

Distance Learning Implementation in Malaysian and Indonesian Schools: Are City Schools More Superior to Increase Student Independence?

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ABSTRACT

This study identifies and analyzes the processes and differences in distance learning implementation between city and village schools in Indonesia and Malaysia. Characteristics of students and teachers, distance learning facilities, ability to use technology, and parent's role in the learning process will be analyzed in depth. This research will simultaneously hypothesize the link between these factors and student learning independence. This research is a mixed methods research that combines qualitative research that using observation and interview techniques and quantitative methods that using questionnaire technique. This research was conducted on elementary school students in Indonesia and Malaysia located in rural and urban areas, with a total sample of 240 students ranging from low to high grades. Apart from students, as many as 60 school academics consisting of principals, teachers, and staff were also interviewed to obtain more comprehensive data and data triangulation. Quantitative data were analyzed using a qualitative-quantitative descriptive method where the qualitative statements in the questionnaire were converted into quantitative data, while qualitative data were analyzed using an interactive model mentioned by Miles & Huberman (2014). The study results show that the distance learning implementation between city and village schools experiences a slight difference with the rapid development of information technology. Of the four aspects studied, there are aspects in which village schools are superior to city schools. These four aspects are also investigated for their influence on student learning independence so that further research can be carried out regarding the correlation of these aspects to student learning independence.

Keywords: Distance learning, Indonesia, Malaysia, Village School, City School.

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How to cite this article: Kartika RF, Sa'diyah, Mahat H, Amara LD, Hamid M, Adawiyah R, Aroyandini EN (2024). Distance Learning Implementation in Malaysian and Indonesian Schools: Are City Schools More Superior to Increase Student Independence?. Pegem Journal of Education and Instruction, Vol. 14, No. 3, 2024, 287-299

Source of support: Nil.

Conflict of interest: None

DOI: 10.47750/pegegog.14.03.27

Received: 15.03.2023

Accepted: 20.08.2023

Published : 01.07.2024

INTRODUCTION

Villages and cities are always considered different areas (Gilaninia, 2015). Urban areas are considered more advanced than rural areas in many fields, from health, economy, or social, to education. Development in urban areas is considered more advanced compared to villages, which is indicated by the existence of industrial and shopping centers, complete facilities, the spread of large companies, and the establishment of universities and libraries, which are often not found in villages (Fajrillah et al., 2018; Sutriadi, 2018). Not surprisingly, people in the village choose to move to the city to get a more decent life, improve their economic level, gain knowledge, and get convenience and practicality in making ends meet (Bamzar & Khademi, 2014). The difference between villages and cities is striking, where cities are seen as modern and traditional (Potiropoulos, 2012).

Since 2019, the world has been shocked by the Corona Virus Disease-19 (Covid-19) pandemic. Almost all countries in villages and cities have changed their teaching and learning process from face-to-face at school to remote learning at home (Adedoyin & Soykan, 2020; Sarier & Uysal, 2022). For developing countries that are used to implementing distance learning and already have adequate facilities, this transfer is a minor problem (Maher, 2021). Although it was also found that low-income people in developed countries tend not to have access to quality education in distance learning (Dorn et al., 2020; Scarpellini et al., 2021), however. Developing countries have never implemented distance learning, and the equipment that supports it is also limited and will experience various problems (Kusmaryono et al., 2021; Setiawan & Iasha, 2020).

Two developing countries such as Indonesia and Malaysia are examples of countries that experience many obstacles. Among them are inadequate facilities, teachers' lack of ability to operate technology, and reduced student motivation and independence in learning (Dwiaryanti & Rahman, 2021; Sheng et al., 2023; Zain et al., 2022). Not only Indonesia and Malaysia, but other developing countries such as India (Fernandez et al., 2022) the aim is to study online education's positive and negative consequences, reflecting sync and async approaches. This research followed a mixed research approach. The key stakeholders of this research are the Indian educational institutions and students. Design/methodology/approach: This research collected data from the students undergoing synchronous and asynchronous learning amidst the COVID-19 Pandemic. The data were collected (N = 655, Afghanistan (Sarwari et al., 2022), and Bangladesh (Alom et al., 2023) also experienced various problems when they started implementing distance learning during the Covid-19

pandemic. The problems differ significantly, ranging from uneven gadget ownership and low internet connection in certain areas. This situation did not only occur at the school level but also occurred at the tertiary level because, during the Covid-19 pandemic, all students at schools and tertiary institutions were required to study at their respective homes which were scattered in various regions.

