DISTANCE LEARNING IN THE PANDEMI COVID-19 SITUATION: EFL LEARNING UNDER INDONESIA'S HEALTH PROTOCOL

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ABSTRACT

The implementation of the Distance Learning policy in all schools in Indonesia due to the Covid-19 outbreak has affected the teaching process. This quantitative research elucidates how EFL teaching and learning cope with the procedure. Two aspects will be illuminated in this research; the first is how schools and teachers prepare for online-based distance learning. The second is how the learning process conducts during the distance learning policy. This research collected data from 167 participants, including vice principals, EFL teachers, IT operators, and students from senior high schools in Palu, Central Sulawesi Provinces. The data was analyzed following the Illuminative Evaluation model by Parlett and Hamilton. The results found that schools and teachers are more well-equipped and prepared than the students. However, some students still face difficulties due to the absence of facilities and geographical situation. In the learning process, more flexible policies in class are still implemented by teachers, especially for students with limited access and lack of affective aspects.

Key Words: Distance learning; EFL; health protocol

ABSTRAK

Penerapan kebijakan Pembelajaran Jarak Jauh ke seluruh sekolah di Indonesia akibat wabah Covid-19 berdampak pada proses belajar mengajar. Penelitian kuantitatif ini menjelaskan bagaimana pengajaran dan pembelajaran Bahasa Inggris harus beradaptasi dengan protocol kesehatan. Dua aspek yang disoroti dalam penelitian ini; pertama, bagaimana sekolah dan guru mempersiapkan pembelajaran jarak jauh berbasis online. Kedua, bagaimana proses pembelajaran dilakukan selama penerapan pembelajaran jarak jauh. Penelitian ini mengumpulkan data dari 167 peserta, termasuk wakil kepala sekolah, guru Bahasa Inggris, operator IT, dan siswa dari sekolah menengah atas di Palu, Provinsi Sulawesi Tengah. Data dianalisis dengan model Illuminative Evaluation oleh Parlett dan Hamilton. Hasilnya ditemukan bahwa sekolah dan guru lebih siap dibandingkan dengan siswa. Beberapa siswa masih menghadapi kesulitan karena tidak adanya fasilitas dan situasi geografis. Dalam proses pembelajaran, guru masih harus memberikan kebijakan yang lebih fleksibel di kelas, terutama bagi siswa dengan akses yang terbatas dan aspek afektif yang kurang.

Kata Kunci: Pembelajaran jarak jauh; EFL; protokol kesehatan

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INTRODUCTION

Coronavirus or Covid-19 has been classified as a pandemic by the World Health Organization (WHO) since 11th March 2020 (WHO, 2020). This condition threatens many aspects of human life. The fast spreading of Coronavirus has shaped a new way of social interaction in almost every sector in Indonesia, including education. UNICEF warned that the pandemic could potentially create a loss of education for the young generation (UNICEF, 2020).

Anticipating the condition and following the national restrictions policy, Indonesia's Ministry of Religious Affairs and Ministry of Education and Culture implemented a new system for running the teaching and learning. Schools have implemented distance teaching and learning. Under Circular Number 4 of 2020 on Implementation of Education Policy in Emergency during COVID-19 Spread, the government implemented distance learning using online platforms (*Education Ministry Adjusts Several Policies Amid COVID-19*, 2020). The step was also implemented for *Madrasah* (Islamic School) by the Directorate General of Islamic Education under the Ministry of Religious Affairs (Ministry of Religious

Affairs of the Republic of Indonesia, 2020).

Despite today's condition, numerous educators and educational institutions have used distance learning for years. For fundamental reasons, distance learning is an alternative teaching and learning process for those who cannot attend a face-to-face classroom (Beldarrain, 2006; Wang & Sun, 2001). Distance learning improves as technology does. Today's distance learning, characterized by its internet-based technology, leads to hybrid opportunities for distance learning (White 2006; Wang & Sun 2001).

The improvement of distance learning highlighted two main elements: education and improvement in technology. Education is a form of communication, transferring knowledge from one generation to another. Therefore, an effort has been made to improve communication and interaction between the education provider and learner (Wang & Sun 2001). As a result, the idea of the knowledge-transferring method has been improved rapidly. The invention of the computer in the mid-20th century has also boosted the process.

