has challenged schools and teachers to rethink their approaches to teaching and learning and implement distance learning methods in a short amount of time. However, the impact of this transition has not been the same for all schools, particularly in different geographical settings (Chang et al., 2020; Onyema et al., 2020). In this article, researcher explore the differences in distance learning experiences between schools in urban and rural areas in Bali especially Buleleng during the Covid-19 pandemic. Moreover, all countries have faced a big pandemic, including Indonesia. Previous study stated that the first quarter of 2020 is a hard time for the global community (Demuyakor, 2020).

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Indonesia is the fourth most populous country globally, with a population of over 270 million people, and Bali is one of its provinces. Like other provinces in Indonesia, Bali's schools were forced to transition to distance learning in response to the covid-19 pandemic (Churiyah et al., 2020; Lase et al., 2022). However, the transition may have had different impacts on schools in urban and rural areas (Khanal et al., 2021; Sholahuddin et al., 2021). This study aims to provide a comprehensive understanding of the state of distance learning in Bali during the covid-19 pandemic by comparing the experiences of schools in urban and rural areas. Specifically, in examine the challenges and solution that has been faced by educators and students in these distinct contexts.

The covid-19 pandemic has posed significant challenges to the education system in Bali, particularly in the implementation of distance learning methods. While the transition to distance learning has been challenging for all schools, the impact has not been the same for schools in urban and rural areas (Julia & Supriyadi, 2018; Mahdum et al., 2019). By comparing the experiences of schools in these distinct contexts, we have identified the factors that have influenced the effectiveness of distance learning and the best practices that can be implemented to improve the quality of education for all students (Gupta et al., 2022; Papadakis et al., 2020).

Previous study stated that online learning is a set of learning activities in a subject delivered through a network giving access and exchange of knowledge (Atmojo & Nugroho, 2020). This terminology appears specially to point out an approach to teaching and learning which involves internet technology. Besides that other study presents the term 'online language learning' to refer to language learning that takes place entirely online, via the internet, with no face-to-face component, within formal language courses and more informal learning scenarios (Hockly, 2015). According to previous study in this case, an online course facilitator may provide many different functions such as supporting students' learning, delivering online teaching, student assessment and preparing learning materials (Ní Shé et al., 2019). Several studies have paid attention to the application of online learning in the classroom, such as the package C program (Eddy & Suryono, 2019); in training companies (Rostova et al., 2019); in the field of education (Febrianto et al., 2020); in dental education (Schlenz et al., 2020). They argue that implementing online learning in this pandemic era is quite effective and going well. In other words, online learning is the best alternative in carrying out the teaching and learning process because neither teachers nor students can do it face-to-face.

Unfortunately, the implementation of online learning is not always smooth and effective since its implementation is done all in a sudden. Therefore, most schools with limited or no experience with online learning and schools with no prepared online learning sources will encounter some challenges, especially when the teachers do not understand how to use the online applications (Teräs et al., 2020; Zaharah & Kirilova, 2020). In other words, the teachers should apply and adapt the online learning class to convey English material. Furthermore, the teacher also has to adapt and use the appropriate strategy to teach English during online learning so that the teaching and learning process can run well. Some scholars conducted the challenges of online learning implementation (Ivanović et al., 2013; Purnama, 2021). They claim that the challenges can come from the school, teacher, curriculum, and student levels.

Challenges are faced by all schools, teachers, and students. Schools' locations are differed, they spread out in many locations. There are schools in urban and rural area. This article aimed at analyze the challenges faced by teachers and students in those different locations. Furthermore, not only problems and challenges, but also solution that they already tried to solve their own problems. This research tried to analyze the difference as well as the similarities based on the location differences.