Distance learning implementation is very dependent on the availability of adequate facilities. The main facilities needed are gadgets and an internet connection to communicate between students and teachers, students and students, and teachers and parents (Artisih et al., 2022; Ihwanah et al., 2022). The village is always identified with low income, so it cannot provide the necessary facilities to access distance learning. The village is also synonymous with high traditionalism, so it needs to familiarize itself with distance learning technology. This condition is different from cities that have developed very rapidly, both in terms of their economic level and the completeness of existing facilities (Iivari et al., 2020; Surahman et al., 2021).

Another factor influencing distance learning implementation is the characteristics of the learning actors and parents as supporters (Abdurrahmansyah et al., 2022). The teacher as a learning controller greatly influences the distance learning process because the implementation of learning will depend on how the teacher organizes the learning (Yao et al., 2020). Students as learning objects also play an essential role in achieving learning targets; where in the learning process; students' characters are needed to participate in learning (Yates et al., 2020) for parents who become temporary substitutes for teachers to accompany children while at home, they also play an essential role in the success of distance learning. The differences in the characters of students, teachers, and parents in city and village schools, influenced by different environments, jobs, and activities, may also affect distance learning implementation (Salazar & Aboloc, 2022).

Based on this background, this research aimed to identify and analyze the processes and differences in distance learning implementation between city schools and village schools in Indonesia and Malaysia. Characteristics of students and teachers, distance learning facilities, ability to use technology, and parent's role in the learning process will be analyzed in depth. This research will also collect information related to the relationship between these factors and student learning independence.

METHOD

Research Design

This research is a mixed methods research that combines quantitative and qualitative research. Quantitative research

investigates distance learning implementation according to students' views. Qualitative research is used to determine distance learning implementation in depth, according to the opinion of the school's academic community and the results of researchers' observations.

Participants

The population of this study is elementary school students in Indonesia and Malaysia who are in rural and urban areas. Even so, the limitations of the study made this study take a sample. The sample in this study was students at city schools and village schools in Central Java, Indonesia, and Tanjung Malim, Malaysia. The total sample participating in this study was 240 students who were spread among low and high-grade students. The sample selection was carried out purposively, where half of the total sample was taken from the upper class while the other half was from the lower class, So that the distance learning implementation can be described comprehensively. The academic community, whose role was to provide opinions through interviews, were 20 school principals, teachers, and staff.

Data Collection

The data in this study were mainly collected quantitatively through a questionnaire technique. The questionnaire sheet contains statements about distance learning implementation intended for students. Statements in the questionnaire were prepared regarding various previous research results, including Abakumova et al. (2016), Ayu et al. (2017), Budiyan & Sujarwo (2019), and Silverajah & Govindaraj (2017) terutama pada saat pembelajaran dilaksanakan secara daring. Penelitian ini bertujuan untuk memperoleh gambaran kemandirian belajar remaja yang melakukan pembelajaran

daring. Metode kuantitatif dengan rancangan deskriptif digunakan dalam penelitian ini. Sampel pada penelitian dipilih melalui teknik snowball yang melibatkan 579 responden terdiri dari siswa SMA dan SMK dan mahasiswa di Jakarta dengan rentang usia mulai dari 16 sampai dengan 21 tahun. Instrumen yang digunakan adalah kemandirian belajar pada mahasiswa yang dikonstruksi oleh Hidayati & Listyani (2010). Distance learning implementation is divided into four aspects: aspects of learning conditions related to teachers and students, learning facilities, information technology skills, and attention and parenting patterns of parents. The questionnaire aspects and indicators is shown in Table. Experts have validated statements that support these aspects before being used to collect data (Table 1).

Other techniques used to collect data are in-depth interviews and direct observation. Interviews were conducted with the school's academic community, including principals, teachers, staff, and students. The use of various types of interview subjects is at the same time to triangulate data. The direct observation technique is carried out by observing the environment in the two countries in general, and in particular in the province and the environment around the school, where data is collected to get a general picture regarding the conditions of villages and cities along with the implementation of distance learning being carried out.

4Data Analysis

Data analysis was performed on quantitative and qualitative data. Quantitative data analysis was carried out in a qualitative-quantitative descriptive method. The qualitative statements in the questionnaire were converted into quantitative data. There are negative and positive statements, with the highest score range being 4 (four) and the lowest being 1 (one).