Since the 1950s, computers have supported language learning (Hidayati, 2015). ICT's definition refers to computer-based technologies and

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internet-based (Al Arif, 2019). In this Covid-19 era, as distance learning gains popularity worldwide, ICT's role grows even more significant.

Numbers of studies have been done to explore how distance learning is conducted. The trend of distance learning has been emerging before the Covid-19. Parkes (2015) 2015 conducted a study about an online learning implementation in universities. They were exploring students' and staff's preparedness regarding online learning. Their research found that students were considered unprepared for some academic and e-learning competencies, including time management, critical thinking skills, and collaborating with others.

Andrada and his team (2019) studied 121 business school deans who have implemented online learning. Based on their findings, the cost is the main obstacle to establishing high-quality online learning. However, the standardized and certified online courses lead to positive feedback from the students to enroll in the online courses.

Differ from the previous two, Castro and Tumibay (2021) conducted literature research with 30 articles and books about online learning efficacy. High digital literacy is required for both teachers and students to have

successful online learning. Besides that, the learning content also needs special attention to have standardized quality. Other moderating factors include academic support, institutional adoption, and course design could also determine the online learning result and experience.

Even though online learning has attracted researchers long before the Covid-19 time, the pandemic situation has made online learning even more popular among researchers. Wong (2020) researched 118 Hongkong's students about the development of four aspects of learning; arousal, relatedness, autonomy, and competence, in a complete online learning class. The research found that online learning could not provide the relatedness and arousal aspects as no social interaction between teachers and students. However, it effectively develops learners' autonomy and sense of competence.

Baticulon et al. (2021) also studied the online learning process in the Covid-19 situation. A total of participants, 3670 Phillipine's medical students, found that adjusting learning styles, having to perform responsibilities at home, economic conditions, technological conditions, and poor communication or lack of clear directions from educators are the

most frequent problems in online learning.

Dhawan (2020) also explored the learning process in Covid-19 time by doing a literature study. The findings of the research found challenges need to be coped with in online learning, including; infrastructure, education quality, digital illiteracy, and cost. However, online learning also has its opportunity, such as increasing innovation, flexible programs, strengthening skills, and users can be of any age.

Maman et al. (2020) also researched online learning in Indonesia. They found that digital illiteracy, high internet price, additional work for parents in assisting children in learning, interaction among students, time consuming for teachers and parents, and the need for more coordination are problems faced in online learning. However, online learning also has positive effects as it enhances teachers' creativity and innovation in their teaching and learning process.

Based on some previous studies, it can be seen that online learning comes with complexity. It not only comes with a negative impact but also some positive feedback.

To highlight, online learning studies focusing on EFL are still limited.

Therefore, EFL online learning still has a wide area to be explored. On the other hand, this research also gives a wider perspective compared to previous studies. This research not only focuses on one group but also on the elaborate perspective of students, educational staff, teachers, and stakeholders about online learning.

This research is believed to illuminate and strengthen the quality and understanding related to distance learning performance in expected or *force majeure* situations. This study aims to explore how EFL teaching copes with distance learning. Therefore, this research wants to answer two main questions: "How is the preparedness for online-based distance learning?" and "How is the EFL teaching and learning process in online-based distance learning?"

METHOD

Research Design

This study is summative evaluation research within the frame of the quantitative method. Its focus is to see the program's effectiveness, related factors, strengths and weaknesses, and its effect on the program's consideration and future policy (Arifin, 2010; Divayana, 2017; Neuman, 2014).

The research uses the Illuminative evaluation model by Parlett and Hamilton. As it stands on the idea of giving description and interpretation rather than measurement and prediction (Parlett & Hamilton, 1972). This model has been used by experts of its ability to provide a more in-depth and comprehensive perspective about a program (Çalışkan, 2014; Chirwa, 2015; Gültekin & Demirci, 2020). In this study, the data collected the participants' beliefs, points of view, understanding, and responses via face-to-face and phone in-depth interviews and questionnaires using google forms before being analyzed.

