# COMPULSORY ENGLISH ONLINE LEARNING PRACTICES IN SINTANG REGENCY; IMPLEMENTATIONS, CHALLENGES AND POTENTIALS FOR FUTURE IMPROVEMENT

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**Abstrak**

Penelitian ini bertujuan untuk mengevaluasi praktik pembelajaran online yang dilakukan sekolah pada masa pandemi Covid-19 di Kabupaten Sintang. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan 4 sekolah yang tersebar di Kabupaten Sintang, yaitu di pedesaan dan perkotaan. Dalam hal ini, 4 sekolah tersebut meliputi 2 SMP dan 2 SMA. Analisis data yang digunakan dalam penelitian ini adalah deskriptif kualitatif, dengan menggunakan teknik Analisis Tematik dan Analisis Lintas Kasus. Teknik komunikasi langsung terapan yang diusulkan digunakan alat seperti pedoman wawancara (terbuka), wawancara.

Hasil penelitian ini diharapkan dapat memberikan gambaran pelaksanaan pembelajaran online, tantangan yang dihadapi guru dalam merancang pembelajaran online, dan potensi perbaikan yang dapat dilakukan di masa mendatang. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran online di Kabupaten Sintang memiliki perbedaan, yaitu di sekolah pedesaan menerapkan blended learning dan sekolah perkotaan menerapkan pembelajaran online sepenuhnya. Dalam melaksanakan pembelajaran online, guru dan siswa menghadapi berbagai tantangan, yaitu guru mengalami kesulitan dalam melaksanakan pembelajaran online, keterbatasan sarana dan prasarana, perbedaan pemahaman siswa, kesulitan kerjasama antara orang tua dan siswa, dan masalah motivasi pada pembelajar online. Dalam analisis lebih lanjut mengenai pembelajaran online di Kabupaten Sintang, temuan menemukan bahwa temuan menemukan bahwa potensi perbaikan masa depan yang diinginkan sekolah adalah evaluasi pembelajaran, memberikan seminar penguasaan teknologi, dan sinergi komite sekolah dan pemerintah.

**Kata Kunci:** Praktik pembelajaran online, Peningkatan sekolah, Tantangan yang dihadapi guru dalam merancang pembelajaran online, Pembelajaran Bahasa Inggris.

*Abstract*

*This research aims to evaluate online learning practices carried out by schools during the Covid-19 pandemic in Sintang Regency. The research implemented a descriptive qualitative approach involving 4 schools spread across Sintang Regency, namely in rural and urban areas. In this case, the 4 schools include 2 Junior High Schools and 2 Senior High Schools. The data analysis used in this research is descriptive qualitative, using Thematic Analysis and Cross-case Analysis techniques. The proposed applied direct communication techniques were utilized such tools as interview guidance (open-ended), interview.*

*The results of this study are expected to provide descriptions of the implementation of online learning, the challenges teachers face in designing online learning, and potential improvements that can be made in the future. The research findings indicated that implementation of online learning in Sintang regency have differences, that are in rural schools apply blended learning and urban schools apply fully online learning. In implementing online learning, teachers and students face various challenges, that are teachers are having difficulties in implementing online learning, limited facilities and infrastructure, differences in students' understanding, difficulties of collaboration between parents and students, and issues of motivation in online learners. In further analysis regarding online learning in Sintang Regency, the findings found that the findings found that the potential for future improvements that schools wanted was an evaluation of*

## INTRODUCTION

The world seems shaken by the outbreak of a virus that has spread to all aspects of life. The COVID-19 case has entered all viewpoints of life. Indeed the instruction segment is exceptionally uncertain within the learning preparation. Learning can no longer be done face to face. Schools are closed, national exams are eliminated, employees change positions, and active personnel perform their duties at home, better known as Work From Home (WFH). Online platforms organize schools and colleges; meetings are held online, all remotely. To break the chain of spreading Covid-19, the Government prohibits crowding, implementing lockdown, social and physical distancing, wearing masks, and constantly washing hands. The Government ought to react to the public health emergency, and the Government took unprecedented steps such as the execution of social separation, travel limitations, and isolation (Thomson & Ip, 2020).

