
Research Article

Students' Learning Experience in Using Online Learning Media in Covid 19 Era: A Case Study of Undergraduate Students of Tadulako University Palu

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Abstract:

This research aims to find out and analyze learning experiences in using online learning media during the COVID 19 pandemic of the second-year undergraduate students of English Education study program at Tadulako University Palu. The researcher applied qualitative case study research methodology. It investigates intensively about an individual, group, or other units to find a general understanding of the subjects. The subject was selected using snowball sampling techniques in which the four students were chosen intentionally for research participants from 236 students. The researcher initially contacted her quittance then introduces her to the first interviewee, for good measure the interviewee introduce her to the next ones. Data were collected through in-depth interviews and documentary data. In this research, the researcher found that the students from case two in Menui Island who are in their hometown during the online learning period faced a number of difficulties in their learning experiences. Their learning experiences include learning motivation and learning obstacles. The results have shown that the first is unavailability and unsustainability of internet connection, the second is the accessibility of the teaching media, and the last is the compatibility of facilities to access the media. The result of the current study suggests that accessibility of the internet connection is still the major factor influencing the success of online learning and concludes that the students have less motivation to study and face a lot of obstacles in the search for internet availability. Also implies that online learning media is considered an unsuccessful method of learning during COVID-19 era for students in the remote area particularly in Menui island. As a preventive action, the government should install more Telkom towers in remote areas like Menui in order for the students to achieve the national learning objective.

Keywords: Online learning, learning experiences, motivation, undergraduate students, Covid-19

1. Introduction

The COVID-19 pandemic has led to global disruption to any aspect of daily life not only health, economic but also education throughout the entire world. The spread of the virus is among individuals during close contact now resulting in millions of death. COVID-19 is referred as pandemic due to its severity and fierceness also as the greatest global health crisis since after centuries in human civilization. Corona Virus infects millions of people within only less than a year time. This desperate situation forces the governments world-wide to prevent further spread of the virus by applying the lockdown phase in fact; lockdown is a state of emergency procedure enforced by the competent authorities since March 2020 to prevent individuals from leaving their place of living, resulting in mass quarantines and stay-at-home worldwide. Of course, COVID-19, like many other aspects of everyday life, has had a severe impact on students, teachers and educational organizations around the world (Mailizar, Almanthari, Maulina, & Bruce, 2020). Social distancing promotes all activity including working and learning to be conducted from home.

The online activity has suddenly replaced the face-to-face activity to be working from home and online learning. Focusing on online learning, drastic change has happened in Indonesia about learning activities in all levels of education. It is well-established presumption, and however, because of having direct teacher-taught interaction, no pedagogical approach can replace the peak position of formal education. After the COVID-19 crisis, however, online education became a pedagogical shift from the traditional method to the modern teaching-learning approach from the classroom to the Zoom, from personal to virtual and from

seminars to webinars. Earlier, online learning, distance education and correspondence courses were generally viewed as part of non-formal education, but as of now, if the circumstances continue indefinitely over time, it seems that it will eventually replace the formal education system. But for now most cities in Indonesia are not ready of the sudden change of the way the students learn the subjects at schools. The lack of equalization of learning media is one of the reasons that can explain why many regions in Indonesia are not ready for online learning. This was mentioned by Hamidjojo and Latuheru (1993) that media has played big role in the interaction or dissemination of ideas in the learning process.

During online learning, the students can be equipped with computer, laptop or at least smartphones that support the use of internet to access the online media learning such as Zoom, Google Classroom, Whatsapp and Gmail (Nurdin, Pettalongi, Askar, & Hamka, 2021). Unfortunately, not all students can use these online media facilities to support their online learning activities because there are several areas that are not covered by the internet network which to some students are their hometown. Since the lockdown phase requires the students to stay at home, it forces them to continue their study virtually. Nevertheless, many difficulties are faced by the students who live in these certain area. They need to search for network which is sometimes place far from their homes and the network sometimes are unstable. Safi and Ekape (2020) claims that “The implementation of online learning between teachers and students by utilizing the internet network sometimes raises its own problems for teachers and students who live in areas with limited internet networks”.

