Equivalency Education: Distance Learning and Its Impact in Indonesia

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Abstract. Education underwent changes during the emergency period of Covid-19 spread, including Equivalency education in taking measures in response to and anticipation of Covid-19 spread, not having face-to-face learning activity, and changing to online learning. This research aimed to examine the impact of distance/online learning on Equivalency education in Indonesia. This research used quantitative method and survey approach to collect information of distance learning in equivalency education. The respondents were tutors and students of package A, package B, and package C in Sumatra Island, Java Island, and Nusa Tenggara. The research sample consisted of 129 equivalency tutors and 148 equivalence students. The data were collected via online questionnaire. The data were analyzed using descriptive statistics by presenting the frequency distribution. The research results show that the preparation for distance learning in the facilities and infrastructures aspects in support of learning was not optimal, as shown with low-power and uneven internet network. The learning components were prepared based on the standard determined by tutors themselves referring to the curriculum. The ability of using learning information technology was still a problem because of low digital literacy. Learning was carried out through various platforms of learning management system and social media and the seTara Daring platform prepared by the ministry of education was not used for uniformity of distance/online learning. Assignment was dominant in the learning method. Learning evaluation was carried out through presentation, questions and answers, practice, daily quiz, mid-term exam, and final exam. The inconsistent connectivity between teachers, students, and parents led to students' affective achievement not in line with learning objective. Therefore, improvement is needed in the implementation of distance/online learning covering improved facilities, application with user friendly platforms, and efficient, continuous and integrative online socialization.

Key words: equivalency education, distance learning, learning management system

INTRODUCTION

The landscape of global education is currently focused on provision of education for all. Many countries in Asia Pacific, including Indonesia, have moved out of traditional school system. Based on Law Number 20 Year 2003 on the national education system, the school system out of the traditional system is called non-formal education serving as substitute, addition and/or supplement to the formal education in support of lifelong education (Republic of Indonesia, 2003). The Equivalency Program in Indonesia is of the scope of non-formal education and built to accommodate children and adolescents who were previously eliminated by the traditional system (Darmawan et al., 2020). The Equivalence Program gives the young generation the opportunity, especially from economically disadvantaged community (dropout, street children), poor farmer or fisherman community, and those living in remote area to go to school again through an alternative path (Porowski et al., 2014). In general, the equivalency program has become the second opportunity for the community to continue their education, so that children and adolescents who are prone to dropout can reach academic and social success with appropriate support.

The United Nations Educational Scientific and Cultural Organization (UNESCO) has since 1987 initiated the equivalency program as the form of alternative education for those in need. The Asia-Pacific Programme of Education for All (APPEAL) defines equivalency program as an alternative education program equivalent to formal education (Sakya & Meyer, 1998). Theoretically, equivalency program can be implemented for all levels of education, namely elementary, secondary and tertiary. The equivalency program in Indonesia includes Package A (SD equivalent), Package B (SMP equivalent), and Package C (SMA equivalent) (Rosmilawati & Reid, 2020). Equivalency education is administered in many types of schools and is often characterized with flexible schedule, lower teacher-student ratio, and modified curriculum (Cahill et al., 2020). This way, teachers of equivalency education have bigger freedom and autonomy to choose the learning contents, methods and approaches in adaptation to the needs and capabilities of learners, conditions and local resources, and cultural factors.

The global outbreak of COVID-19 has spread throughout the world and affected almost all countries and regions. Its impact in some sectors, including equivalency education, has ceased face-to-face learning. There is an urgent need to innovate and apply learning strategy and alternative assessment. The COVID-19 has given the opportunity and opened the way to introduce digital learning or distance learning (Dhawan, 2020). The implementation of equivalency education in the face of distance learning is not a new concept, but this challenge may add to the complexity of education issues in Indonesia when it does not adapt to the condition appropriately.

The characteristics that distinguish distance learning are separateness between teacher and student in space or time; student's control of will to learn, instead of distant teacher; and continuous communication between student and teacher, all of which are mediated by some forms of technology (Perraton, 1988). Distance Learning is expected to adopt learning model in which teaching is not only regarding how information is communicated to student, but also how student understands and builds new knowledge from the information presented (Sherry, 1995). The distance learning environment should allow student to build knowledge under teacher's guidance, and report student's progress to teacher through the appointed distance learning platform. Therefore, the basic model of distance learning is to offer distant student similar experience to traditional face-to-face learning through bidirectional audio-visual interaction.