The usage of lockdown and social distancing has been implemented as one of the preventive measures to spread the coronavirus disease, bringing about total loss of motion of worldwide exercises. In the education field, the lockdown forces schools to completely closed. Lockdown makes an expended number of online classes, webinars, online meetings, etc. It can be famous that the world entirely depends on information technologies during this emergency. For schools that are in urban areas, of course, there cannot be much difficulty. Due to the availability of online learning support facilities. However, the problem occurs from the school in a rural area, and they have limited access to the internet connection. Adequate learning and access to teacher competency improvement programs make the application of online knowledge more challenging, especially in learning English, where it takes various of supporting facilities for learning and practical activities. With different geographical conditions, such as in West Kalimantan, especially in Sintang Regency, online learning at schools tends to be applied differently.

The previous study about implementation, challenges, and potentials for future improvement online learning has been conducted by some researchers. The first previous studies from (Agarwal & Dewan, 2020) this study is about Teachers are exploring various online alternatives available like Zoom, Microsoft Team, Google Duo, Youtube,

Whatsapp, Cisco Webex, etc., to connect with their students. The impact of online education there is positive and negative. The other study has been conducted to show the impact of online learning during covid-19 from students' and teachers' perspectives (Deepika, 2020). Then, the other study is the sudden move from conventional classrooms and face-to-face learning to online learning has different learning involvement for understudies (Adnan & Anwar, 2020). Another study indicates to identify the issues and challenges related to teaching online learning (Kebritchi et al., 2017). Another study discusses the learning challenges faced by rural learners in South Africa and the enhancement of online learning in the context of covid-19 (Dube, 2020). Another similar study has been conducted perceptions of online learning experiences between students in urban and remote areas (Sulisworo et al., 2020).

Based on the previous research above, the contrast between this research and sixth past considers that this investigation puts forward the online learning hone handle in urban and rural areas. This ponder examines the online learning prepare in this zone and decides what challenges, implementations, and possibilities can move forward and assess online learning hones within the future. The subject of sixth previous study on this research are teachers and students, also use 1 school as a research site. While the subjects in this research in addition to English teachers,students, and headmaster also have 4 schools researched. Furthermore, the research site located in Sintang Regency.

This research aims to describe online learning implementation in these various areas, from urban to rural schools. This research includes the investigations of online learning implementation at these schools, the challenges they face in designing online learning and looking for potentials that can be used to improve online learning practices in the future. Therefore, the researcher intends to conduct research entitled "Compulsory English Online Learning Practices in the Sintang Regency; Implementations, Challenges, and Potentials For Future Improvement." This research should be carried out to make decision-makers design improvements in future Online Learning in Sintang regency, especially schools involved in this research. This research is essential to conduct as an evaluation material for policymakers such as governments, schools, and teachers in designing and improving future online learning.

**METHODOLOGY**

**Research Design**

The research design to be carried out in this research is multiple cases study research. A case study is an experience of study that investigates contemporary occurrences in a real-life context. The case thinks about strategy " investigates a real-life, current bounded system (a case) or multiple bounded systems (issues) over time, through point by point, in-depth data collection including numerous sources of information and reports a case description and case themes (Gustafsson, 2017). Qualitative and descriptive research strategies have been predominant procedures for researching many disciplines, counting education, psychology, and social sciences (Nassaji, 2015). Descriptive research is research counting overviews and factfinding inquiries to supply imperative data regarding the average member of a bunch (Iqbal & Putra, 2016). The research belongs to descriptive qualitative design because it is intended to find out how implementation, challenges, and potentials for future improvement of English online learning. In this regard, the online learning practices investigated from two contexts: urban and rural schools.

**Subject of Research**

This research involves 20 people divided into four Junior high schools and senior high schools in Sintang, both urban and rural. Five respondents were involved; 1 headmaster, 2 English teachers, and 2 students. The schools are selected using purposive selection, with the geographic location criteria (rural and urban area), schools' willingness to participate, and access to schools. The school involved in this research are presented in table 1.1 below:

**Table 1.1**

**The following is list of school selected:**

| No | Code of School | Online Learning Facilities |
|----|----------------|----------------------------|
| 1 | SU1 | Well-adequated |
| 2 | SU2 | Well-adequated |
| 3 | SR1 | Less-adequated |
| 4 | SR2 | Less-adequated |

**Technique of Data Analysis**

As data collection tools indicate the qualitative approach, the researcher uses qualitative data analysis to measure them. In this research, data processing through

interviews. The interview was aimed to get more data related to this research. The researcher asks questions related to the online learning process. The questions start from headmaster, English teachers, and students about the practice of learning compulsory English online starting from implementation, challenges, and potential for future improvements. After the interview, the researcher transcribed the interview results by phone recording and then analyzed the data using thematic analysis and cross-case analysis. In this research, the interview technique used semistructured-interview direct communication and provided open-ended questions to the informants.