Participants

167 participants from senior high schools voluntarily participated in this research. They are vice-principals in senior high schools (n=3), EFL teachers (n=6), IT operator (n=1), and senior high school students (n=157). Most of the research participants are women, both teachers and students. The total number of female participants is 116 (69%). Those numbers include 110 students, 4 teachers,1 vice-principal and 1 IT operator, and 51 male participants (31%), including 51 students, 2 teachers, and 2 vice principals. Most of the students are from tenth grade (36%), followed by twelfth grade (33%) and

eleventh grade (30%). The teachers' educational backgrounds are bachelor's and magister's degrees in English Education or English literature. The data for participants is shown in the table below.

Table 1. Demography data of Participants

Demography	Category	Number (n)
Gender	Male	51
	Female	116
Occupation	Students	157
	EFL Teachers	6
	Vice Principals	3
	IT Operator	1
Classes	X	59
	XI	49
	XII	54

Instruments

There are two primary instruments: in-depth interviews and questionnaires. The in-depth interview is used for the EFL teachers in a format of open-ended interviews related to their role as a teacher in implementing distance learning. The data from students were collected using the questionnaire, and for the teachers was in the form of an open-ended interview. Both the questionnaire and interview were in Bahasa.

The questionnaires were distributed via Google Form, a free

web-based application to efficiently collect survey information (Mallette & Barone, 2013; Mulatsih, 2020). Due to the limited direct contact, Google Forms was useful to widen the reach. The questions spread was 18-number questionnaires on the Likert scale.

The interview for teachers was conducted by phone call and face-to-face meeting. The interview duration is around 45-60 minutes each. The questionnaire and interview explored four aspects; online learning readiness, course development, learning process, student-teacher interaction, assessment, and student satisfaction (Wang & Sun, 2001).

Data Collection

The data collected from the students was deployed via a google form. The interview with vice-principals, teachers, IT operators, and some students' representatives was held simultaneously by phone and face-to-face meeting. Collecting data was done from June-September 2020, and the data gathered were stored in the form of audio and spreadsheet.

Data Analysis

To acquire reliable and valid data, the data are classified based on the

sources of the participant. The data collected from teachers and students are grouped based on their clusters. The data from the instruments were first coded and classified based on their functions before being analyzed; online learning readiness, course development, learning process, student-teacher interaction, assessment, and student satisfaction. The coding is done to cluster the data and acquire the conclusion (Bell, 2010). All the data found are validated by triangulation from member checks and experts' check-in analyzing the data. The triangulation is conducted to see the data's consistency by comparing the information used by different means (Dawson, 2007).

The data that have been verified are classified following the aspects studied in the research. Then the data served to form the proper conclusions needed.

FINDINGS AND DISCUSSION

Findings

The research findings are organized according to the research questions. It consists of two subsections to display the data, elaborate on the findings, and strengthen previous related studies. The first subsection is to heighten the schools, teachers, and

students' preparedness for online-based distance learning, including online learning readiness and course development. The second is to explain how English learning is conducted online-based distance learning, including the learning process and evaluation.

Preparedness for the Online-Based Distance Learning

Online Learning Readiness

Online learning readiness is seen from three perspectives: supportive learning online platforms, facilities, and school members' digital literacy. The first aspect being measured is the implementation of the learning software platform. Under the distance-learning policy, the government facilitated schools and universities with guidance and technical support. Ministry of Religious Affairs, one of the ministries in charge of Islamic education, deployed *E-Learning Madrasah* for all schools under the ministry.

E-Learning Madrasah has 6 features: administrator, courses teacher, counseling teacher, homeroom teacher, student, and supervisor (*Apa Itu E-Learning Madrasah?*, 2020). The application is managed locally using the local server by the school operator.

Since its launch by the ministry, the schools have started introducing the system to their teachers. The schools have appointed operators around February or one month before the implementation of distance learning.

During the time of preparation, the school's operator input and synchronized the data. After transferring the data, operators under the school instruction give proper training and accompaniment both for teachers and students. However, due to time efficiency, most of the students' training was done by their homeroom teachers and course teachers. This is an essential step as the application plays a prominent role in the distance learning process.