Challenges in distance learning can be institutional, pedagogic, and personal (Goomas & Clayton, 2013). According to Fincham (2016), the main challenge of distance learning is increased time demand, increased demand from student, difficulty in changing schedule and rhythm, lack of personal contact and demand for learning new technology (Erlangga et.al, 2021). Hefnawi (2020) highlights five challenges in distance learning related to instructional process phase. The challenges are understanding and level of retention, student's different level of experience, time to make choice, creating open learning environment and providing space for instilling attitude. Effective Distance Learning should be entertaining, relevant, organized, thematic, involving and creative during learning (Keegan, 2013). The research conducted by Nufrio (2007) between teacher and student presents technology and behavioral challenges for distance learning. For teacher, the challenges include planning for innovative learning, controlling teaching-learning process, acting as manager and facilitator, follow-up and monitoring (Ishofwan, at al, 2021). The challenges for student, meanwhile, include weak information and communications technology capability, frustration, low education quality, fear, plagiarism and ethi-cal violation. Distance Learning requires different skills and responsibilities and interaction in non-face-to-face distance learning, lack of focus in achieving learning objective and more emphasis on teacher role (Hoskins, 2013; Beck et al., 2014). Another important review confirms and summarizes main challenges of distance learning. The challenges include low quality of education and achievement, lack of socialization and motivation, isolation, lack of facial expression and body language and limited interaction (Knox, 2017; Sbaffi & Bennett, 2019; Zaheer & Munir, 2020). In order to satisfy these challenges, educational institution should find a way to build flexible and more comprehensive platform regarding technology that is synchronous with the condition. The multiple challenges will play the key role in curriculum design, especially related to distance learning.

The important components in teacher distance learning system are: program, curriculum, teaching material, service, and evaluation of learning outcome (Yerusalem et al., 2015). Moore & Kearsley (2012) discuss the management of distance education program and illustrate six components of the process and elements of distance education.
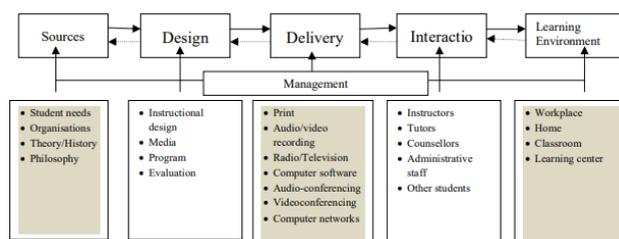
Figure 1. Model Distance Education

Figure 1 tries to realize field data to find an effective way to reach academic quality for student, and it seems that the system model for distance education can be used as a platform by improving the curriculum. Another important consideration shows source of knowledge, learning design, instructional delivery, interaction, learning environment, and curriculum administration as the key factors. Therefore, special techniques are needed to design learning material, special learning techniques, special methodology of communication through various media, and special organizational and administrative setting.

Some factors determine the success of distance learning, including quality of technology and facilities of distance learning, learning style method and approach, resource and service, skill and acceptance (Cheng et al., 2017; Al Azmeh, 2019). Quality of technology and tools play an important role in fulfilling the expectation and satisfaction of student and faculty member with distance learning. The technology and instruments facilitate transformation in teacher's mindset and student's expectation that can be

involved in learning at any time and everywhere (C. Haddad, 2006). Distance learning technology and instruments serve as the medium where learning is carried out and transformed (Haddad et al., 2014). This can be a confirmation that learning technology, learning quality and internet effectiveness are the determinant factors in distance learning.

The research highlights distance learning in equivalency education in Indonesia. This article aimed to examine distance learning and its impact on equivalency education in Indonesia. The challenges and opportunities of distance education and sustainable education in equivalency education during the COVID-19 pandemic are summarized and suggested in this research.

METHOD

This research used quantitative method with a survey approach to obtain clear information related to distance learning in equivalency education in terms of learning preparation, implementation, and learning evaluation (Newby, 2014). The information would be taken as the benchmark for further studies on long-term impacts of distance learning on equivalency education. The survey in equivalency education was divided into four. First, regarding demographic information, covering age, sex, marital status, source of income, occupational status, and residential arrangement. Second, distance learning preparation. Third, distance learning implementation in equivalency education. Fourth, distance learning evaluation.

The four types of information were obtained through the expert validated questionnaire. Learning technology expert test was carried out by expert (lecturer) of learning technology for corrective input and suggestion. Literacy learning expert test was carried out by non-formal education expert. Questionnaire link was sent via email, WhatsApp, and other social media to relatives. After clicking the link, participants would automatically be directed to the research information and approval. After the survey had been accepted, a set of socio-demographic questions would appear, covering age, sex, occupation, and residential area, followed with other questions.