Thematic Analysis is a popular method for analyzing qualitative data in many disciplines and fields. Several techniques can be used in qualitative research. Thematic analysis is an apt qualitative method used when working in research teams and analyzing sizeable qualitative data sets (Nowell et al., 2017).

A cross-case analysis is intended to compare each case's findings, and a process integrates between points. A case study is a "bounded method" focused on issues illustrated by the patient (R. McWhorter et al., 2013). In this research, cross-case analysis allows the researcher to understand the differences and similarities about the practice of online compulsory English learning starting from implementation, challenges, and potential for future improvements in the four schools in Sintang Regency.

**FINDINGS AND DISCUSSION**

**Findings**

**Implementation of Online Learning**

*Preparation*

The online learning preparation of schools in Sintang regency, rural and urban areas has similarities. The school in Sintang district conducts preparation of online learning starting from the teacher who sends a message through Whatsapp application, first the teacher says greetings and asks about the news of the students, then the teacher asks the students to do absent, after which the teacher asked the students about the class materials last week if there are still who do not understand the lesson, then students are welcome to ask questions before starting the learning. This statement is obtained in every school in the district as already delivered by the research subjects, SU1T2 said 'The preparation process was done through Whatsapp application, first I gave greetings and asked about the news of my students, next I did absent class, and then to fix my students of the next lesson, I invite

students to ask about last week's material they did not understand before starting the lesson'.

*Material Delivery*

Material delivery each school in Sintang regency there are every teacher share learning materials directly with students through class groups on Whatsapp, Google classroom, and E-learning applications. Learning materials can be a doc, PowerPoint, or learning videos. After the teacher gives and explains the material to the students, then the teacher asks the students about the material that is not understood, if there are still questions then the teacher will explain again about the point. If all students understand the material, the teacher will give a light quiz and assignment to the students. Some teachers say that providing learning materials online is quite difficult because sometimes the material does not reach students who are in rural areas that have network limitations. But it is still done by teachers even though the success rate is not better than offline learning. This process is carried out by every teacher in the school in the district of Sintang as already delivered by one of the research subjects, one of which is SR1T1 said 'Usually teachers use Whatsapp app to send material because the app is quite easy to access and doesn't cost much quota. But sometimes teachers admit that the difficulty in providing materials to students during online learning is that there are still many students who have difficulty receiving material from teachers because they are in rural areas that have network limitations'.

*Class assignments*

Assignments are generally given to know the extent of students' understanding of a material that has been presented before. Usually, teachers give independent tasks or individual tasks as well as group tasks. Each teacher gives different task collection deadlines, some are only three days, a week, two weeks, even a month. It all depends on each teacher. Some teachers say that the tasks given during online learning are more difficult to do than offline learning. This assignments process has similarities and differences for schools located in rural and urban areas. The similarity is that each teacher gives assignments online, and the difference is that schools in rural areas implement a system of collecting tasks directly to the school once a week by applying health protocols. As already conveyed by one of the research subjects, SR2T2 said 'The process of assigning assignments during this time i gave it through Google classroom but I reminded the students back to it through WhatsApp. Because there are usually some students who don't check work in the classroom so i reminded them again via WhatsApp. The

assignment process is not given directly after the material assignment, but there is a one-week delay for the assignment. Then for the collection of the task i give a deadline of at least one week has been collected. In the collection process, students can come directly to the school by applying health protocols'.