The application features a regular class-like system, including the supervision aspect by the school's authority, teacher evaluation, and virtual classroom meetings. The system is rapidly improving, following the health protocol implementation needs and having the most suitable learning conditions.

The proper training authorized by the schools gets a positive response to the better process for distance learning. In all schools, English teachers understand the application's use and react positively to the schools' quick response and the application. However,

technical problems sometimes occur during the learning. As the application strictly follows the schedule, some interaction issues during the learning process are found. Therefore, most teachers also use a supportive application in the learning process. Teachers still use platforms like WhatsApp, Google Classroom, or Zoom. Teachers and students still use the alternative applications to minimize the problems with the main application.

The second aspect is facilities. The online-based distance learning almost hundred percent relies on supporting technology, including gadgets, stable internet access, and electrical stability. In terms of facilities, schools and teachers are well-prepared. The availability can see of schools' internet availability, where almost all schools have provided Wi-Fi access in their school area and computer laboratory.

English teachers also found fewer problems in terms of digital supportive facilities. All the teachers have suitable gadgets, either notebooks or mobile phones, that support their learning process. Some teachers also stated that they have internet access in their homes where they use it for learning, despite the schools' free internet access.

However, difficulties would be found with students. Not only bigger in number, but students also come from the various background; economic, social, and even geographical challenges. In terms of their understanding of technology, most students found fewer difficulties. The applications and gadgets are familiar to them, which they use daily. Teachers expressed that students' understanding of the application used in learning is relatively high, around 90%. In line with that, the survey of the students also found that most students understand how to use the application.

The number of students who stated they do not understand how to use the application correctly is around 10%, with 9% saying that they do not understand. Only 1% totally do not understand the application. The other 90% stated that they totally understand (15%), understand (59%), and quite understand the application (16%).

On the other hand, with various backgrounds, some students face obstacles. Schools found many problems, absence of gadgets, unstable internet access, and even power shortage. These conditions differ from one school to another thus located in the city center has less problem related with internet or electrical stability. It is found that some students who live in rural areas, especially with schools that implemented boarding systems or located in the suburbs, commonly face

unstable internet and electrical connections.

The main common problem that face by students is due to their economic background. Many students come from low-income families, resulting in the absence of necessary gadgets or the inability to have good internet access. The number is varied between schools. Some teachers put the number at 10%. However, in some classes, 50% of the students still face online readiness obstacles. Despite the number, all teachers agree that finding students with problems joining classes online in every class is highly possible. In some cases, both teachers and schools tried to provide or give an alternative, such as more flexibility in joining the class, coordinating with the homeroom teacher, or giving some students access to use the computer laboratory.

The last aspect being considered is digital literacy. Experts simply defined digital literacy as technical, cognitive, and sociological skills to perform tasks and solve digital environment problems. (Eshet-Alkalai, 2004). Both teachers and students have the necessary digital literacy to run the online-based distance learning class. The conditions are due to preparation time, proper training, and user-friendly application.

According to the schools' authority, schools had taken time for preparation, including data synchronization and training. It also supported the E-Learning application, which uses the local server system and operator appointed by the schools. The application also used a user-friendly application. Teachers found that the application has few differences from many social media platforms commonly used today, such as Facebook or Google Classroom, with modifications for learning purposes.

Course Development

Schools have implemented policies in developing courses related to the adaptation of distance learning under Indonesia's Health Protocol. Despite the varieties, the purpose and result are under the Ministry of Education and Culture and Ministry of Religious Affairs guidelines. Both ministries have highlighted that schools should shift the orientation from curriculum goals to a more moderate and tolerant based on the local condition.

Based on the central government's instruction, the schools started implementing the 'emergency curriculum' following the health protocol. The emergency curriculum is based on the consideration of the current situation in Indonesia. The

curriculum itself is made following the PSBB (Big Scale Social Limitation) regulation in Indonesia (Kurikulum Madrasah, 2020).