<i>Variable</i>	<i>Aspects</i>	<i>Indicators</i>
Distance Learning Implementation	The Students and Teachers Characteristics	<ul style="list-style-type: none"> • Student attitude and character • Student psychology • Student learning styles • Teacher teaching style • Gadget ownership
	Distance Learning Facility	<ul style="list-style-type: none"> • Availability of Wi-Fi/mobile data • Internet network conditions • Availability of distance learning resources
	Technological Capability	<ul style="list-style-type: none"> • Students' ability to use gadgets • Students' ability to find information on the internet
	Parents' Attention and Parenting	<ul style="list-style-type: none"> • Parents attention • Parenting Style

Data analysis was carried out with Microsoft Excel software. The conversion results are then added and averaged for each aspect so that the average for each aspect will be known. These results will then be compared between villages and cities in Indonesia and Malaysia so that the differences will be known. Qualitative data analysis was carried out using the interactive model mentioned by Miles & Huberman (2014). Analysis was carried out continuously, starting before the research was conducted, during, and after. The analysis was carried out in three stages: reducing, displaying, and concluding the data collected. Essential data is taken for further display and conclusions.

FINDINGS

Distance Learning Implementation Between Indonesian and Malaysian City and Village Schools

During the outbreak of the Covid-19 pandemic, education in Indonesia was carried out through distance learning. The implementation of distance learning varies from one school to another, depending on each school's policies. In general, it can be divided into two, namely, learning that uses the internet network and does not use the internet network. According to the results of preliminary observations, schools in cities have a good and stable internet network, so learning can be done by utilizing the internet. As for schools in villages, internet networks tend to be weak, although, in some areas, they also have strong internet networks. Schools decide to carry out distance learning, but assignments are done manually.

Taking samples from Indonesia and Malaysia, this research examines further the implementation of distance learning, especially during the Covid-19 pandemic. One village school and one city school were taken from each country. Samples of city and village schools in Indonesia were taken in Semarang City and Semarang Regency, Central Java, respectively. Samples of city and village schools in Malaysia were taken in Tanjong Malim, respectively. The implementation of distance learning in the two countries is highlighted in four aspects: learning conditions related to teachers and students, learning facilities, information technology skills, and attention and parenting patterns of parents. Its implementation in the two countries can be explained as follows.

Indonesian City School Distance Learning Implementation

The implementation of distance learning during the Covid-19 pandemic in city schools was generally carried out using the internet network. Every day, the teacher will give learning assignments to students, both to study specific material

and to carry out learning activities related to a subject. The selected activities are activities that students can do at home. The teacher allows students to work on it for 1 x 24 hours. The time was given because several students had to have mobile phones independently or take turns with other cell phones. If, within that time, the student still needs to submit their assignment; the teacher will remind the student via the WhatsApp group.

Based on the results of interviews with teachers, it is known that all students collect assignments given by the teacher in that school. Although, sometimes it needs to be clarified whether the assignment is done independently by students or adults such as parents, family, neighbors, or tutors. However, every time an assignment is given, all students always send the assignment. The teacher stated that parents have a significant role in implementing full-distance learning which is the first time it has been carried out. The parents at the elementary school were very cooperative and supportive of the student's development, so they also ensured that their children had turned in assignments that day.

Distance learning is carried out through various platforms connected to the internet network. The platforms used are Google Classroom, Zoom Meeting, Google Meeting, and WhatsApp. Some schools may have an independent Learning Management System (LMS), but this elementary school does not. This school utilizes an LMS provided by Google called Google Classroom, which can be accessed quickly and is free of charge. This platform allows teachers to send learning materials and assignments, where teachers can also structure the delivery of assignments efficiently through the platform. Using Zoom Meeting and Google Meet, teachers can meet virtually face-to-face with students. The use of these various platforms is adjusted to the needs and characteristics of the learning material delivered. Documentation of the implementation of learning using Zoom Meeting and Google Meet is shown in the following Figure 1 and Figure 2.

Distance learning also makes use of the WhatsApp messaging platform. All teachers use this platform because

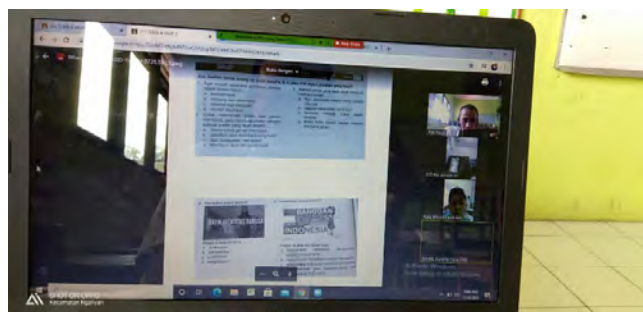


Fig. 1: Distance Learning Implementation through Zoom Meeting



Fig. 2: Distance Learning Implementation through Google Meet

it is easy to use and is owned by all parents and students. Each homeroom teacher will create a WhatsApp group with students that explicitly discuss the teaching and learning process and a group with student guardians, which becomes a forum for teachers and student guardians to communicate with each other regarding students and the learning being held. The existence of the WhatsApp group makes it easier for teachers to interact with teachers and students so that the distance learning process can be carried out correctly. Apart from going through groups, WhatsApp is also used to communicate privately if one of the students has a personal problem that cannot be consulted publicly through the group.