Meanwhile, in the bigger cities the network seems not a big issue on any aspect including the online learning activities for the students who utilize online learning media. Even before the COVID 19 pandemic has struck, some universities and schools in Central Sulawesi have offered and applied the online learning activities (Nurdin, Nurliana, & Mashuri, 2022). From this fact, we may conclude that there are major gaps between the applications of online learning media in different regions in Central Sulawesi which are influenced by many factors, specifically the internet network one. The gaps will lead to different online learning experience felt by the students who are now forced to use the technological advance before they are ready for it. Since Dominguez-Whitehead (2017) has stated that the learning experiences will lead to skill development and successful completion of study (Husna, Nurdin, & Afifah, 2022). Regarding these matters, preliminary research has been conducted to further investigation about what actually felt by the undergraduate students of Tadulako University who now live in Palu and Menui, Morowali. The students that were interviewed were those who represent both students with network availability (case 1) and those with network unavailability (case 2).

This paper is structured as follows. After this section, the related studies are presented and followed methodology section in the third section. Results and discussion are discussed in the fourth section, which is then followed by the conclusion and limitation of the study respectively

2. Related Studies

There have been similar and related studies conducted before by some experts which in this case taken by the researcher. Firstly, Giatman and Basri (2020), in his research “Online Learning Quality Control in the Pandemic Covid-19 Era in Indonesia”, stated that in University of Padang the students and the lecturers face many obstacles during the online learning activity in COVID 19 era. They found that among 4820 students that have filled the questionnaire using Google forms, there are 40.5% of them that are not ready for the online learning activity. The obstacles that faced by the students are 39.8 % stated they had less stable internet, 47.7% experienced signal difficulties, 12.4% had no signal at all, and 82% of them had internet access problem. The result of his research shows that one of the main things that needed to be fixed is the internet infrastructure by Telkom.

Secondly, regarding online learning, Febrianto (2020), in his study “Implementation of Online Learning during the Covid-19 Pandemic on Madura Island, Indonesia”, has raised questions about what social constructions the students engage regarding to the new policy for online learning that has recently been enforced by the Indonesian government. He conducted a quantitative study with a descriptive research approach. He found out that not all students favor online learning, despite criticism of the effectiveness of online learning. Social, economic and cultural considerations are significant indicators of the absence of successful online learning in Indonesia in a variety of regions. Rural societies are not able to embrace the new approaches and instead use outdated methods. In addition to technological challenges and the money needed for accepting the new training models, online learning in the island of Madura is often restricted to human resources. Students find that this learning style is not advantageous because of many barriers, including the geographical area. The explanation is that rural areas find access to the internet difficult. They must also purchase a quota from the internet. Internet access requires a significant quota in some applicants, making this challenging for certain students, especially those from lower income households. Therefore, financial assistance and the socialization of the value of online learning is required, along with easy access to the Internet by rural communities.

Thirdly, in addition to online learning during current pandemic, Agung, Surtikanti and Quinones (2020) have investigated in their study which entitled ‘Students’ Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino’. From their survey with sixty-six students, the study identified three major obstacles in conducting online learning in English Language Education Study Program at STKIP Pamane Talino. Firstly, it is related to the availability and sustainability of internet connection; secondly, it concern with the accessibility of the teaching media; and lastly, it deals with the compatibility of tools to access the media. The result of this study suggests that internet accessibility is still the

major factor influencing the success of online learning. Online learning for English Language Education Study Program at STKIP Pamane Talino, and potentially Indonesia in general, requires some more friendly platforms so that students' participation can be increased. This is especially for students who reside in rural areas with limited internet connections and other support systems.

Among the three related studies which have been mentioned above, it is concluded that they shared the same conditions suggesting that most of the students are not ready to sudden online learning activities. Three major reasons are the causing factors from their findings: the internet accessibility, the online learning media and the lack of motivation to study during online learning activities influenced by the connection factors and interpersonal relations which established better through face to face learning activities. Derived from those factors, the researcher is keen on investigating about the similar matter from the above related study at undergraduate English study program at Tadulako University.