## 2. METHOD

The design of this study is basic qualitative. Basic qualitative research typically involves collecting data through methods such as interviews or observations, analyzing the data to identify patterns or themes, and developing theories or explanations based on those patterns or themes (Strauss & Corbin, 1998). The aim was to investigate the difficulties faced by teachers and students during online learning at several schools in Singaraja. There are 6 schools being the subject of the research, they are SD N 3 Banjar Jawa (urban area) and SD N 3 Pedawa (rural area), SMP Mutiara Singaraja (urban area) and SMP N 5 Tejakula (rural area), SMAS Laboratorium (urban area) and SMA N 1 Banjar (rural area). Teachers and students in those schools were observed and interviewed.

In collecting the data, observation and interview were conducted. Observations were done for online teaching and learning. The teachers were teaching the students through some online learning platforms (Zoom, WAG, Google Classroom, Google Meet, etc). Observation conducted during the sessions. An observation sheet was used as instrument in helping the researcher collecting the data. The interview with the teachers were done directly in the schools, while interview with the students were done online through

WA conversation or Zoom application. Interview guide was used in conducting the interview with teacher and students. The interview was done after the sessions completed.

An Interactive data analysis model in analyzing the qualitative data consists of three steps: 1) data reduction (field note transcription, selecting, focusing, simplifying, abstracting, and transforming); 2) data display (compressing and importing data); and 3) conclusion drawing (Miles et al., 2014). The difficulties faced were being identified and classified based on the types. The solutions done by teachers and students related to their problems were varied between schools in urban and rural area. They have limitations as well as privilege related to the solutions they could reach.

### 3. RESULT AND DISCUSSION

#### Result

This research was done in 6 schools around Singaraja, Bali. Those 6 schools are consist of 2 elementary schools, 2 junior high schools, and 2 senior high schools. Every schools involving teachers and students, especially in English subject. The results from each level of schools are being presented to see the differences as well as similarities of the online learning implementation in those 2 schools. The differences between the schools are the locations.

For elementary schools, SD N 3 Banjar Jawa (urban) and SD N 3 Pedawa (rural) was taken as the subject for the research. In SD N 3 Banjar Jawa, there is 1 English teacher and 6 students being the respondents in this research, meanwhile in SD N 3 Pedawa, there is 1 English teacher and 10 students being observed and interviewed. The summary of the challenges faced by teacher and the solution that they already took to overcome it is show in Table 1.

**Table 1. Summary of Elementary School Teacher’s Challenge and Solution**

No.	Teacher’s Challenge	
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Unstable Internet connection</li> <li>• Learning Media /tools</li> <li>• Lack of technology mastery</li> <li>• Lack of students’ participation</li> <li>• Lack of students’ awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of students’ awareness and readiness</li> <li>• Difficulty in delivering all material</li> <li>• Could not provide feedback for all students</li> <li>• Internet Connection</li> <li>• Lack of students’ participation</li> </ul>
Solution		
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Asynchronous online learning implementation</li> <li>• Using application with less demand in stable internet connection</li> <li>• Let the students submit the assignment to school directly with health protocol</li> <li>• Enrolled in workshop for technology-based teaching media</li> <li>• Learn online via YouTube, Google search, TV, etc.</li> <li>• Reward for actively participating students</li> <li>• Remind the students until they submit the tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Applying Asynchronous learning when the connection is not fully supported</li> <li>• Give homework/tasks on 4 skills</li> <li>• Provide general feedback for students</li> <li>• Remind the students about the schedule of class</li> </ul>

Base on Table 1 when we intensively compare the teachers problem from the school in rural and urban area, their problems are mostly similar. Internet connection is the problem that appear in both schools, despite the location difference. In order to overcome this problem, asynchronous modes of learning were applied by both teachers. However, teachers of school in urban area are actually switching it temporarily, meanwhile teacher of school in rural area have to use asynchronous only. Other problems faced by teachers in both schools are also similar, such as lack of students’ participation, lack of students’ awareness, and difficulty in delivering materials. The difference that we can spot is teacher of school in rural area still have problem with technology mastery. In implementing online learning, the teacher realized that they have to deal more with technology, both in teaching and preparing the media. Meanwhile, the teacher of school in urban area was having concerns in giving feedback to all of their students. Since the time spent for giving feedback in online learning is quite high, then the teacher could not manage to do it for every single students and deciding on giving the feedback generally.