*Class feedback*

In every lesson that has been done by the teacher, there is always reciprocity from the students. The reciprocity obtained by each teacher and student in the district is quite challenging because not all students respond to the teacher's message, but the process is not much different from offline learning. the feedback that occurs in rural and urban schools is in the form of virtual appreciation by giving praise to students who can answer quizzes, motivation to learn to students at the end of each lesson, and respond to questions of students who still do not understand the material. This reciprocity was said by the principals and teachers in rural and urban schools through interviews. One of them as said directly by SU1T2, said 'Reciprocity that i give in the form of appreciation such as the timeliness of students in collecting assignments or when there is a quiz because it must be given as an award in the form of praise for students. Motivating students at the end of each lesson I also do so that students do not feel ashamed of me'.

*Class assessment*

Assessments conducted by teachers in rural and urban schools are generally the same and not much different from offline learning assessments. assessments are obtained through various aspects such as tasks, attendance, and daily replays. But the system is different from offline learning, some schools do assessments during online learning automatically using the Google classroom application. The assessment process is carried out after the collection of tasks, and daily replays. The presence and activeness of the students become an additional value for the students. This is said directly by the headmaster of SR1 'In this assessment process the teachers have automatically assessed from the link they created themselves, so the link already includes the key answers of the teachers, and certainly with the automatic assessment it can make teachers easier in processing student grades. The automatic assessment is obtained from the students' assignments, replays, and exams'.

**The Challenges English Teachers face in designing online Learning**

*Teachers are having difficulties in implementing online learning*

Teacher unpreparedness in the face of technological changes in this time, including the low ability of teachers in mastering technology. This is one of the challenges faced in the world

of education today. Teachers are expected to master technology and be able to implement it in learning. The inability of teachers to use technology was a barrier for schools to update learning media. The above information was also conveyed by the Headmaster of SR1. He said 'The special challenge for teachers in this school is that teachers are required to master the science of technology in this time to make online learning more effective, efficient, and fun for students. It can be concluded that mastery of this technology was very important for teachers today because all learning today was done through technology media.

*Limited Facilities and Infrastructure*

As long as the compulsory implementation of online learning was applied, almost all schools in rural experience the challenges of facilities and infrastructure such as unstable internet networks, expensive internet quota costs, and limited facilities. Not only teachers, but students also get similar challenges. This challenge hampers learning, so the school recommends that students who do not have facilities in learning are encouraged to come to school to take advantage of the facilities in the school. This was conveyed by the headmaster of  SR1. He said 'Next the challenges that schools face during the implementation of online learning is a poor network and also limited quotas for teachers and students then there are also limited facilities problems from students. This challenge exists because the school is quite far from the city center'. From the interview, it can be concluded that the challenges in facilities and infrastructure are due to the geographical location of schools that are difficult to reach the network. The distance between home and school also a challenge for students in the collection of assignments, this was conveyed by students in rural areas. SR2S2 said 'The challenge there were many kinds, firstly a slow signal, inadequate facilities, expensive internet quota, the road to school also far from their home and they have no vehicle if not delivered by parents. Their parents were busy at work sometimes, so didn't have time to take them to school. So, if sending tasks directly there must be a struggle to ask friends who have a vehicle to join'.

*Differences in Students' Understanding*

Each individual has different levels of intelligence, automatically each student has different comprehension skills, meaning some students are quick to understand and students who are slow in learning. Moreover, in online learning today, students have difficulty in understanding abstract materials and teachers directly give assignments without explanation of the material in advance, the long-lasting online learning process makes it difficult for students in rural schools especially Sintang regency to receive lessons from

teachers. The researcher knows about it from an interview, and SR2T1 said 'The first drawback in the teaching process that time and network are limited, the second was that not all students have the same understanding in material delivery, and the third student was easily bored in following the learning'.

Students state that differences in understanding of students can be in the form of limitations in English because the teacher gives materials or instructions always use English and students find it difficult to understand the meaning of the teacher. Furthermore, the teacher gives the assignment without explanation, the student asked to understand the material independently, for students who are ashamed to ask then the learning will be difficult for the student. This statement explains by SR2S1. She said 'They found it difficult to understand the teacher's instructions because usually the teacher uses English and they have difficulty in understanding what the teacher says. Furthermore, the teacher gave the assignment without a deep explanation of the material that will be used as the task. So, they need to understand the material independently, through various information media that exist'.