3. Methodology

This study employed a qualitative case study research methodology since it includes analyzing, describing, and interpreting the collected data through an individual, a group or units. Qualitative case studies want to know how people perceive their experiences, how they construct their environments and what their importance is. To their interactions attribute, we should be more involved, for example, in how people transition to retirement, how they learn about this point of their life, how they switch from full-time job to pension, and so on rather than how many elderly people take part – retirements that could be achieved by an assessment (Merriam, 2009).

This research investigated the second year of undergraduate students of English Education study Program, Faculty of Teacher Training and Education, Tadulako University in academic year 2019/2020. The criteria of the research subject are active students who have experienced face to face learning activity during their first semester and have experienced online learning activity during their second semester until now their fourth semester. They are divided into 37 until 40 students each class. Further, the total number of the 2019 batch is 236 students. The students were assigned with in-depth interviewsessions then the data was supported by photo voice data.

4. Results of the Study

In this research, there are two kinds of techniques of data collection that the researcher used in presenting the data. They were in-depth interview and Photovoice. In-depth interview was used as the main data to gather information about the students' learning experiences while using online learning media during COVID 19 era. The findings of this study are presented as two particularistic case studies followed by a cross-case analysis. The Photovoice were used as supporting data and evidence regarding the students' learning conditions.

4.1 Finding of case one– Students with better internet connection

This group of students represents the students who have internet availability. They represent the students who live in the city which have better internet connection. These students are students from Menui Island in Morowali, Central Sulawesi who are currently pursuing their study at Tadulako University in English department study program batch 2019. At the time of the data collection these students were in Palu city and have internet connection including Wifi, and personal internet connection. Students from case one are two students whose identity were acronym by using a system of alpha numeric aliases and used to designate individuals' experiences transcriptions. During the pandemic, the students in this group particularly have no further obstacle rather than their motivation and sometimes the lack of network which is solve-able problem considering they have free Wifi at campus which is accessible to any student. They are not only equipped with numerous access to internet availability but also other facilities such as books and computers which concluded that rather than other factors these students seem to have no further problem on their online learning activity using online learning media.

The in-depth interview was conducted on March 20th 2020. The purpose of this interview is to find out the students' experiences using online learning media during COVID-19 pandemic. After looking at the students' interview transcript on case one, the researcher could identify several important points. Seemingly both students, NFS and EKP, felt that they have difficulties in understanding the materials that have been delivered through online learning media because of the internet connectivity that is sometimes lost during classroom meeting.

4.2 Students' learning experiences

For student NFS, it seems that she faced challenges attending the online class since day one because not only she is not used to the system but she also gets bored by using the online media. However, student EKP is more likely enjoying her experience using the online learning media in the first few months of the system application. This is because she has a good internet connection to support her learning activity using online learning media.

4.3 Students' Learning Obstacles

Both of the students mention that the use of online learning media as the main system of learning did not very much help them. It

was because not only of the internet connection was not in its maximum capacity and sometimes lost, but also because they felt it is harder for them to get used to these kind of learning system (Aratusa et al., 2022). Moreover, she mentioned that since most of the time they have difficulties in making interactions with others to have discussions about the materials. Additionally, times when they are trying to reach out for their lecturer for help about the material are sometimes left unanswered. Their friend did not have the time to discuss that matter. Knowingly these students live in the city which means that internet connection would not be a major factor for them to not continuing their studies like before but, those matters factually happened to them too.

Furthermore, the government internet quota aids are simply not enough to cover the entire monthly quota that they need to access zoom. Notice that zoom needs, the most used platform that these students use to study during the pandemic, a large amount of quota because it has to allow the students to communicate using video call and this surely caused a lot of data. These students have mentioned that although they have their own internet data, they have to try to search for Wifi because its connections are more stable than their own internet data. They access Wifi by buying them from their landlord which again costs them a lot of expenses. Student NFS mentioned that using zoom to study she face a lot of problem such as she could not hear the lecturers' voice because the other students did not turn off their microphones, she got bored easily because of that and worse she did not understand what the lecturer have explained.