Beside teachers’ challenge, this research also finds out the students’ problem and their way to overcome. Table 2 presents the summary of the problem and solution.

**Table 2. Summary of Elementary School Students’ Challenge and Solution**

No.	Students’ Challenge	
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Unstable Internet connection</li> <li>• Learning tools (device)</li> <li>• Difficulty in understanding the material</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Device not fully support</li> <li>• Difficulty in operating the platform</li> </ul>
Solution		
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Following the class asynchronously</li> <li>• Find places with better internet connection (relatives’ house, field, etc)</li> <li>• Do the assignment given on paper</li> <li>• Submit the assignment directly to school</li> <li>• Learn from trusted sources online</li> <li>• Consult the teacher at school individually</li> </ul>	<ul style="list-style-type: none"> <li>• Using application that needs less data transfer</li> <li>• Using application that needs less memory of the device</li> <li>• Asking for help from parents or teacher</li> </ul>

Base on Table 2 there are similarities and differences spotted. Internet connection is still appearing in both schools as a problem. Then, device is the next problem appear. For students in rural area, the device is not always available, since it is not belong to the students but their parents or relatives. When the owners have to work or leave the house, the students could not do the learning. Because of this problem, some solutions had been conducted, such as borrow device from others, go to school for assignment or submission, and ask for explanation from the teacher. Urban area students may have their device available most of the time, but some problems appear when they use it for long period of time. Heating, lagging, or running out of memory to save files or install the applications. Some students also mentioning difficulties in using the application for learning. However, they can ask for help from their parents or teachers.

Next, Junior high schools that are involved in this research are SMP Mutiara Singaraja and SMP N 5 Tejakula. There are 2 teachers and 25 students were involved from SMP Mutiara Singaraja. From SMP N 5 Tejakula there are 2 teachers and 5 students being subject in this research. The summary of their problem is presented in Table 3.

**Table 3. Summary of Junior High School Teacher’s Challenge and Solution**

No.	Teacher’s Challenge	
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Students’ lack of focus in online learning</li> <li>• Students do not participate actively in online classes, get bored easily</li> <li>• Poor internet connection</li> <li>• Students do not submit the task on time</li> <li>• Students do not well informed in using the application</li> <li>• Some students still do not understand English</li> </ul>	<ul style="list-style-type: none"> <li>• Unstable internet connection</li> <li>• Motivating students in learning online</li> <li>• Data security</li> </ul>
Solution		
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• During synchronous session, teachers call out students who are less participating</li> <li>• Uses variety of online materials</li> <li>• Switching from synchronous to asynchronous learning</li> <li>• Remind the students through chat</li> <li>• Looking for tutorial that can help the students, asking them to join online room meeting earlier than other students</li> <li>• Use both Indonesia and English during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating students to learn both synchronous and Asynchronous</li> <li>• Adjusting material to the students’ condition , giving bonus point</li> <li>• Installing anti-virus</li> </ul>

Table 3 gives information that the problem faced by rural and urban area of schools is similar. Internet connection is still happens in both location. However, for rural school they were poorly connected to the internet. Meanwhile for urban school, it was unstable. School in rural area use live chat through WhatsApp for synchronous learning, since online meeting is rarely succeed, meanwhile for urban school, they use online meeting mostly, with some trouble related to connection. Other problems was mostly related to students' attitude to online learning which experienced by both rural and urban schools. For rural school, there are some technical problems still faced, such as difficulty in using the application. Language is also the problem in teaching English. Meanwhile, the urban school teacher concerns on data security and how to motivate students during online learning.