The respondents were obtained with criteria of tutors and students of package A, package B, and package C who had implemented distance learning in Sumatra Island, Java Island, and Nusa Tenggara. The research samples consisted of 129 equivalency tutors and 148 equivalency students. The survey results were analyzed in Microsoft Excel using descriptive statistics by presenting the frequency distribution for category variable, reported as number of respondents, and summarized using percentage and interpreted to present data on distance/online learning in Indonesia.

RESULT AND DISCUSSION

Socio-Demographic Information on Tutors and Students

Equivalency education includes equivalency package*s* A, B, and C, designed for learners who are derived from disadvantaged community who have never go to school, dropout and dropout-continue, are of productive age who want to improve their life knowledge and skills, and other community members who need special services in meeting their life needs as the impact of changes in standard of living, scientific knowledge and technology. Equivalency education is one of the programs under the Sub-Directorate of Community Education and Special Education. The teaching-learning process can be performed in any of the existing places, either owned by the government, community or private property, such as Training Center, village office, place of worship, school building, resident's house and other appropriate places. The implementation, meanwhile, is performed by Non-Formal Education (PNF) units, such as Community Activity and Learning Center (*Pusat kegiatan Belajar Masyarakat* - PKBM), Learning Activity Center (*Sanggar Kegiatan Belajar* - SKB), Learning Group, Religious Organization, *Majelis Taklim* Center, Sunday School, *Pondok Pesantren*, Community Social Organization, Non-Government Organization (LSM), legal and business entity foundation, Technical Implementation Unit (UPT), Training in other departments.

Tutor condition in equivalency education during covid-19 pandemic was found out from 129 tutors distributed in Sumatra, Java and Nusa Tenggara islands. The characteristics of tutors in equivalency education involved as the research respondents consisted of tutors with civil servant status (PNS) of 19.4%, tutors with honorary status of 58.1%, while the remaining 22.5% were of other status. Workers as tutors were dominated by women of 64.3% and men of 35.7%. In detail, the profiles of equivalency tutors chosen as respondents are presented in Table 1.

Table 1. Socio-Demographic Information of Tutors and Students

No	Category	Tutor	Student
Sex			
1	Male	59%	36%
2	Female	41%	64%
Education Level Category			
1	Equivalency Package A	3%	9%
2	Equivalency Package B	21%	23%
3	Equivalency Package C	76%	68%

In the aspect of tutor criteria, 8.5% were equivalency tutors of package A, 23.3% were equivalency

tutors of package B and 68.2% were equivalency tutors of package C. Besides having profession as tutor. In regard to category of occupation, those whose profession was indeed tutor were 39.5%. 11.6% were learning instructor. Meanwhile, 34.1% were teachers who teach in equivalency education. There were 7% administrative workers, also serving as tutors, and 7.8% of other profession but also serving as tutor. Tutors' education levels vary, that 0.8% tutors were of Senior High School graduates, while 86.8% tutors were of S1 (Bachelor) education level and 12.4% tutors were of S2 (Master) education level. The income from occupation as tutor was not totally equal, that 86% tutors had income ranging from 1 to 2 million Rupiahs, 10.1% tutors had income ranging from 2 to 4 million Rupiahs, and the remaining 3.9% tutors had income ranging from 4 to 6 million Rupiahs. Tutor's role in equivalency education differs from that of teacher of formal school, because of the different conditions of learners of some school-age children and of adults in the community from the characteristics of learners at school. It is tutor's role as facilitator who helps and attempts to facilitate leaners in learning, thus tutor as facilitators serves as source of learning more. However, this role of tutor shifts in line with the cases of covid-19 spread.

The condition of learners in the implementation of equivalency education during covid-19 was found from the 148 learners of equivalency education package A, equivalency package B, and equivalency package C. In their involvement in this research, the learners gave recommendations for designing distance/online learning strategies. The characteristics of learners involved in the researcher include; a) male 58.8% and female 41.2%. b) 12.5% learners were 10 to 15 years old, 47.3% were 16 to 20 years old, and 19.6% learners were 21 to 25 years old, and 12.2% were over 25 years old. c) 2,7% were learners of package A, 20.9% were learners of package B, and 75.7% were learners of package C. In regard to information of learners' profiles involved in the research, 55.4% were from SKB, 42.6% were from PKBM, and 2% were from home schooling. The learners did not only focus on learning, but some were working, that 61% learners were working.