*Difficulties of Collaboration between Schools and Parents*

Learning cannot run smoothly if there was no support and collaboration with the parents and students, parents have a very important role in realizing effective learning at this time because students do distance learning and only parents can encourage and motivate students to follow online learning. This statement was stated by SR1T2, and she said 'The challenge due to the difficulties of cooperation between schools and parents in encouraging and motivating students to follow the learning. The role of parents in this time was very important to realize more effective learning, with this challenge, teachers become more active in reminding parents so that their children have a desire to learn'.

*Issues of Motivation in Online Learners*

These challenges are averagely found in each student during online learning. The challenges faced by students in rural schools are such as laziness in doing assignments, shame in asking questions due to the introverted nature of students, and the loss of student spirit because teachers provide material with boring media. It happens because of the lack of awareness of the importance of education. This statement was obtained through an interview with a researcher at a rural school. SR1T2 said 'The challenge was sometimes students are lazy to ask, and also if we give random questions during the zoom meeting, the students will be silent and can't give a response or even in the chat also difficult to

respond to the teacher. This happens because students sometimes feel ashamed in learning especially English subjects'. The same answer was also obtained by the researcher from SR2S1, and she said 'Sometimes, they feel ashamed to ask the teacher even though they do not understand the material that has been delivered. At the beginning of the lesson, the teacher was still active in creating interesting media, but now they feel discouraged from getting bored with the unattractive online learning model'.

**Potentials for future improvement**

*Conduct Evaluation of Learning Carried Out School*

After the various challenges faced in rural schools, the school decided to evaluate online learning that has been applied so far. The evaluation has a stage, the first stage of teachers teaching online and finding some problems that often occur during this online learning, the second stage of the principal and teacher held a meeting to get a solution of the problem, the last after getting the conclusion that the teacher implements the results of the meeting to the students, and the teacher always monitors the development of learning for future learning improvement. This was conveyed by the headmaster of  SR2, and he said 'The improvement in this school that we conduct evaluations with various stages, the first stage after the teacher applies online learning, the teacher know what problems arise in this online learning, the second conducts a teacher meeting to get a solution of the problems arising from the learning of this online model, and the last after getting the conclusion, we implement again to the students, and then we will get back feedback from the students all of that we do for the improvement of learning in the future'.

*Improving IT Mastery*

The use of technology in rural schools was considered quite foreign by teachers and students. The principal hopes that all teachers and students can improve their technological mastery skills. Teachers should be able to use and useful technology today to improve the quality of learning, and so that students do not get bored with monotonous imprisonment, teachers must be more creative in material creation. Not only teachers but the principal also wants students to master the existing technology so that students are more independent. This information was obtained by the researcher through interviews with schools in rural areas, namely SR1 and SR2 stated the same thing and headmaster of SR2 said 'He wants to all teachers to improve their skills in the utilization of technology because all work has now been done through technology and he also hopes the use of technology in the world of education can help facilitate the work of teachers in the teaching and learning process.

*Improving Synergy of schools with the government*

Cooperation between schools and the government was very important to do, not only during face-to-face learning but online learning also in need of cooperation and good communication between the school and the government, especially the education office of the Sintang regency. So that the learning system for the school runs systematically so that the results obtained can be better for each school. The headmaster of rural schools said the same about the importance of synergy between schools and the government. This information gets from an interview by the headmaster of SR1, and he said 'Cooperation between schools and government also important to do; thus, this online learning can run systematically so that the results obtained can be better and the problems can also be solved easily.'

*Uniformity of Applications*

Some teachers and students in rural schools say that the use of various applications makes students confused and makes learning ineffective. Teachers suggest the uniformity of official applications from the government and, of course, applications that can cover all the needs of teachers and students and facilitate learning and use that easily accessible and, of course, at a low cost of use. This information was obtained by a researcher from one of the speakers at SR2 school, and SR2T1 said, 'To improve the teaching process during this online, he expects an official application from the office so that the entire school uniform. Because as he has seen all along, the students are confused with the many or varied applications used.  So they need an application uniformity that can cover all the needs of teachers and students and facilitate learning.'

*Prouder Facilities*

Limited school facilities such as package books become obstacles in the learning process. SR2 schools run into obstacles such as a limited of package books, and this makes it very limited for students to have them or read them. The principal provided a solution to this problem by photocopying the package book. Although not yet implemented, this solution was considered appropriate so that students continue to learn. This was conveyed directly by SR2T1, he said 'The school also has limited package books for students, making it difficult for students to obtain material resources for their assignments. But the school provides advice for photocopying packages for students who are not part of the package book so that students can continue to follow the learning'.