Looking at the solutions done, teachers in rural area did a lot in solving their problem. Even though they are not familiar with online learning before, since that is the only possible solution for teaching and learning process during COVID-19, they adjust themselves to change. To help students who does not familiar with English yet, they use Bahasa to help the students. Urban school teachers also learn and did a lot for security problem faced by installing and updating their antivirus. For students' motivation, bonus points was provided to make students wanted to participate actively. Students' challenge should also be taken into consideration when we discuss about online learning challenge. Here is the summary as show in Table 4.

**Table 4. Summary of Junior High School Students' Challenge and Solution**

No.	Students' Challenge	
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Internet connection, limited data package to access internet connection</li> <li>• Difficulty in understanding the material</li> <li>• Forget to submit task or assignment because of distractions</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Feels lack of interaction and enthusiasm</li> <li>• Feeling isolated</li> <li>• Device malfunction</li> <li>• Financial Problems</li> </ul>
Solution		
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• communicating their difficulties to the teacher, asking for help from parents</li> <li>• Find additional material online, asking for help from their friends, parents, siblings, or other relatives at home</li> <li>• Submit the task despite they already late, take notes on the tasks given, set alarm as a reminder to do the tasks, directly do the tasks after being told by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find location with better connection</li> <li>• Share their daily routine with chatting via WhatsApp, discuss the lesson online</li> <li>• Making a video call with friends</li> <li>• Repair the device, borrow device from family or neighbor</li> <li>• Share wi-fi voucher with friends, go to school for internet connection</li> </ul>

Base on Table 4 from the perspective of students' challenge, there are also similarities and differences found. Internet connection is still the problem for both schools. The students mentioned financial problem they faced in order to provide themselves with data package to access the internet. Not all of them have wi-fi connection at home, then they have to buy data package for internet access. Then the financial problem is related to the internet connection availability for the students. Since internet connection was a problem, it also affect students' understanding about the material. Besides, the students also experienced psychological problem, such as demotivation because of minimum interaction with others, less enthusiasm in learning which lead to lack of motivation, and feeling of isolation from outside world since they rarely go out. Meanwhile, the students also easily distracted in studying at home which caused them forget about the assignments and they were exceeding the deadline.

Solutions that has been done by students related to internet connection is trying to find better location if possible. They also communicating about their situation to the teacher and their parents since it is related to financial support from parents. In order to get better understanding of the material, they also try to find additional explanation online from various sources. For the psychological problem, they try to maintain communication with their friends via online chat, video call, etc. Related to the assignments that exceeding the deadline, they still submit them. Then they try to create reminder for future tasks.

Finally, Senior high schools in Buleleng that are involved are SMA Laboratorium Undiksha and SMA N 1 Banjar. The subjects for this research are 3 teachers and 31 students from SMA Lab. Undiksha and 3 teachers and 3 students from SMA N 1 Banjar. The summary of their problems is show in Table 5.

**Table 5. Summary of Senior High School Teacher’s Challenge and Solution**

No.	Teacher’s Challenge	
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Lack of knowledge in using technology-based teaching</li> <li>• Internet connection</li> <li>• Students’ lack of participation and respond during the online lesson</li> <li>• Cannot teach all skills</li> <li>• Limited time</li> <li>• Lack of students’ awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection difficulties due to students’ living location, limited data package owned by students</li> <li>• Students are late in submitting assignments</li> <li>• Students feel bored and easily tired when learning</li> <li>• Proficiency in technology to support online learning implementation</li> <li>• Students are not coming to class regularly too many times</li> </ul>
Solution		
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Applying asynchronous learning only (WhatsApp and Google Classroom)</li> <li>• Giving opportunities for students to ask about the material through WAG or personal chat</li> <li>• Giving task/ assignment on skills that could not be discuss during the learning session</li> <li>• Reminding students to start the lesson through WhatsApp group or Google Classroom by asking the students to fill in the form of attendance. Give chance to the students to ask question privately through personal chat.</li> <li>• Remind the students through WhatsApp Group, contact the students personally, doing home visit.</li> <li>• Giving general feedback, a brief ones.</li> </ul>	<ul style="list-style-type: none"> <li>• Applying asynchronous mode of learning, giving more quiz and provide more learning media for students, let students come to school for internet connection, remind the students to use learning quota wisely</li> <li>• Remind the students to submit tasks</li> <li>• Provide reading material, creating learning video material to help students understand easily, provide various learning media (games, video, different learning platforms, etc)</li> <li>• Call the parents, conduct meeting between parents, homeroom teacher, guidance and counselling teacher and headmaster.</li> </ul>