Covid-19 caused varied impacts, since not all equivalency education tutors had the capabilities, skills an access needed for them to keep facilitating learners in learning during pandemic. All this time, before Covid-19 outbreak, the Ministry of Education, Education, Research and Technology had facilitated seTARA Daring for non-formal education implementation, but not all non-formal education institutions and units used the facilities. seTARA Daring administration can only be performed with non-formal education institution and unit with sufficient facilities

and access. Covid-19 requires non-formal education institution and unit, such as equivalency education, to perform distance education or online learning. Tutors are currently required to be capable of planning, implementing, and evaluating learning in equivalency education online regardless of capabilities, skills, facilities, and access.

Learning Preparation

Based on the results of observation on tutors in planning distance or online learning in equivalency education, tutor's preparation for Distance/Online Learning implementation varied, that 14% tutors mastered information technology, 76.7% tutors felt they mastered information technology fairly, while 9.3% tutors felt they were illiterate and limited in information technology mastery. In distance/online learning preparation, information technology is the key for tutors since their tasks and jobs require them to innovate in learning and will be more complex when there is no solution to information technology mastery. The availability of internet network/access in preparing distance or online learning was also a concern since their internet network often faced trouble. Preparing distance/online learning shall use some platforms that can accommodate learning implementation, that 11.6% tutors used existing digital source of learning, 72.9% tutors used social media (Whatshap, Youtube, and other Online Social Media), while the other 16.3% tutors used Learning Management System (LMS) such as Google Classroom, Edmodo, One Class Note, and other LMS. In the aspect of facility in carrying out online learning, 75.2% tutors had laptop, 38% had smartphone, 65.1% had power network and 60.5% had internet network and 74.4% had data package.

Table 2. Preparation for Facilities and Capabilities to Master Information Technology in Distance/Online Learning

No.	Aspect	Frequency	Percentage
Tutor uses social media application in learning from home (BDR)			
1	Youtube	66	51.2
2	Instagram	13	10.1
3	Zoom Meeting	49	38.0
4	Google meet	32	24.8
5	Wa/telephone	116	89.9
6	Setara Daring	2	1.6
8	Facebook	1	0.8
9	Google form	1	0.8
Tutor uses the existing teaching material.			
1	E-Module	75	58.1
2	Textbook	44	34.1
3	Student Worksheet	10	7.8
4	All is used	1	0.8

Tutor uses online learning technology platform

1	Use the existing digital source of learning (seTARA Daring)	15	11.6
2	Use social media (Whatshap, Youtube, and other Online Social Media)	94	72.9
3	Use Learning Management System (Google Classroom, Edmodo, One Note, and other LMS)	21	16.3
Availability of Tutor's Infrastructure			
1	Have PC/laptop	97	75.2
2	Have Smartphone	49	38
3	Have Power Line	84	65.1
4	Have internet network	78	60.5
5	Have Data Package	96	74.4
6	Others	10	7.8

Teaching materials planned by tutors are different in support of online learning implementation, such as E-Module of 58.1%, textbook of 34.1%, and Student Worksheet (LKS) of 10%. Social media in online learning need to be prepared for smooth, effective and efficient course of distance/online learning. Tutors used social media applications in preparing for learning online, including Youtube of 51.2%, Instagram of 10.1% and *Zoom Meeting* of 38%. Whatsapp was the dominant social media prepared for use by 89.9% tutors in distance/online learning, seTARA daring by 1.6% tutors and Facebook and Google Form by 0.8% tutors each.

In distance/online learning planning phase, tutors also performed identification as the initial measure of planning learning not referring to learners' needs, but referring to government resolution in online learning implementation. Material determination highly depends on tutor, consequently learning materials taught do not conform to what learners need. In formulating learning objective of equivalency education, equivalency learning refers to the outline on the Core Competency (KI) and Basic Competency (KD) arranged by the government concerning equivalency education packages A, B, and C. Preparation for distance/online learning is described in detail in Figure 2.

Figure 2 informs that 98.4% tutors arranged distance/online learning implementation plan. Tutors also prepared learning scenario for 97.7%. Meanwhile, 99.2% prepared themselves for learning online. In addition, 97.7% tutors also prepared distance/online pre-learning measures. 86.8% tutors stated that they had designed special learning media

for distance/online learning and 98.4% tutors used the existing learning media to support distance/online learning. 92.2% tutors also used the existing digital sources of learning and 78.3% tutors designed teaching materials on their own in support of learning.
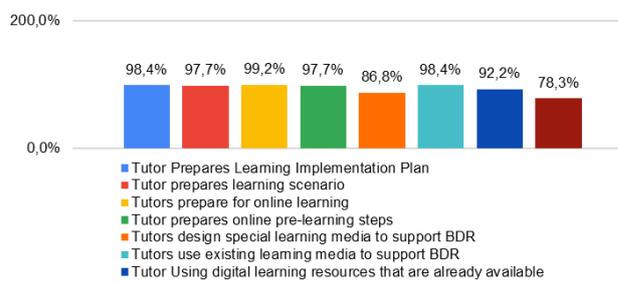
Figure 2. Chart of preparation for distance/online learning