4.4 Students' Learning Motivation

The above students also revealed that online learning affects their motivation to study. Both students mentioned that they got bored by this system, they did not understand the materials, they could not express their opinion freely and could not interact well with others. It could be identified that the students' intrinsic and extrinsic motivations were affected (Habibah, Asmawati, Fitriingsih, & Nurdin, 2021). When they mentioned that they got bored it means that they are not willing to try to adapt to this matter and simply not enjoying the class. Thus, it did not give them happiness and personal satisfaction to participate in the classroom activities (Richard & Deci (2000)). Moreover, the above issues caused them not to understand the materials, and these can justify why their extrinsic motivation decreased during participating in online learning.

4.5 Finding of case two – Students with poor internet connection

In the case two, the students represent those who live in Menui Island, Morowali, Central Sulawesi. These students have difficulties in accessing the internet, considering they live in remote areas where the internet networks have not reached their region. This is a big problem since the current conditions of Indonesian education system has forcedly shifted from face-to-face learning to online learning due to the COVID-19 pandemic. The only way for the students to keep on track to their studies is that they need access to the internet to engage in the online learning media.

In addition, the limited access of internet connection has implicated to being absent from their studies. Hence, in order to have access to their study, these students have to travel somewhere just to find little internet connection. According to these students they have to travel to another city which is Kendari, Southeast Sulawesi since it is the closest one to their hometown to get access to the internet. However, for some students, they cannot travel that far. Thus, they have to travel to an Island that is located three hours away using a boat from Menui island. Sadly, this alternative has only a limited number of the students that could access the internet because the network is a closed network in which only ten people can access it at one time. Other students have to climb a tree to gain network. The in-depth interview was conducted on March 22nd 2020. The purpose of this interview is to find out the students' experiences using online learning media during COVID-19 pandemic. Following up to the students' interview transcripts, it is worth mentioning that the students from case two definitely face a lot of difficulties during their online learning activity using online learning media during the pandemic. These students live in Menui island, and one of them lives in the capital city of Menui island which is Ulunambo and another one lives in a much farther island which is Pandei Laut village.

4.5 Students' Learning Experiences

These students have many experiences during the online learning activities. First, AUH student, who lives in Pandei Laut village, has to travel far away from her home just to get internet connectivity. In fact, there is internet connectivity in her village but just a mini transmitter and that is not enough for all of them to access the internet. For student NUI she mentioned similar conditions as expressed by AUH. She mentioned that because of the lack of internet connection the quota aid given by the government has become useless for the since they did not get any and using their own internet data they have to travel to access it since there no connectivity.

4.6 Students' Learning Obstacles

In conjunction with obstacle, the students find some obstacles, such as they have to climb over mountain to get a signal. For AUH, the main obstacle is that she has to travel to another island to get signals from Kendari, but still it was not good enough because the Zoom meeting room was still freeze. While for NUI, she has to travel for about 15 km then climb mountain to get signals, even so she still did not get signals and the Zoom meeting room was freeze and she could not hear any voice from her lecturer. These actions are definitely dangerous given that climbing those places comes with risks of having bad weather that could impact

their well-being or even get injured. They could only succeed in accessing the internet if only the weather is good. She also mentioned that sometimes the internet signals could not even access the internet. AUH's obstacle is also felt by student NUI, who lived in Ulunambo. Although seemingly she has a better connection since she lives in the capital city of Menui island, in fact her condition is not so much different that student AUH. She mentioned that she and the students who lived there have to travel away as far as 15 Km from their home, climbing trees, mountain and even worse they have to climb the tower transmitter itself. These dangerous acts have to be done by them so that they could have the slightest internet connection to access zoom.

Both students' learning environments are also not conducive. For instance, they have to climb places to get a better placeto study. In addition, facilities to study can be considered zero since sometimes they ended up sitting in the ground, rock and even the tower. Based on their stories, it may be noticeable that, these students did not receive the educational necessities for them to pass the class (Djaja, 2017). In fact, these matters suggest that the students completely neglected and have to find resources on their own. Regarding the use of online learning platforms, although they encountered the internet connection problem, the two students have common views that they did not find it hard its usage. NUI asserts "the most used platforms are Zoom and Google classroom. I do not find it hard to use it, except for the internet problem".. AUH explained that the most used platforms are Zoom and Whatsaap. Like NUI, AUH also find Zoom was not hard to use. Yet, for her, Whatsaap has been the most difficult one since Whatsaap requires the students to have weekly update which need internet connection. For AUH, despite the fact that she found the advantages of online learning for her, such as could learn a new way of study, she maintained that the unsolved problem of the internet connection made it impossible for them to access the online learning applications. However, unlike AUH, NUI stated that there are no advantages for her to use the online learning application because she hardly understands the materials. She felt that it is useless since she could not access anything using the internet connection in her region.