From the [Table 5](#) show that the problem faced by the teachers of Senior high school are not much different from teachers of junior high schools, previously. Internet connection and ability to access internet due to availability of data package are still occurred. Teachers in rural area of school also realizing that their ability regarding technology to support online learning process are still limited. Students’ engagement in online learning are also problems faced by senior high school teachers. Students are lack in motivation, shown by less participation, respond, their awareness, or even students who did not come to the online room meeting for too many times. Solutions done by teachers are already suitable with the problem they faced.

Students’ challenge should also be considered in online learning implementation. The recaps of senior high school students’ challenge is show in [Table 6](#).

**Table 6. Summary of Senior High School Students’ Challenge and Solution**

No.	Students’ Challenge	
	School in Rural Area	Schools in Urban Area
	<ul style="list-style-type: none"> <li>• Lack of communication with the teacher and friends</li> <li>• Feeling isolated</li> <li>• Lack of enthusiasm and quality of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Internet connection. This affect the communication between teacher and students</li> <li>• Difficult to understand the material</li> <li>• Feeling isolated</li> </ul>

<ul style="list-style-type: none"> <li>Limited data package to access internet connection, poor internet connection</li> </ul>	<ul style="list-style-type: none"> <li>Lack of motivation</li> <li>Psychological impact (anxiety, burn out, etc)</li> </ul>
Solution	
School in Rural Area	Schools in Urban Area
<ul style="list-style-type: none"> <li>Creating WhatsApp group that specially used for communicating about English subject</li> <li>Using the WAG wisely; use it for effectively communicate with teachers and friends related to English subject</li> <li>Contacting the teacher and informing the situation faced</li> <li>Find comfortable place to study, go out, study with friends, relax when needed</li> <li>Listen to music while learning, find more information online, asks family members to explain when needed</li> <li>Find place with better connection, prepare 2 SIM cards for back up, asking for internet hotspot from family, neighbor, friends, etc</li> </ul>	<ul style="list-style-type: none"> <li>Sending private message and asking personal questions to the teacher or friends</li> <li>Shift to different platform for better connection</li> <li>Asking for internet hotspot from parents or friends</li> <li>Go to places with better internet connection</li> <li>Find other source, discuss with friends, ask parents</li> <li>Trying to interact with friends, having me time, do their hobby</li> <li>Switch the learning method to be more effective</li> <li>Entertain themselves with hobbies (listen to music, reading, watching, etc)</li> </ul>

Base on [Table 6](#) senior high school students were facing quite similar problems compare to junior high school students. Internet connection and internet availability which related to financial problem, psychological issue due to less interaction with friends and hardly grasping the material delivered by the teacher. Meanwhile, the solutions they did are more complex and systematic that junior high students since they are older in age and more independent in coping with problems. Most of their problems were solved well.

### Discussion

Shifting of teaching and learning method during covid-19 pandemic has been affected schools across the globe. Schools in Bali are not an exception. Almost all schools in Bali had to shift into online learning mode ([Scull et al., 2020](#); [Teräs et al., 2020](#)). This sudden and necessitate change is almost impossible to runs smoothly. Problems were arising, students and teacher did their best in solving their own problems. This study finds out about the challenges faced and solution made by teachers and students both in rural and urban area, during online learning in the pandemic of covid-19 ([Mahdum et al., 2019](#); [Semmens et al., 2020](#)).