Learner's preparedness is the initial condition of a learning activity that makes learner ready to respond/give response themselves in reaching certain learning objective. The results of observation on the condition of preparedness of learners of equivalency education in distance/online learning, including a) availability of learner's infrastructure, b) learner's objective of participating in equivalency education, c) self-confidence in participating in learning online, d) readiness of using information technology, and e) motivation in involvement in learning online. The results of field observation are presented in Table 3.

Table 3. Equivalency learners' preparation for distance/online learning

No.	Aspect	Frequency	Percentage
Purpose of participation in Equivalency Education			
1	Acquire certificate/diploma	89	60.1
2	Improve learning capability	57	38.5
3	Increase income	1	0.7
Preparedness in using information technology			
1	Able to operate computer, smartphone, access internet and easily master latest technology changes	31	20.9
2	Able to operate computer, smartphone, access usually used and accessed internet	30	20.3
3	Only able to operate smartphone and use internet as necessary	81	54.7
4	Not master internet technology at all	6	4.1

Table 3 informs that the learners' purpose of participating in equivalency education varied, including obtaining certificate/diploma 60.1%, increasing learning capability 38.5%, and increasing income 0.7%. Self-confidence is learner's basic capital to participate in learning but in the time of distance/online learning, the learners' self-confidence in participating in distance/online learning was not entirely good. The preparation for using information technology in distance/online learning was a necessity, but only 20.9% learners were capable of operating computer, smartphone, accessing internet and easily mastering latest technology changes. 20.3% learners were capable of operating computer, smartphone, accessing commonly used and accessed internet. Meanwhile, 54.7% learners were only capable of operating smartphone and using internet as necessary and 4.1% learners did not mater technology internet at all. In regard to learners' motivation in involvement in distance/online learning activity, it is found that they were greatly interested, which was the basic capital for success in distance/online learning.

Distance/Online Learning is the alternative chosen for continuation of equivalency education in Indonesia during covid-19 pandemic. Preparation for distance/online learning in the aspect of learning supporting facilities is not entirely available with low-power and uneven internet network. The other aspects in learning preparation include plan for learning implementation, digital source of learning, teaching material in support of learning, online pre-learning measures, designing special learning media to support BDR is available but this preparation is based on the standard determined by tutor referring to curriculum. Preparation in using learning information technology is still a concern because of digital illiteracy and digital low literacy along with the short time taken to adapt to using information technology in learning. This finding is confirmed with the research results (Moore & Kearsley, 2012) that institutions choose distance education for some reasons, such as accessing learning and education, renewing developed skills, enhancing cost effectiveness, increasing the quality of education structure, increasing the capacity of education system, balancing inequality between age groups, giving education to certain people, target group, giving training of emergency cases to target group. However, institutions sometimes face constraints and problems in technology integration. Ertmer. P.A., (1999) identifies the first order (external) and the second order (internal) of constraints for technology integration. The first constraints are related to instruments, education, access, time and technical support; while the second level of constraints (specifically for teacher) are related to pedagogy,

trust, and personal preference (Hager & Fiechtl, 2019).

Learning Implementation

Learning activity implementation is greatly dependent on tutor's capabilities and skills. In the learning implementation stage, learning activity starts with initial preparation, that is ensuring learner's preparation for distance/online learning. According to the observation, 18.6% learners of equivalency education through distance/online learning were deemed not ready to participate in distance/online learning and 41.9% felt they were not ready to participate in distance/online learning. The stages carried out by equivalency education tutors in distance/online learning activities were, among others: a) 99.2% tutors prepared online learning implementation measures. b) 97.7% tutors checked learners' presence in online learning. c) 98.4% tutors ensured learners were ready to participate in learning. d) 98.4% tutors delivered material as per the method used. e) 99.2% tutors gave learners a second chance for asking, expressing their opinion, and/or reflection. f) 72.9% tutors communicated with learner parents/guardian or learner related to learning assignment. g) 88.4% tutors monitored learner's activity. h) 73.6% tutors reminded learner's parents/guardian or learner to collect assignment sheet. i) 99.2% tutors ensured assignment from previous meeting was collected, and j) 88.4% tutors gave feedback for learner's work/assignment/learning experience reflection.