4.7 Students' Learning Motivation

Interview data with the students strongly indicated that they are not having a good learning period during the online learning activity. These students have to deal with the lack of internet connection in their hometown, experiencing learning in a bad condition, and limited facilities. As a result, they impacted on their learning because they could not understand any materials that have been delivered.

A. Cross-case Analysis from the two cases

The cross-case analysis wants to consider in which areas the two cases suggest the same points, where they differ, and where the two cases conflict. To recap the findings from each group and allow for comparison, outcomes are profiled and explained as follows:

1. Students from case one and case two have mentioned that the internet was interrupted. However, for case one, they still can access the internet by using , Wifi and their own internet. They might have faced the internet lost sometimes and logged out from their Zoom meeting, but they still can solve that problem by buying the internet data or going to places with Wifi to continue their learning activity. Case two, on the other hand, faced far worse internet problem since they did not have the internet access in their region. Consequently, to get internet access they have to travel far away from their hometown, even after they have it, it was still not enough to access the internet. Moreover, these students have to do a lot of effort to join a zoom meeting, such as they have to climb trees, mountain and towers to access internet, and not to mention that they have no facilities nor good conditions to engage in online learning in their region. Hence, it can be inferred even though the students have similar problem to the internet issue, they are just different from each other to the way the availability of the network and how to access it are quite different from the cases.
2. Both students in case one and case two have learned through using several platforms, such as Zoom, Whatsaap, Google Classroom, LMS (Learning Management System) and Edmodo. In particular, the two cases used Zoom as the most used platform to their study, but their response toward the difficulties of each application is different. In case one, student NFS find Edmodo hard for her since it is still new and the way to operate it is quite different than her other application. Student EKP found it hard to use Zoom and LMS because they were new and she needed to adapt. For case two students, AUH mentioned that it was hard for her to use the Whatsaap because sometimes whatsapp needs update and if it was not updated, she could not use it. Student NUI, on the other hand, did not find any difficulty to use the application.
3. Both case one and case two students felt the advantages and disadvantages of the online learning during the pandemic. Case one students agree that the advantages of it lie on the flexibility of time to join the class. Regarding the disadvantages of online learning, they argued that the internet connection interruption was the issue which madethem logged out from the Zoom meeting very often leading to difficulty in understanding to the materials given. Differently, the students from case two think in a slightly different way than case one students. Student AUH, in particular, perceived the advantages of the online learning during the pandemic as she was able to learn to a new way of learning. Yet, student NUI found it did not get any advantages for her. Nevertheless, they had common opinion with regard to the disadvantage of the online learning, which is the poor internet connection that affected them not to be able to understand the materials.
4. This study found that all students from case one and case two prefer the face to face classroom activity compared to the online

learning. It is because they understand the materials better during face to face class. Additionally, they can interact with their lecturers and peers, and also can discuss well about the materials. It is shown that regardless of their different learning condition, all students still prefer the face to face class to online learning class. Additionally, after analyzing each case interview transcription, students from case one and two similarly had a learning motivation issue which was caused by the uncondutive condition, particularly internet connection issue, during attending online learning condition. In this case, the sudden swift learning system from offline to online learning has affected their intrinsic and extrinsic motivation in learning. . Specifically, the major important factor like internet connections is still unreachable to the students.

5. Discussions

The analysis has given few relatively important discoveries of what has been experienced by the students from Menui Island, Morowali, Sulawesi Tengah. As mentioned before the students face many difficulties to pursue their study during the COVID 19 pandemic. Especially students from case two, these students must face things that can affect their well-being since they have to face dangerous situations in order to get an internet connection to study.