*Developing a Special curriculum for learning in the covid-19 era*

During the covid-19 pandemic as it was today, teachers feel a total change; teachers hope that there a special curriculum that can facilitate learning in the future. The special curriculum was expected to help reduce the obstacles faced by teachers, students, and parents. This statement said directly by SR1T1 'In improving this teaching process, she wants cooperation between schools and the government to quickly take action to regulate special learning programs on the covid-19 curriculum and expected to help reduce the constraints of teachers, students, and parents.'

## DISCUSSION

### Implementing of Online Learning

Based on the results of research interviews with principals, teachers and students, who implemented online learning in schools found that the implementation of online learning that occurs in rural and urban schools was very different. The implementation of online learning in Rural schools using the blended learning method means that the school implements 50% online and 50% offline learners. The application of the blended learning method was considered quite maximal compared to fully online learning because of the limitations that schools have in rural areas. Blended learning shows up to be more effective than other shapes of learning instruction because it combines the benefits of both individual face-to-face interactions and online situations (Yam & Rossini, 2011). In contrast to schools located in urban areas, they can apply the fully online learning method because it was considered able to implement this fully online learning well.

Furthermore, the implementation of online learning was carried out using zoom and WhatsApp applications. Zoom used to explain lesson materials, while Whatsapp used to communicate with students and parents about the implementation of online learning, in addition, teachers also send information about online learning through Whatsapp. Furthermore, in the implementation of online learning, teachers use learning media in the form of learning videos uploaded and shared through Whatsapp; the use of this learning media aims to facilitate learners in understanding the learning materials presented. Online learning media as an alternative to electronic-based learning provides many benefits, especially to the educational process conducted remotely (Nuriansyah et al., 2020). Because as we know, education in Indonesia struck the impact of the pandemic that requires us to work from home.

The implementation of online learning in rural and urban schools in the Sintang regency has advantages and disadvantages; the benefits of online education are teachers

becoming more creative and using electronic media in education. While the lack of online learning was that students experience obstacles that not all learners can easily understand the learning materials delivered by the teacher, because each student has a different charismatic, there was a quick capture of learning materials. Some are precisely slow to understand the material. The advantages of online learning are also more parks and relaxing. Practical because it can provide tasks at any time and reporting tasks at any time. Weaknesses in online learning such as lack of maximum student involvement. The involvement of the student in question can be seen from the results of the student's participation in following the fully online learning from the beginning of the teaching until the end of the learning (Anugrahana, 2020). These advantages and disadvantages are also felt in the world of education at the time of the pandemic and previously had their advantages and disadvantages.

Furthermore, in implementing online learning, teachers also take an approach in the form of motivational giving. The spirit of understanding learners remains high so that students remain active in the learning process even though education was done online. The approach method, teaching strategy used by teachers must vary so that students stay motivated in following the teaching and learning process (Lely Nurmaya et al., 2021). In addition, teachers also reward students who are diligent and disciplined in the online learning process; it is always done to apply a disciplined attitude during the learning process. In online learning, it takes motivation and strong encouragement so that students remain passionate about education.

Furthermore, in the process of assessing online learning methods used by teachers in the form of assignments and activeness. The assignment method aims to know the extent of learners' understanding of the material taught. Furthermore, activeness seeks to understand the attitudes and psychomotor students. One of the learning process assessments is to see the extent of students' activeness in following the teaching and learning process (Wibowo, 2016).

**Challenges of English Teachers Face in Designing Online Learning**

In rural and urban schools in Sintang Regency, teachers have difficulty using and utilizing technology-based learning; this was because teachers have difficulties in skills and knowledge or illiterate technology on the importance of operationalizing information technology-based learning media. This causes students to become passive and feel saturated during the learning process because there are still teachers who are still confused

about using technology. Whereas as a teacher, it is required and should have basic competence in using information technology. It has become a demand in the curriculum that a teacher must have adequate competence, including learning media. In the field, some teachers have not been able to operationalize information technology tools, such as difficulty in choosing learning media, and are less familiar with information technology-based media. How sophisticated a learning tool is if the teacher is not skilled, then it can be useless. Teacher competence is a set of knowledge, skills, and behaviors that must be possessed lived, mastered, and realized by teachers in carrying out their professional duties  (Tabi'in, 2017).