Learning method is one of the aspects that brings learning to a certain ideal destination appropriately and fact as desired since there is a general principle in method implementation, that is the principle perform learning in fun, uplift, full of support and motivation, so that learning material will be easily received by learner. The use of online learning method in distance/online learning of equivalency education is designed carefully and appropriately. Some of the learning methods used by tutors in distance/online learning are presented in Figure 3.
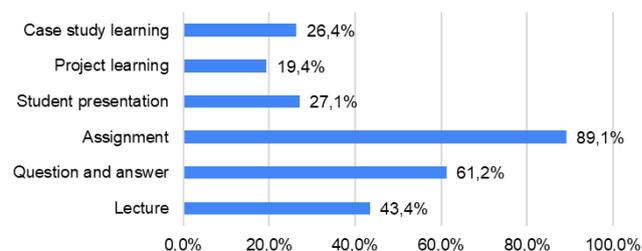
Figure 3. Chart of the use of distance/online learning method used by equivalency tutors

Figure 3 informs of the use of learning method by tutors in distance/online learning, including speech of 44.3%, questions and answers of 61.2%, assignment

of 89.1%, learner's presentation of 27.1%, project learning of 19.4%, and case study learning of 26.4%. The distance/online learning system is a learning system without direct, face-to-face meeting between tutor and learners, but via online using the internet network. Tutor should ensure that teaching-learning activity keeps operating, even if learners are at home, thus tutor is required to design learning instrument as an innovation by using online media. In its implementation, all distance/online learning activities operates almost as expected. In the aspect of material given, learners deemed 68.2% learning materials were as needed, 18.9% were deemed as per tutor's capability, and 12.8 were deemed pursuant to surrounding environmental condition. The learning method often used by tutors in distance learning are deemed by learners 83.1% compatible, 14.2% less compatible, and 2.7% incompatible. The learning methods often used by tutors in distance/online learning were speech of 20.9%, questions and answers of 32.4%, practice of 13.5%, and 75.7%. Besides, for effective and efficient distance/online learning as learning media innovation, some platforms were used, including zoom meeting of 23.3%, google meet of 15.5%, google classroom of 26.4%, whatsapp of 70.9%, video call of 2%, sms, edmodo, class one note each of 0.7%, and seTARA daring of 2%. The teaching materials used in distance/online learning also varied, including youtube of 30.4%, E-Modul of 61.5%, LKS of 10.1%, textbook of 25% and google of 2%, and electronic textbook of 3.4%. Learners mostly agreed that distance/online learning could be performed any time and everywhere. Effective communication in learning is one that is always established between learners and tutor so as to change learners' attitude and character to betterment. Communication in distance/online learning by learners is illustrated in Table 4.

Table 4. Communication in distance learning

| No.	Aspect	Frequency	Percentage
Communication in learning with tutor using information technology			
1	Ready to communicate with, deliver opinion to, and have discussion with tutor	84	56.8%
2	Ask for tutor's help when needed	38	25.7%
3	Communicate only when asked by tutor to do so	26	17.6%
Communication in learning with friends using the internet media			
1	Feel alright to express opinion in writing to others.	75	50.7%
2	Feel alright to respond to others' ideas.	48	32.4%
3	Give constructive and proactive feedback to others even if I do not agree on it	39	26.4%
4	Ineffective and has never communicated with friends	2	1.4%

Table 4 informs that communication between learners and tutor, including 56.8% learners were ready to communicate with, express their opinion to, and discuss with tutor, 25.7% learners communicated with tutor asking for help when needed and 17.6% learners communicated only when tutor asked them to do so. In the aspect of communication in learning with friends using the internet media, 50.7% felt they were alright to express their opinion in writing to others, 32.4% felt they were alright to respond others' ideas, 26.4% gave constructive and proactive feedback to others even when I do not agree, and 1.4% felt that communication via internet was not effective and they had never communicated with friends.

Learning was carried out using some platforms of learning management system and social media, and the seTara Daring platform provided by the Ministry of Education for uniformity of distance/online learning was not used. The dominant learning method used was assignment. Besides, parents' involvement in reminding children was the key factor in completing the assignment assigned to learners. The materials were presented through the distance system or online learning with prepared e-module, student worksheet, and teaching material as the sources. Interaction was carried out by giving learners the chance for asking, expressing their opinion, and/or reflection. Feedback was made in assessing learners/ work/assignment/learning experience reflection sheet. The constraints in distance education implementation were uneven network and availability of sufficient information technology, lack of teacher and student's skills, and lack of supporting services. These research findings conform to the research conducted by Davis et al., (2019) that student's constraints in learning online may be misinterpretation from what is expected, time management and interpersonal communication; meanwhile, instructor's constraints may be related to expectation identification, giving feedback and interpersonal relations. O'Doherty et al., (2018) stated in their research based on the literatures that online learning constraints may be limited time, weak technical skills, insufficient infrastructure, lack of strategy and institutional support, and negative atti-

tude of all people involved. Besides, limited experience in learning online has institution confused of how to operate learning process because of educators' and administrator's limited capability in implementing education online (Shantini et al., 2021).