Schools in cities can establish good communication with students and parents. The formation of WhatsApp groups and personal communication between teachers and parents of students and students shows good interaction and mutual support between these components. Efforts to educate children must be kept from the role of parents, especially during the Covid-19 pandemic, where children did not come to school. Therefore, teachers must exercise control by communicating with their parents and students. Parents are fully responsible as long as their children are at home, while teachers monitor remotely through communication with parents.

This study examines in depth the implementation of distance learning in city schools in four aspects, as shown in Figure 3. The first aspect is related to the student's and teacher's characteristics. The implementation of distance learning is highly dependent on how the teacher manages the learning process and how students follow it. Some things in the spotlight are related to the teacher's teaching style and attitudes, character, psychology, and student learning styles. Schools in cities show that teachers can carry out learning well and students can follow learning well. It is evidenced by the teacher and student characteristics scores in the learning process, generally categorized as Very Good.

The second aspect is related to the distance learning facility. Learning facilities needed in the distance learning process are gadgets and an internet connection in the environment where students live. In addition, it is also related to the teaching and learning resources provided by the teacher during the teaching and learning process, bearing in mind that elementary school students still need to be fully able to find reliable learning resources on their own. Hence, schools play an essential role in providing learning resources that have been validated. The availability of sufficient learning resources supported by gadgets and a good internet connection makes distance learning work well. Learning facilities in city schools are generally stated in the Very Good category, as shown in Figure 3.

The third aspect relates to technological capability, as shown in Figure 3. The implementation of distance learning requires students to study independently. It is because students cannot meet face-to-face and get explanations directly from the teacher. The most feasible face-to-face meetings are via video conferencing. Therefore, students must be able to use technology to learn independently. Among the abilities needed is how students can use gadgets to support learning activities and be able to access various learning resources through their gadgets (Pingol, 2022). In general, the ability of students in city schools to use gadgets for the learning process is in the Very Good category.

The fourth aspect is related to parents' attention and parenting. The attention and upbringing of parents is also a very influential aspect of the implementation of distance learning, considering that students carry out learning activities at home. Teaching elementary school students is undoubtedly different from teaching high school and college students because they still need assistance in their learning activities. When at school, students get complete assistance from the teacher. Therefore, when at home, students must also get this assistance from their parents. However, the obstacle is that not all parents have the opportunity and ability to

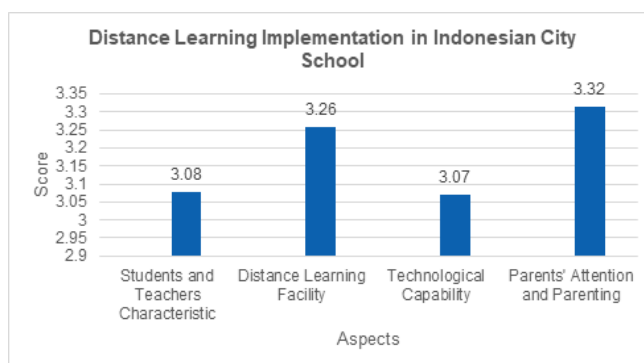


Fig. 3: Distance Learning Implementation Score in Indonesian City School

accompany their children like teachers at school. Generally, parents' attention and parenting of students in city schools are in the Very Good category, as shown in Figure 3.

Indonesian Village School Distance Learning Implementation

The implementation of distance learning during the Covid-19 pandemic in village schools, in general, was also carried out by utilizing the internet network. However, the percentage was lower than in schools in cities. The system for providing materials and assignments for students in the village is that the parents of students come to school once a week to pick up materials and assignments that students must do for the next week. Some of these assignments are collected at school the following week, some of which must be sent on a specific day according to the subject schedule, where delivery is made via WhatsApp.

A striking difference between city and village schools is that village schools only use the WhatsApp application for the learning process. All tasks are sent via the WhatsApp application. Therefore, the obstacle encountered by the teacher is that the memory storage is complete because it has to accommodate many assignments from students, whether in the form of images, videos, or other file forms. Meanwhile, when using LMS, the storage used is Google Drive, so it will reduce storage on smartphones and gadgets.

Village schools do not use the Learning Management System (LMS) platform or video conferencing. Village schools carry out distance learning by carrying out independent learning by students. The material is delivered as teaching materials that students study independently, without direct guidance from the teacher, such as via video conferencing. Therefore, the teacher stated that parents played a significant role in distance learning. Parents become substitutes for teachers because teachers cannot attend to guide students. The teacher only comes to students' homes when students have problems; for example, they have not come to school for weeks to take assignments and do not collect them.