The above case aligns with the reflection by Giatman and Basri's (2020) research where they mentioned that 'one of the main things that needed to be fixed is the internet infrastructure by Telkom.' Surely this condition is not only happening in Sulawesi Tengah but in some parts of Indonesia as well. These facts make sure that these problems should have been considered thoroughly by the government before settling to use the online learning activities. The most crucial factor is that these matters are unsolved just by buying internet quota for each person. The government gave the internet quota aid for all of these students but the agency and the government did not consider the access of the internet to some region in Indonesia.

In addition, Febrianto (2020:233) argues

'Social, economic and cultural considerations are significant indicators of the absence of successful online learning in Indonesia in a variety of regions. Rural societies are not able to embrace the new approaches and instead use outdated methods.'

The finding above has also been voiced by Agung et al. (2020) who claim internet accessibility is still the major factor influencing the success of online learning.'

Among these three previous researchers they all have similar results to this study which are about three major reasons that are the causing factors from their findings: the internet accessibility, the online learning media problem to study during online learning activities influenced by the connection factors and interpersonal relations which are established better through face to face learning activities. Which also reflected well in this study, in this research it was found that internet connection has been the major problem for the students to use the online learning media as substitution to the face-to-face learning activity. Align with Giatman and Basri's (2020) who mentioned the Telkom Company has to fix its infrastructure the result of this study also suggest that it is necessary for the government who runs the Telkom Company to add more additional supporting infrastructure in Menui. As a preventive action, the government should install more Telkom towers in remote areas like Menui in order for the students to achieve the national learning objective.

The difference from the previous study by Giatman and Basri's (2020) to this study is that the researcher found that not only the students have to face difficulties finding networks in their region, they also face motivation issues. These students have intrinsic and extrinsic motivation problems which are caused by their learning conditions and the internet problem. None of those matters have been investigated further in those researches.

For whole matters, the students have lacked both intrinsic and extrinsic motivation to study. They simply are not happy to study with bad environment and bad connection, they did not have personal satisfactory about the achievement that they have during the classroom activity since there are none, they have no hope for getting the knowledge that they need, they have to try even harder than they should just to access something that they could not understand, they got lazy to study, these are factor that explained why they have lack intrinsic motivation. Lack of government support as the provider of the network, lecturer sometimes did not give them the proper features of learning (Djaja (2017)). No references to study, no access to study and no beneficial score achievement for something they could not understand, hence those reasons make the students have problem with their extrinsic motivation. Both AUH and NUI stated that they fond of offline learning activity or face to face learning activity because they can express their opinion better, they could ask the lecturer directly if they have difficulties, they understand the material better and it is hard for them to adapt to the online learning activities. Online learning systems usually runs on the Internet, poor internet coverage or limited Internet data packages are also typical obstacles felt by e-learning students, especially those that come from underdeveloped countries like Indonesia with limited Internet connectivity and low bandwidth (Aini et al. (2020))

It found that by keep neglecting the infrastructure issue will definitely undermining the students' motivation to learn during this pandemic. This research also found out that the students have issues with their learning environment too. The students have not been supported with good learning facilities during the online learning period. The previous researches mentioned only the internet issue and how it contributes to the students' learning conditions.

Further, this study also found out that the students the way of the students' way of learning seem like synchronous learning but in reality they engaged both ways, synchronous and asynchronous. During synchronous learning, these students most of the time

doing a real life time learning by using Zoom and they interact directly with each other participant and lecturers, although sometimes the interactions did not happened. During asynchronous learning the students used other application that did not required them to do video call meeting or real time interactions like Whassaapp, LMS, Google Classroom and Edmodo. Using those applications, they learn a way of study by submitting and learning without the actual interactions and usually learn through pre-recorded message and E-book. This result also reflected in Agung, Surtikanto and Quinones (2020) who mentioned that the availability of more friendly platforms will engaged students participation in online learning.