Facilities and infrastructure are all procurement processes to support educational objectives in an appropriate and targeted manner. One of the critical components to sponsor and support the successful implementation of the learning process is the facilities and infrastructure (Rahayu & Haq, 2020). In rural and urban schools, the sintang regency lacks the facilities needed by students, namely limited package books and android phones.

Students in rural and urban schools in the sintang regency have different characters and understandings about the materials or assignments given by teachers. Because students who are still unfamiliar with online learning find it challenging to capture abstract material, especially in the current online learning process. Teachers immediately give assignments without explanation of the fabric first. Each individual has a different level of intelligence; the long-running online learning process makes it difficult for students in rural and urban schools in the Sintang regency to receive lessons from teachers. Understanding is the ability of students to understand or understand something after something is known and remembered to then be able to cast a shadow (Febriyanto et al., 2018). Sometimes in the learning process, the teacher already feels maximal, but the response given by students also relatively passive. This was one of the tough challenges that teachers must go through in the process of learning.

In an interview, the researcher found the difficulties of parental cooperation with students; parents tend not to accompany their children to study from home for various reasons, namely because they are busy working, busy taking care of the house, and busy with other things. Parents let their children learn and do their tasks without their parents. Even after interviews with class teachers, many parents are not late to accompany their children to study at home during this pandemic. This makes a child's right to learn uncontrolled because many even play with gadgets with other friends.

Issues of motivation of online learners occur due to boredom, too many tasks, less fun learning methods, no interaction, and limited facilities. That makes learning less effective. This ineffectiveness of learning causes students to experience a decrease in motivation and activeness in education (Hafida, 2020).

**Potentials for future improvement**

This section shows that schools in both rural and urban areas convey the improvements needed to make online learning even more applicable. Therefore, the study results indicate that for online knowledge to be more practical in the future, modifications are required for schools in rural and urban areas. Potential improvements needed are learning evaluations that aim to correct any deficiencies in learning effectiveness. Evaluation is preceded by assessment, while assessment is preceded by measurement. Measurement is defined as comparing observation results with criteria; assessment is the activity of interpreting and describing the results of measurement, while evaluation is the determination of values or behavioral implications (Munthe, 2015).

In designing learning, mastery of technology is needed to continue the process and results of online learning because, with the knowledge of technology, learning methods can vary. But now, there is a requirement of quality improvement activities in the mastery and utilization of information technology in learning. So far, there are still many who have not utilized the development of information technology. Furthermore, some schools said that it takes synergy between schools and the government; the goal is for the learning system for the school to run systematically so that the results obtained can be better for each school. Government synergy with schools or educational stakeholders can improve the quality of education and prepare and anticipate the current academic challenges (Prihatin et al., 2019).

**CONCLUSION**

Rural areas go pretty well with applying blended learning type online methods because principals, teachers, and students find some challenges that apply to blended learning in schools in rural areas. Furthermore, the researcher found that the implementation of online learning in urban schools uses complete online education because the principal, teachers, and students convey that despite the challenges in the online learning process, the application of fully online learning can still be applied well. The school utilizes various applications to make online learning more applications such as the use of WhatsApp application as a medium of communication between teachers and

students, google classroom as a medium of giving materials and assignments, and zoom meetings as a medium of feedback between students and teachers. As well as the assessment process conducted in rural and urban schools still uses the method as it used to be, namely through the assignment of students' activeness, but what is different is the way it is implemented online.

The challenges faced by rural and urban schools in the regency are the first, challenges related to teacher competence. Second, challenge the difference in the level of understanding of learners. Third, lack of collaboration between parents and students. Forth, limitations of facilities and infrastructure. Fifth,  lack of motivation in online learners.

Potential that can be done to improve online learning in the future, the first, all elements of the school conduct evaluations on improving the improvement of online learning. Second, teachers can attend seminars or training on information technology and learn from peers. Third, that is to provide guidance or mentoring children in groups or individually. Fourth, namely giving counseling and holding meetings with parents about the importance of parental cooperation in supervising their children learning from home. Fifth, the limitations of facilities and infrastructure.

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