As was done in city schools, this study also observed the implementation of distance learning in village schools in four aspects, as shown in Figure 4. The first aspect is related to the characteristics of students and teachers. The two main components that play a direct role in the teaching and learning process are teachers and students, so the characteristics of the two will significantly influence the distance learning process that is carried out. Regarding students, some of the indicators observed are related to attitudes, character, psychology, and learning styles. As for those related to the teacher, what is observed is related to the teacher's teaching style. In general, it is known that the characteristics of teachers and students

in village schools are in the Very Good category. It means the teacher has carried out his obligation to organize learning well. In line with that, students have also followed the learning very well.

The second aspect relates to distance learning facilities, as shown in Figure 4. Distance learning requires various facilities that support the implementation of learning. Among the most needed things are related gadgets such as hardware, internet connections that connect students to learning, and learning resources that allow students to continue learning even though learning is not offline at school. In general, village school scores on this aspect are in the Very Good category, which means that the facilities owned by students can support distance learning and that learning resources are available to support the teaching and learning process.

The third aspect relates to the ability to use information technology, as shown in Figure 4. Distance learning is carried out with the help of information and communication technology. Generation-Z elementary school students are undoubtedly familiar with their devices, such as laptops and smartphones. However, using these various devices for learning and obtaining information about the material being studied still needs further investigation. As shown in Figure 4, it is generally known that students' technological ability scores are in the Very Good category. It means that students can use gadgets very well. Students can also find information about the learning material being discussed very well, not only being able to use gadgets for entertainment purposes such as playing games or social media.

The fourth aspect relates to the parent's attention and parenting, as shown in Figure 4. Due to the Covid-19 pandemic in village schools, distance learning is carried out entirely at home. That is, the teacher cannot know students' progress at home. This condition requires that parents can also play a role in supporting the implementation of learning through attention and parenting. Based on the results of interviews with teachers, it is also known that the role of

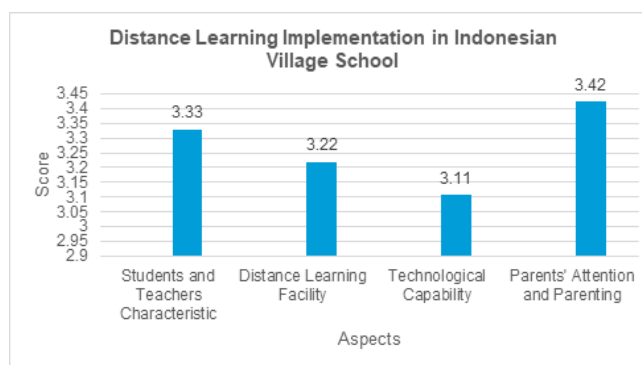


Fig. 4: Distance Learning Implementation Score in Indonesian Village School

parents is significant to guide and direct students so that all learning activities can be carried out correctly. The results of research in village schools show that this aspect is in the Very Good category, which means that the parents of students in village schools are very concerned about the implementation of distance learning and providing the best parenting so that their children can continue to study well during a crisis due to Covid-19.

Malaysian City School Distance Learning Implementation

As in Indonesia, the learning in Malaysian city schools when Covid-19 occurred was by implementing distance learning. Teachers and students cannot meet face to face at school, but learning can still be done by utilizing technological advances in the form of the internet and gadgets. Through these devices, teachers will establish communication to create distance learning. The new regulations impact the increasing need for gadgets and internet connections to support the implementation of learning. Some students already have gadgets and an internet connection, but some students do not have them yet. Students who do not have gadgets will get help from the government, where as many as 72 city school students who are the research sites also get assistance in the form of smartphones from the government. Periodically, the government also provides mobile data assistance to ease the burden on the community when remote learning needs the internet.

The implementation of learning in city schools is also seen from four aspects, as shown in Figure 5. Distance Learning Implementation Score in Malaysian City School. Based on these four aspects, all are in the score range between two and three, so it can be seen that all aspects of the Malaysian city school are in the “Good” category. The aspect that gets the highest score is the aspect of parents’ attention and parenting, while the aspect with the lowest score is student and teacher characteristics. This research thoroughly examines the

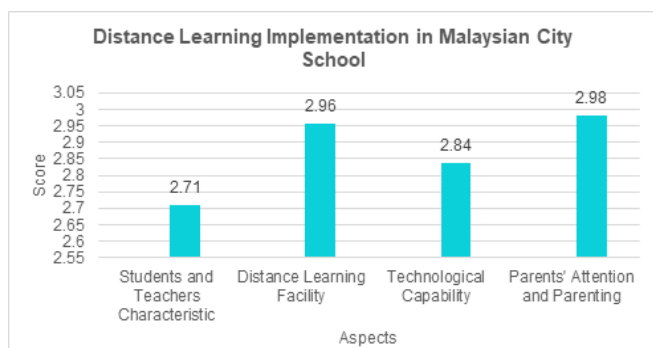


Fig. 5: Distance Learning Implementation Score in Malaysian City School

implementation of distance learning in city schools in these four aspects.