The challenges faced by the students from Menui island, such as the poor internet connection and the lack of supporting facilities, are also reflected clearly by the study of (Aini et al. (2020)) in Tangerang, Banten. In their research, they reviewed that in higher education institutions where there is not a standard system for delivering online learning; students may find themselves using various education platforms for different courses. This is hard for the students. Ultimately, since online learning programs are typically operated on the Internet, weak internet coverage or restricted Internet data packages are common obstacles encountered by e-learning students, especially those from developing countries such as Indonesia, which has limited Internet access and low bandwidth. Drawing from their findings, the researchers have wondered that this situation could also happen to the students who live that live near Indonesia's' capital city, Jakarta. In fact they also faced the internet problem same like the students from Menui Island. This is rather disappointing to point out that even those who live near the most crowded, advanced and modern city in Indonesia still face internet problem during online learning activities. This may reflect Indonesians internet network coverage needs to be improved to support the implementation of online or even blended learning in the future.

This study found that the students from case two encountered much more trouble during their online learning period. They encountered the internet connectivity issue, and even they have to travel far away from their home to search for internet connection. In order to have the network they must climb trees, mountains and network transmitter tower to access the internet connection. They have to sit on the ground, rocks or any places that they can sit on. Indeed, those actions are dangerous for them, and ultimately decrease their learning motivation. Due to the transitions from offline to online learning, the case two students have trouble with the use of the online learning media. Most of them use zoom as their main learning media and because of the internet they are not able to communicate to the lecturers via zoom. . Additionally, messages from their friends and lecturers in Whatsapp are left unanswered making them have no one to interact to discuss about their study. Accordingly, they did not felt any academics advantages during the learning process because they can barely understand what has been explained by the lecturers.

They are elements from outside (Tengku (2012)) which are the internet connection and online application problem but also the teachers and peers (Tuan (2012)) made it uncomfortable to interact with since there are no responses from the other parties. Hence AUH and NUI clearly stated that they enjoy and understand the materials and class more when it is a face-to-face meeting. In fact, the students seem to have easy access to the online learning media because they access it anywhere and anytime but that did not impact any less since the disadvantages of it are far worse, it is not understandable and inaccessible sometimes. Christensen (2001:267) mentioned that if students are not equipped for online classes if they do not see technology as useful to them.

This study also found that the students have to buy the internet quota for themselves since the government internet quota aid sometimes did not reach them. This is a big issue for them since they come from low income family. This is a huge burden to them buying big gigabytes of data, which is expensive, to access their online learning media like zoom. Thus, all of those challenges faced by those students make them prefer the face-to-face classroom activity rather than the online learning one. This also implies that online learning media is considered an unsuccessful method of learning during COVID-19 era for students in the remote area particularly in Menui island. As a preventive action, the government should install more Telkom towers in remote areas like Menui in order for the students to achieve the national learning objective. The findings above may resonate similar condition experienced by students who live in remotes areas in different geographical context in this country and may reported by other studies.

6. Conclusion

It is known that the students who lived in Menui Island face a lot of difficulties in accessing the internet connection because they live in remote area. In addition they also face lack of motivation because of it. Based on the result of the analysis, the researcher found that most of the students who live in Menui Island during the online learning period have more obstacle and bad leaning experiences and motivation rather than the students from Menui Island who live in Palu during the online learning period. Although both students cases similarly stated that both face the internet connection problem, students from case one problem are relatively mild because they could find another way of searching for internet connection for example going to places that have Wifi or even purchasing their own. But for the students from case two they did not have any other option than leaving their home in search for internet connection. Since in their villages the internet transmitter could not cover all students' connectivity needs and the signals are just too bad to access Zoom. The students from case two face challenges during that time because they ended up climbing trees, mountain and Telkom network transmitter just to receive a signal. Their learning environment and facilities are also not supporting them to study. Both students cases face their motivations to study during that time are lacking because they could not adjust to the sudden educational system swift and because they barely interact and participate in classroom activity also because of the internet network problem.

7. Limitation of the Study

It is clear that this study has some limitation. First, the respondent in this study live far away in a remote area so it is hard to get every single data. The data has to be transferred using chatting app then transcribed into words the process of taking the data of in-depth interview are complicated and with many difficulties faced. Second, photovoice data is even harder to get, that is why the photos are limited, only four pictures because we have to climb far to the mountain and trees to find one. Further this study has to expand the context, find more resources and respondents.

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