The problem that mostly faced by teachers and students from all level of study is Internet connection stability and availability. Many problems related to these two matters has been mentioned by teachers and students, such as the connection was unavailable due to their location, the availability of device to access connection, unstable connection, and financial problem which caused the students could not provide internet connection for themselves ([Efriana, 2021](#); [Rahiem, 2020](#)). A research conducted by previous study found out that accessibility remains the main factor in online learning success ([Agung et al., 2020](#)). Hence, this is the first problem should be solved by both teachers and students in online learning implementation. Schools, stakeholders, and government should give their main attention to this problem.

The next problems which mostly faced were psychological problem, which particularly related to motivation, engagement, enthusiasm, feeling isolated from the world, bored, easily tired, participation in the session, and others. Most students being interviewed in this study stated that they prefer face-to-face learning ([Fatimah & Santiana, 2017](#); [Singh. & Prasad Singh, 2021](#)). This problem is one of the reasons for their choices. However, a contrary result of study published by previous study about students' and lecturers' perspectives on using online learning in dentistry education owing to Covid-19 ([Schlenz et al., 2020](#)). This study used a questionnaire survey to analyze students' and lecturers' perceptions of the deployment of online learning due to Covid-19. The result shows both students and lecturers want online courses to be a part of the future curriculum. The study explains that the participant of this study mentioning that they conquer new skills related to online instruction.

Other problem was technology mastery by teachers and students to support online learning implementation. This one challenge experienced by almost all level of students as well as teachers. All parties involved in online learning need knowledge and practical ability to runs the application used. Their limitation often appear as one challenge. Apart form internet connection that possibly cause any

interruption in using the application, many teachers and students in this research knows only the basic in using the application (Agustini et al., 2019; Hill, 2021). Then, this cause them to go back to the “comfort” app in conducting online learning. The result of this research is in line with a research carried out by previous study at the Department of Elementary School Teacher Education, Faculty of Teacher Training and Education Sciences, Halu Oleo University (Hamid et al., 2020). According to the survey in this research, lecturers utilize Google Classroom and Edmodo to share students with their tasks, but lecturers rarely provide comments. The inadequate ability of lecturers to use technology complicates and reduces the effectiveness of online learning. This is demonstrated by the fact that many lecturers still utilize Whatsapp, Email, and even SMS to distribute assignments (Adriana, 2020; Priyastuti, M. T., 2020). Looking at the challenges and solutions, the differences among level of study are not much. However, they have some different solutions for the problems, depends on the location and situation of their schools.

Comparison results between distance learning in urban and rural areas can provide insights to the authorities in developing more inclusive and equitable education policies, especially in times of crisis such as a pandemic. Schools in rural areas experience difficulties in adopting distance learning due to limited access to technology, so the results of this study can encourage efforts to improve access and technology infrastructure in rural areas. However, besides geographic location, there are many other factors that can affect the distance learning experience, such as the level of family support, access to the internet, or available learning facilities. Limited data available or difficulties in accessing data may limit the scope of the study and the interpretation of the results.

#### 4. CONCLUSION

Based on the result of this study, it can be concluded that problems faced by teachers and students across level related to online learning are not much different. Their main problem is internet connection and availability. Lack of motivation, engagement, enthusiasm, feeling isolated from the world, bored, easily tired, less participation in the session is some of them. Technology mastery also appear as the problem. However, among those problems faced by teachers and students, they figured out some solution for themselves. Unstable or unavailable internet connection was solved by switching the application used or asking the students to come to school individually. Psychological problems were solved by working more on interaction with family and friends, as well as doing their hobbies in their spare time. Technology mastery was solved by looking for more information online or asking their family to help at home. Looking at this result, it can be seen that the problems during online learning implementation were quite similar regarding the locations of schools, as well as the solutions done were also alike.

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