Malaysian Village School Distance Learning Implementation

Like the city school, the Malaysian village school also applies distance learning during the Covid-19 outbreak. Schools must be closed so that the implementation of learning is diverted online with students in their respective homes. The implementation of distance learning is very dependent on the existence of gadgets and internet connections. As for students in village schools, most of them are underprivileged students, so many students do not have gadgets or an internet connection. In addition, conditions in rural areas also make a smooth and stable internet connection challenging to obtain. Therefore, the implementation of learning in village schools has many obstacles.

Given the constraints in the form of minimal ownership of gadgets and an internet connection, teachers at village schools have come up with other alternatives. The school provides modules that are given to students every week. The module contains material, practice questions, and assignments that guide students to study at home for one week. The teacher will usually put the modules in school on Saturday to be picked up by parents and students on Sunday. During one week, students will read the material and do practice questions and assignments to be collected on Friday. The teacher will take students’ work on Saturday while at the same time placing new assignments for students to be taken on Sunday, and so on.

Teachers, students, and parents will communicate with each other and carry out the learning process through the application. Applications that are often used in Malaysia are WhatsApp and telegram. Communication through the application is related to learning problems in general and students’ problems. Given the lack of internet connection, the implementation of learning also depends on these two applications. Schools do not use various applications such as zoom, google meet, and google classroom as used in city schools. Through this application, the teacher will convey direction, guidance, and motivation to students. The teacher also conveys learning material through the application. The interaction between teachers and parents also uses the application.

Teachers take advantage of existing applications as control over students. When the teacher conveys information to students via WhatsApp or Telegram groups, when students read the message, there will be a sign from the application indicating that the student has read the message. It means that the student already knows the information presented.

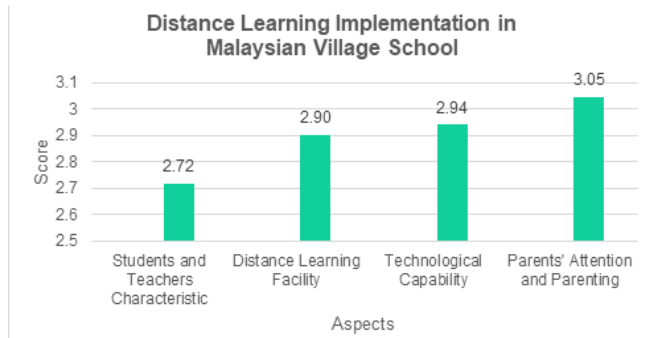


Fig. 6: Distance Learning Implementation Score in Malaysian Village School

As for students who have not read for a long time, it means that students do not know the information. Regarding cases like this, the teacher will try in various ways so that the student concerned can still receive the information, for example, by leaving a message through a friend who lives nearby or being directly informed by the teacher at the student's house.

Implementing learning in city schools is also analyzed quantitatively and in depth from four aspects, as shown in Figure 6. Based on these four aspects, all are in the score range between two and three, so it can be seen that all aspects of the Malaysian city school are in the "Good" category. The aspect that gets the highest score is the aspect of parents' attention and parenting, while the aspect with the lowest score is student and teacher characteristics. This research thoroughly examines the implementation of distance learning in village schools in these four aspects (Figure 6).

DISCUSSION

The implementation of distance learning between Indonesian city and village schools is not significantly different. There are several aspects where city school is superior, but in several other aspects, village school is superior. The advantages of city schools in Indonesia are in the aspect of distance learning facilities. It cannot be denied that in cities, facilities such as gadgets and internet connections are much more advanced, so it is only natural that city schools excel in these aspects. As for other aspects such as students' and teachers' characteristics, technological capability, and parents' attention and parenting, village school is superior because these aspects do not depend on geographical conditions. The difference between city and village schools in these three aspects is insignificant.

As in the Indonesian school, the Malaysian school also obtained results that were in line. The Malaysian city school excels compared to the village school in only one aspect, namely the aspect of distance learning facilities. City schools in Malaysia mostly have gadgets. As for students who do not have one yet, the government is assisting by

providing smartphones. The internet network is also higher in city schools because there are many internet providers, the favorable geographical conditions, and the availability of public Wi-Fi can be utilized. As for the village school, it is superior in terms of technological capability and parents' attention and parenting. The last aspect where these two schools get the same score is the aspect of students' and teachers' characteristics.