Guided by the instructions, the schools have cut their time by about 50%. The schools still start at around 07.00 and end at 12.00-13.00. The steps taken by the school were started by reshaping the curriculum by the school's authority, in this case, is the vice-principal of Curriculum and Academics. Schools use two ways. The first is splitting the time of classroom learning, with half of the time used outside the school's hours or letting the students learn independently. The second way is to change the weekly schedule to a per-round schedule, each round consisting of 10 days. However, both ways still required to reduce the regular hours given to each subject for classroom learning.

The policy led English teachers to adapt. As the schools' authority had announced the implementation of the emergency curriculum, the team teaching subjects, including English, do their internal meeting to prepare for new learning. The English teacher then selects what kind of material is necessary to be given during class time, and the others will be given for students to study independently. Based on the teachers, the material will mostly

be given in the classroom, while the tasks and practices could be done outside the class time.

Despite the condition that limited face-to-face meetings, almost all kinds of materials could be delivered. The teachers still selected spoken skills courses, such as listening and speaking. The teachers have not limited their learning to one or two platforms or media. They also use various media to support English learning, including audio recording or even video.

EFL for Online-Based Distance Learning

Learning Process

The learning process of distance learning is immensely challenging both for teachers and students. There are three aspects related to the learning process in distance learning. The first is the teachers' aspect, students' aspect, and material deliverance. As learning is a process that both teachers and students conduct. Students' condition becomes a prominent aspect of being considered.

The teachers use E-Learning as the main platform. This application allows the teachers to have a number of class-like features, such as checking students' involvement and activity, giving materials, forums, and discussion.

However, as E-Learning is an application with a more rigid system, the teachers still use other supportive applications, such as WhatsApp, Google Classroom, and Zoom. The platforms are used as alternatives for unexpected conditions.

The second aspect related to the learning process is the students' aspect. Among all three factors, student involvement in learning is the most complicated condition. It is not only the numbers of the students but also the students' background. It cannot be denied that changes will create responses from the students. Many students still found that online-based distance learning is still below the expectation.

The number shows that around 38% of students said online learning has lower quality than regular learning. Some reasons found, such as the common technical obstacles and the lack of motivation in learning during the online learning. However, students also stated that teachers with useful digital literacy could be lit up the class better. Despite the response, some students found positive points about online-based distance learning. They found themselves more improved in technological use and can explore more learning material as they are supported with more sophisticated technology.

The last aspect is the teaching material. It also includes the deliverance of the material. The material itself is divided into two parts, following the rearrangement of the curriculum, the classroom material and self-learning material. The classroom materials are the prominent parts of the curriculum. The self-learning material is part of the curriculum that is considered to enrich the students' understanding, which can be learned independently. Such EFL materials like speaking, listening, and pronunciation can still be delivered despite the condition. Based on the teachers' explanation, several media provide this kind of material, such as audio material, providing media using videos, or asking students to make videos to demonstrate the skills.

The use of various media to deliver the learning materials also encourages students. Students find some media interesting for them and let them learn new things. It also leads them to explore their creativity.

Despite the benefits of distance learning, some students still find several obstacles to the learning process. The material delivered in the distance learning process is still considered hard to be understood by a number of students.

The total number of students who stated they could understand the material is 54,5 %, while the rest, 33,1%, quite understand and 12,4% consider they do not understand the material.

Evaluation

Evaluation's main function is to create a certified, secured, or improved personnel or program (Aminullah et al., 2019; Stavropoulou & Stroubouki, 2014). The implementation of distance learning requires proper evaluation. Schools' application for distance learning also provides evaluation features, both supervisor-to-teacher and teacher-to-students evaluation.

The teachers are evaluated by the supervisor, principal, and vice-principal to ensure the learning is conducted adequately. Through *E-learning*, the supervisor can check whether all the pre-learning items have been prepared by the teachers, including lesson plans, teacher's activeness, and others. This feature has become prominent and responded positively by the teachers. The teachers see that this feature increases their motivation to conduct the learning process and become more well-prepared with the class.

Teacher-to-student evaluation supported by the application. Despite the circumstances, English teachers still

evaluate their students' cognitive, affective, and psychomotor perspectives with slightly different approaches.