Learning Evaluation

Distance/online learning outcome is assessed by tutor in consideration of all activities and assignments. The result of assessment by tutor in learning evaluation for the aspect of presentation was 28.7%, answers and questions was 38.8%, practice was 20.9%, mid-term exam was 68.2%, and final exam was 76%. In addition, in the implementation of distance/online learning valuation, tutors used some media to facilitate the evaluation. The platforms used by tutors for learinng evaluation are presented in Figure 4.
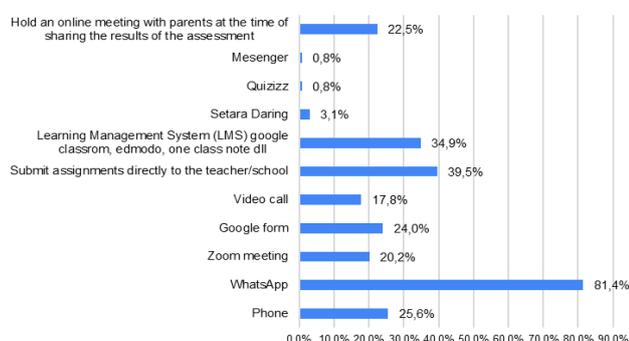
Figure 4. Chart of the use of media in learning outcome evaluation

Figure 4 informs that mesenger and quizizz were 0.8% each used as the media to evaluate distance or online learning outcome. Tutors used setara daring 3.1%, LMS such as *google classroom, edmodo, one class note* 34.9%, direct delivery of assignment to school 39.5%, video call 17.8%, google form 24%, zoom meeting 20.2%, Whatsapp 81.4%, telephone/sms 25.6%. The dominance of the use of WhatsApp platform shows that whatsapp was the mostly used platform by tutors in learning evaluation.

Tutors' effort in giving feedback for learning evaluation is expected to improve and motivate learners. Feedback for learners can be performed through a) holding online meeting with parents/guardian when delivering assessment outcome of 22.5%. b) giving feedback directly to learners via meeting online of 59.7%. c) sending assessment outcome via smartphone's facilities of 61.2%. d) sending LKS that has been assessed by tutor of 15.5%, e) via setara daring of 0.8%. f) direct assessment on LMS of 0.8%. Tutor's problems and difficulties in learning assessment include: a) Learners' insincerity in doing assignment/questions for assessment of 49.6%. b) Learners do not do assignment given of 38%. c) De-

layed working of assignment/questions for assessment of 75.2%. d) Miscommunication with learners of 3.9%.

Evaluation in distance/online learning is deemed more dominant by learners with assignment method. based on the observation results, it is found that learning process used questions and answers of 33.1%, assignment of 77.7%, group presentation of 12.8%, practice of 15.5%, and learning participation of 2%. On the other hand, learning outcome assessment is carried out in some phases, including: a) daily quiz assessment 69.6%. b) mid-term assessment 77%, and c) final assessment 93.2%.

Learning evaluation is performed through presentation, questions and answers, practice, daily quiz, mid-term exam, and final exam. Evaluation is performed using learning management system and social media. The complex problems in learning evaluation are that evaluation only uses school implementation items and without direction, since valuation is determined without any learning standard and monitoring. The connectivity between teacher, student, and parent in online learning is not really good, thus student's affective achievement has not been mastered yet pursuant to learning objective. This research finding is relevant to the research conducted by Fauzi & Khusuma (2020), in which teachers face problems during Covid-19 pandemic, such as lack of opportunity, use of network and internet, planning, implementation and evaluation of learning, and collaboration with parents. Fitrah & Ruslan (2020) explains that in learning evaluation during Covid-19 pandemic, teachers are faced with various problems, such as teacher's confusion about instrument design, student's low participation, student's weak activeness, student's lack of understanding of question, question without explanation, weak internet data package, teacher, student, and parents' weak capability, and others.