The results of this study indicate four aspects that influence the implementation of distance learning. These four aspects are assumed to be correlated with student independence, where the first aspect is students' and teachers' characteristics. Student attitudes and character are related to student motivation and student acceptance of assignments while participating in distance learning. Study tasks during distance learning in Malaysia and Indonesia, as mentioned by Aziz et al. (2023) and Maison et al. (2021) or in other words, online. Likewise, all educational activities are carried out online to avoid and break the pandemic virus's transmission chain. This study examines the effect of students' perceptions and attitudes on student awareness of doing online assignments due to the spread of the Covid-19 pandemic affecting learning in education. Learning that initially took place traditionally (face to face and have been confirmed by teachers at each school; there are many and from various subjects. Students with high enthusiasm and motivation will try to do all their learning assignments independently and vice versa. Therefore the student's character greatly influences student independence, as researched by Wulanningtyas & Fauzan (2022). Accepting these assignments will also affect student independence in learning (Harun & Aziz, 2021).

In addition to student character, the teacher's character also influences student independence. Teachers who can organize distance learning correctly and provide maximum direction to students will make it easier for students to learn (Dimaculangan et al., 2022). The teacher must also increase students' intrinsic motivation to learn so that students can take the initiative without being reminded by anyone (Purwanto et al., 2020). The teacher must carry out this role, considering that the teacher determines the success of distance learning (Handoyono & Pambudi, 2021). Yao et al. (2020) also support these results by stating that teachers are not only transferors of knowledge and providers of learning resources but must also interact intensively and provide attention, guidance, and feedback to students.

Distance learning for teachers in developing countries such as Indonesia and Malaysia is new, so teachers often face various challenges (Abubakari et al., 2022; Arifianto et al., 2021) and 102 international students filled the questionnaire. Partial Least Squares-Structural Equation Modeling

(PLS-SEM. There is no doubt about the characteristics of teachers in offline learning. However, distance learning will significantly affect the implementation of learning, ultimately impacting student learning independence (Imleesh et al., 2020). Some of the problems teachers face are difficulties using learning technology that supports distance learning (Ahmad, 2022), especially experienced by elderly teachers. Teachers have difficulty using these devices because they must install or study them first (Lopez et al., 2022). Apart from that, also in presenting learning material digitally and interacting with students with these limitations (Thang et al., 2022). This difficulty is usually experienced by older teachers unfamiliar with information technology in Indonesia and Malaysia (Farzanna et al., 2023; Yean, 2019).

The second aspect of the implementation of learning is the distance learning facility. The existence of facilities in the form of gadgets and internet connections is significant in the distance learning process because the continuity and effectiveness of learning depend on these facilities (Lau et al., 2020; WaruwuSari et al., 2022). Apart from being related to the implementation process, these facilities also affect student independence and motivation in learning (Aroyandini & Aloysius, 2021). If used correctly, these facilities can make students learn independently (Lapele et al., 2021; Shumeiko & Nypadymka, 2021). Through the facilities and learning resources available on the internet, students can use them optimally to study material and master targeted competencies so that students will become more active in learning, more creative in honing their skills, and more independent in learning (Aly et al., 2022; Rufaidah et al., 2021).

Even though its existence is urgent, all students do not yet own distance learning facilities. Based on the results of interviews in several areas in Indonesia and Malaysia, especially in rural and remote areas, there are still problems in the form of low gadget ownership and unavailable or unstable internet connections, as mentioned by Sufian et al. (2020) and Sheng et al. (2023). Rasmitadila et al. (2020) and Dwiaryanti & Rahman (2021) also stated that one of the obstacles to implementing distance learning in Indonesia during the Covid-19 pandemic was facilities in the form of gadgets and internet connections that were not sufficient. Likewise, in Malaysian schools, the lack of distance learning facilities is also one of the reasons for delays in the teaching and learning process (Aziz et al., 2023; Zain et al., 2022).

Gadgets and internet connections are expensive items that some families cannot afford (Setiawan & Iasha, 2020). Given that both are primary needs in distance learning, the government must try to assist so they can still access distance learning, as Thandavaraj et al. (2021) recommended. Based on the results of interviews with teachers in Malaysian schools,

it is known that students receive assistance in the form of smartphones and cellular data packages from the Kingdom of Malaysia. Meanwhile, based on the results of interviews with teachers at Indonesian schools, students also receive assistance in the form of cellular data packages. Meanwhile, based on the literature review, it is also known that the government also assists some students in remote areas, the private sector, community organizations, and specific individuals to have smartphones as a source of distance learning (Sri, 2021; Sunaryo, 2020).