Most teachers acknowledged that the affective area evaluation is harder than the other when doing online learning. The problems are based on less direct contact and communication with the students. Teachers cannot properly observe and evaluate the student's activeness, attitude, and behavior. As the cognitive aspect is prominent, especially with Curriculum 2013, teachers maximize their role in evaluating cognitive aspects. English teachers from all schools observe how students communicate and respond to teachers and other students via online platforms. The result of observation becomes one of the bases for the affective aspects seen.

For cognitive and psychomotor still have more options to be evaluated. However, compared to the regular classes, the number of options is still limited, and more flexibility is necessary. Such evaluation to measure students' ability to speak or pronounce words correctly is done by assigning students to record videos related to the material. Therefore, the number of exams and tasks is modified or reduced according to the class's circumstances. Most English teachers do not conduct

the daily test when they complete a chapter. Instead, the only main tests conducted are midterm and final examinations.

In doing the test, teachers are supported with features in e-learning. Even though the features allow various test types, teachers mostly do the multiple-choice test. The system more supports the multiple-choice test, as the essay test needs more rigid and precise answers based on keywords. On the other hand, the automaticity and practicality of large-scale scoring are the reasons.

Even though the features of e-learning are user-friendly for doing the test, a few unexpected situations still should be treated properly. Condition like a blackout or losing internet access is one condition in which teachers will provide the extra time or ask a third person, like homeroom teachers, to help manually. With the support of advanced technology, most types of evaluation can be done. However, such concerns related to moral values and other affective aspects should still be highlighted by more tremendous effort.

Discussion

This research elucidated the implementation of online-based distance learning and how EFL teachers

cope. The challenges of the new system changing due to the *force majeure* of the rising Covid-19 cases in Indonesia are uncommon for most schools. The schools and teachers have several questions to be answered, ranging from how to online readiness, providing facilities required, developing courses, doing the teaching process, and evaluating the course.

The research finding shows that online readiness is relatively high for students and teachers. Students found fewer problems using the internet and learning application, as most of them are familiar with such technology. On the other hand, government or school authorities are concerned about standardizing the digital literacy required for the teacher. Schools' IT operators were trained; therefore, those individuals will have the capability to teach and guide teachers during and during the learning. The idea aligns with Swan's (2017) research that online learning requires institutions' readiness to provide the tutor with good technology understanding.

Schools policy to provide preparation time before implementing the learning respond positively. It also supported a user-friendly application with many similarities with other familiar platforms. Therefore, teachers and students have the capability of

technical efficacy in computer use, self-control efficacy, and internet navigation skill as required for online readiness in distance learning (Wei & Chou, 2020).

Providing the required facilities for online-based distance learning is probably one of the most demanding challenges. Both teachers and schools possess not have any problems related to the facilities. Schools provide their teachers with Wi-Fi and computer access for those in need.

The problem related to facilities is mostly found in students. Gadgets, internet access, and stable electricity are some obstacles to learning. Although most students have the required facilities, the number of those who have not cannot be ignored. It is common to find someone who has a problem accessing online classes for reasons such as the absence of gadgets, home's location in suburbs or rural areas, or even the inability to purchase internet packages. In some cases, the number could reach 50% of the class members.

Based on the conditions, schools and teachers also provide some alternatives. This includes giving students access to use schools' computer laboratory or coordinating between homeroom teachers to help them work manually. The findings are in line with the research of Napitapulu (2020) that one of the reasons most

students feel unsatisfied with distance learning is the lack of access to technology. The condition resulted in some followings, such as getting the material, joining the class activity, and others.

Developing courses is a major step for an online-based distance learning program. During the pandemic, the government implemented policies related to online learning, followed by the emergency curriculum. Under regulations, the school is urged to implement more flexible learning. Choices are also given to the schools, either following the emergency curriculum designed by the government or modifying their own following the guidance.

In response, all vice principals reduce the number of hours of learning. Schools use two ways. The first has a 10-day schedule rather than a weekly schedule. The second is limiting the course's hour into halves; classroom learning and independent learning. EFL teachers also manage their course material by giving the prominent and necessary materials in the classroom. At the same time, the students commonly do tasks and practice independently.