Distance Learning's Impact

The covid-19 spread requires non-formal education institutions and units to arrange strategy of learning implementation to achieve education objective. The strategy of distance/online learning chosen by the government in equivalency education implementing during covid-19 time requires balanced contribution of some elements that form an effective and efficient system in achieving learning objective. Tutors are expected to achieve target competence through distance learning, but in reality many constraints are faced in achieving such target, such as student's lack of quick feedback, learner's lack of understanding of the materials given, lack of communication instrument making learners unable to submit assignment in time, raising cost for internet data package by parents.

Meanwhile, the constraints/difficulties faced by learners in participation in distance/online learning assessment in equivalency education are: a) Insufficient facility facilities, network and access for completing assignment. b) non-understanding of materials delivered by tutors, thus they are unable to do their assignment. c) some questions are to be done by learners before explanation by tutor. d) limited time because of division of time between learning and working.

The problems in distance/online learning are not only regarding learning system, facilities and media, but data package requires relatively high price for learners and tutor to facilitate the need for online learning. Data package bought for internet connection arises and many parents are not ready for additional budget to provide internet network, while they have low income and of mid-lower class (the poor). This is eventually charged to parents who want their children keep learning online. Distance/Online Learning cannot be separated from internet network. Internet network connection is one of the constraints faced by students with difficulty in accessing the internet from their residence, especially in rural, remote, and underdeveloped areas. The cellular network there is often unstable because their geographic location is still far from cellular signal. Besides, parents' involvement in accompanying and supervising children also cause complaints since parents are busy with their works. This is also a problem of many learners participating in distance/online learning, thus its implementation is not optimal.

In addition, communication with tutor in informing the problems faced by learners through social media is not responded, making the materials delivered not understood by learners that they are dominated by assignment. Online learning illiteracy is found not only in one or two non-formal education institutions and units. The very important components in online learning process need to be enhanced and improved. Recommendations from learners regarding some things to be improved in distance/online learning implementation included, the first and most important thing being stable internet network, followed with sufficient smartphone or computer, application with user friendly platform, efficient, effective, continuous, and integrative online socialization for all learners, tutors, non-formal education administrators, and education stakeholders.

The attempts performed by learners to solve difficulties in their participation in learning evaluation are: a) finding places with good network, finding WiFi connection, and permission not to go to work. b) asking tutor or finding information from website or other articles. c) learning materials given and asking friends in case of difficulty.

CONCLUSION

Distance/Online Learning in equivalency education occurs naturally since before covid-19 pandemic, the equivalency education program had innovated in making the seTARA Daring application to facilitate the distance learning that had been applied in non-formal schools in accordance with the Ministry of Education's qualification. Learning is carried out through learning preparation, implementation and evaluation. Preparation for distance/online learning in the aspect of learning supporting facilities is not entirely available with low-power and uneven internet network. Learning preparation covering plan for learning implementation, digital source of learning, teaching material, online pre-learning measures, designing special learning media to support BDR is available, but this preparation is based on the standard determined by tutor referring to the curriculum. Preparation in using learning information technology is still a concern as the consequence of digital illiteracy and low digital literacy along with the short time taken to adapt to using information technology in learning. Learning is implemented using various platforms of learning management system and social media and non-use of seTara Daring platform provided by the Ministry of Education for uniformity in distance/online learning. The dominantly used learning method is assignment. The materials are presented through a distance system or online learning with prepared e-module, student worksheet, and teaching material as the source. Interaction is carried out with opportunity given to learner for asking question, expressing opinion, and/or reflection. Feedback is carried out in assessing learner's work/assignment or learning experience reflection sheet. The constraints in distance education implementation are uneven network and availability of sufficient information technology, teacher and student's lack of skill, and lack of supporting services. Unharmonious connectivity between teacher, student, and parents in learning online leads to student's non-mastery of affective achievement pursuant to learning objective. Learning evaluation is carried out through presentation, questions and answers, practice, daily quiz, mid-term exam, and final exam. Evaluation is carried out using learning management system and social media. The complex problems in learning evaluation are that the evaluation only uses items of school implementation and without direction since evaluation is determined without any learning standard and monitoring. The impacts of distance learning application include many students not understanding materials delivered by tutors that they are unable to do assignment, some questions that should be answered by learners have not been explained by tutor, and limited time in learn-

ing because of the necessity to divide time for learning and working. Besides, parents' involvement in accompanying and controlling children causes complaint since many parents are busy with their work. Therefore, improvement is necessary in distance/online learning implementation. The first and most important thing is stabile internet network, followed with sufficient smartphone or computer, application with user friendly platform, efficient, effective, continuous and integrative online socialization for all learners, tutors, non-formal education administrators, and education stakeholders.

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