The impact of the lack of smartphones and internet quota is that the implementation of distance learning is less than optimal. City and village schools in Malaysia and Indonesia are experiencing the same situation. The teacher stated that the village school only uses the WhatsApp application for teacher and student communication, as justified by Setiawan & Iasha (2020). Subbarao et al. (2021) also support these results because WhatsApp is usually installed on every gadget, while if you use other applications, you have to install them first. However, not all people have enough storage, so they only use WhatsApp for learning. As for the city school, more applications are used so that apart from communicating via WhatsApp, students and teachers also conduct virtual face-to-face meetings through various video conferencing applications such as Zoom and Google Meet so that the interaction between teachers and students is better because both of them can interact even though it is virtual and in a shorter time (Hidayat, 2022; Imleesh et al., 2020).

The third aspect of implementing learning is technological capability. Student's ability to use technology correctly will also affect student independence. Gadget ownership, as previously mentioned, must be accompanied by the ability to use it properly. Sunarmi et al. (2023) even stated that gadget ownership has no significant effect on the implementation of learning because, in the end, in using it for the benefit of learning, they still have to get guidance from the adults around them, so students do not have to have gadgets independently. Meanwhile, if students have it independently, it must be used correctly. However, currently, most students use these facilities not for learning purposes but to open games, social media, or other entertainment applications (Darmurtika et al., 2021; Hasanah et al., 2022).

The fourth aspect of the implementation of learning is the aspect of parents' attention and parenting. Parents play an essential role in the distance learning process, bearing in mind (Mahinay & Merin, 2021), as teachers in Malaysian schools mentioned, that parents are substitutes for teachers because students do not meet teachers face to face at school and learning is carried out at home (Hasanah et al., 2022). Parents must educate children with an educational pattern

that does not spoil children so that children will understand their learning responsibilities. Parents who make children not independent try to do all their children's tasks and allow them to play without any responsibility for their duties (Galang, 2021) the Philippine educational landscape is greatly affected. This education issue concerns the country's curriculum and instruction (CIN). This study shows that parenting style is positively correlated with student independence. These results, as mentioned by Wulanningtyas & Fauzan (2022), indicate that parental parenting is one factor that determines student independence. Umairah & Ichsan (2018) also confirmed that differences in parenting styles would affect student independence.

There are various types of parenting parents, and democratic parenting is the parenting style with the most significant effect on student independence. The results of Sunarty (2016), Pratiwi et al. (2020), and Sriwongo et al. (2022) all three show that democratic parenting can make students independent. It means that parents who are democratic in educating will make children independent, and vice versa. One of the characteristics of parents who educate democratically is parents they put forward a dialogic process in educating. It is shown by parents communicating in two directions with children, giving clear reasons for each rule applied during the distance learning process, and so on (Efendi & Sartika, 2021).

CONCLUSION

Implementing distance learning between city and village schools does not experience a significant difference. The difference is only in implementing various platforms where city schools are far more diverse than village schools which only rely on WhatsApp as a means of communication. City schools are generally not all superior in the four aspects studied, which are often considered more advanced than village schools. Village schools excel in student and teacher characteristics aspect. As technology develops rapidly and evenly, students in village schools also have gadgets and internet connections, although, in some areas, they are still constrained by signal stability. These four aspects are assumed to correlate with student learning independence. Even so, it is necessary to carry out further research to prove the correlation between these four aspects of student independence.

The findings of this study provide an overview of the distance learning implementation after the Covid-19 pandemic. The possibility of its implementation is very large both in Indonesia and Malaysia because technology development is happening in cities and villages schools. This information is important for education policymakers to know that in the technological advancement era, the

implementation of distance education can be a very feasible option to be applied to specific situations and conditions because it has been supported by various aspects such as teachers and students characteristics, learning facilities, information technology skills, and parents attention & parenting patterns.

SUGGESTION

Based on the discussion that has been done, it can be seen that this research has investigated the implementation of distance learning between Indonesian and Malaysian city and village schools and their effects on student independence during the Covid-19 pandemic. The Covid-19 pandemic has begun to pass, and the situation has returned to normal. Therefore it is also essential to know how independent students in these two countries are after implementing face-to-face learning back in class. Through this investigation, it will be possible to compare student independence during and after the pandemic so that more and more student independence factors can be uncovered.

LIMITATION

Given the limitations, this study only took a sample of one school in the city and village in both countries. In order to obtain results that are far more comprehensive and accurate, more samples can be used in other regions, bearing in mind that Indonesia is a large country with diverse cultures. The results of this study may not be compatible with several other regions with different situations and conditions. This study also has not conducted direct research to determine the correlation between the four aspects of the implementation of distance learning on student learning independence, so further research with Pearson correlation analysis is needed.

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