All three aspects, online readiness, providing facility required, and developing courses, tried to explain the preparedness for online-based distance

learning. Schools and teachers have already followed the guidelines for distance learning. Despite the schools' maximum efforts, there are more complex conditions beyond the reach of the schools and teachers' capability, such as providing stable internet and electrical support necessary for the learning. However, the research also explores that the authorities realized the conditions. Therefore, alternatives and more flexible policies are provided.

This research's second question is "How is the EFL teaching and learning process in the online-based distance learning?". The study tries to illuminate this question by elucidating two aspects: the teaching process and evaluation done by the EFL teachers in senior high schools.

The teaching process conducts during distance learning is a new challenge for the teacher. With the reduced teaching hour, EFL teachers tend to classify their learning material. By doing so, they could effectively manage their learning. Tasks and practices are allocated more outside the class meeting. This idea is in line with Asmuni (Asmuni, 2020) that giving tasks or materials that worked outside the class hours could be one of the solutions for online-based distance learning.

The EFL teachers must admit that problems such as the absence of gadgets and unstable internet access should solve creatively. Therefore, teachers also have more flexibility in their learning, such as by giving material through other platforms that the students could access easier. In some cases, the teacher also coordinates with homeroom teachers, which will be delivered home or required students to take to school.

In terms of learning materials, the teacher found not many problems. Almost all kinds of materials could be done digitally, including speaking and listening practices. By using audio and video media. Students also found distance learning could be helpful due to the availability of the internet and other learning applications. The variety of media can also become an additional point for learning. It is in line with Sadikin and Hamidah's (2020) research, in which distance learning can encourage students to explore their learning.

The evaluation is the second aspect to be considered in the online-based distance learning. Evaluation could be challenging as direct contact with students is limited, and the affective aspect becomes the most challenging aspect of evaluating. Teachers admitted

that they have fewer options be the consideration for the affective aspect.

On the other hand, online learning also benefits the evaluation. Giving tests were admitted by students who are more comfortable with the automaticity and efficiency of technology. The large-scale scoring could be done in minutes, and there is no need to prepare the paper-based test commonly done in class. However, with limited time, EFL teachers also reduce the number of tests offered. Practically, such daily test done regularly to evaluate students' understanding of a chapter or material is not conducted. The only main tests are midterm and final.

After elaborating the discussion based on this research's findings, there are highlighted points with research conducted by other researchers. Following the idea proposed by Dhawan (2020) and Adedoyin and Soykan (2020), the most crucial aspect of distance learning is the preparation of facilities, including proper training for teachers or tutors in using technology. Another factor that is considered is the need to choose a proper application that could raise equality and shorten the gaps, this idea has been implemented by the schools with using *E-learning* applications made by the governments. In line with this

research is Putra et. al. (2020) research related problems faced by students. The absence of gadget, internet stability, and students' location are some of the problems that students commonly faced in distance learning.

Despite numerous challenges, experts agree that online learning has opened opportunities to improve the understanding of both teachers and students about technology (Adedoyin & Soykan, 2020; Dhawan, 2020). The Covid-19 era also led to our ability to adapt the unpredicted situations.

CONCLUSION AND SUGGESTIONS

In this study, EFL teachers, vice principals, and students are interviewed and asked about their learning conditions under the Social distancing and distance learning policy highlighted some prominent aspects. It is admitted that the education system faces limited time for preparation. However, a crucial and important protocol had been taken in which able to minimize the impact. The research found two challenges to the main considerations; the absence of facilities for the students and the affective aspects that were limited to be taught and evaluated. However, distance learning also leads to some positive effects, such as encouraging students to be more independent, improving the

teacher's digital literacy, and our education ability to adapt. Hence, this research still has limitations, especially in having the number of participants. The use of digital platforms such as Google Forms to collect students' opinions could not collect the data of those with limited access to internet and gadgets. Geographical coverage also should be highlighted as one of the limitations of this research. It is hoped that this research could enlighten researchers, authorities, and teachers' views on distance learning, especially under the *force majeure* condition. The perspective of distance learning is hoped to be seen not as the result of the reaction but also as a well-planned program that could be implemented in any situation. Further research is expected to widen the understanding related to distance learning. Therefore, our education will be more well-prepared and improved the quality.

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