AUGUST 5^{TH} , 2021

FIRST SUBMISSION

FRONTIERS OF EDUCATION

(SJR Q2)

The struggle is real: Constraints of online education in Indonesia during the COVID-19 pandemic

Introduction

The COVID-19 pandemic has forced millions of Indonesian children to shift their educational situation from offline to online (Wiguna et al., 2020). Around 60 million primary to upper secondary school students and 8 million students have to study at home and rely on online technology since the government decided that schools are indefinitely closed (JPNN, 2020). However, social problems raised since a significant percentage of school students do not have access to online teaching and learning facilities (Wahyono et al., 2020).

Ministry of Education and Culture of Indonesia has prepared for the scenario to study online until the end of 2020 (Pradana et al., 2020). However, the infection number keeps rising, and per December 2020, Indonesia is now among the top 20 countries with the highest numbers of cases (around 650,000 cases). Hence, there is a high probability that schools are closed until mid-2021.

There is already some talks of government plans to reopen schools and start face-to-face learning in 2021. Parents are given the option to choose whether they want their children to participate in this face-to-face learning activity. In its implementation, local governments, schools, and parents will be given full authority. However, health researchers, such as epidemiologists, argue that this decision is counter-productive in limiting the coronavirus's spread (Viner et al., 2020).

The positivity rate is the first reason why it is still unsafe to reopen schools in Indonesia. it is relatively safe to reopen schools when the positivity rate is at least 5 percent or below (WHO, 2020). A lower positive rate also indicates the number of people tested and adequate contact tracing. However, Indonesia's positivity rate test is still above 10 percent until December 2020, which shows the severity of COVID-19 pandemic in this country (Wiguna et al., 2020).

Struggles of students and their parents

On the other hand, there is a necessity to organize classroom learning for students who have difficulty accessing digital learning facilities during the Coronavirus pandemic. A significant number of Indonesian students face the problems of not having cell phones or being unable to buy internet data plan to access the internet. The effectiveness of online education at home during the COVID-19 pandemic period has been monitored by the Indonesian Child Protection Commission (KPAI). According to a survey conducted by the commission in 34 provinces of Indonesia, online learning constraints are becoming a serious consideration (Satryo, 2020).

The Coronavirus pandemic has put heavy pressure on groups of society who live under poverty. When teaching and learning activities cannot be face-to-face, children from low-income families

do not have the facilities to access digital learning. Indigent parents have difficulties in affording cellular credits, let alone buying internet data plans. Since the middle of 2020, the ministry of education distributed subsidies in the form of internet data plans. However, it was not a sufficient answer to Indonesian social problem (Fakhri et al., 2020).

We also conducted our social survey on 1,700 school students and their parents as respondents, focuses on several constraints in carrying out online learning process during the coronavirus pandemic. Most students or the students' parents complain about the internet data plan subsidy, which is not evenly distributed to Indonesia's rural areas. There was 43 percent of total respondents complaining about that constraint.

Other 29 percent of the respondents explained that the subsidy was of no use for them since they do not have computers, laptops, nor smartphones. This group of parents rely on laptops or smartphones that they borrow from families or relatives. The rest, around 18%, are those who do not have everything. We should also consider that around 70% of the respondents complain that they keep having internet connection problems.

Struggles of the school teachers

The previous section recognizes the main problem that online education cannot be equally applied in all parts of Indonesia. For dealing with these issues, several teachers have been taking the initiatives to come to their students' homes and carry the learning process in groups with a maximum of five students (Taufiqurrahman, 2020). These teachers agreed that online learning online at their places did not go smoothly. The reason they often faced is that many students do not have smartphones or other required gadgets. They also had difficulty controlling the activities of students since they did not have classroom interaction (Wahyono et al., 2020).

At the students' residences, the visiting teachers realized that there are many parents who do not have personal computers, laptops or smartphones. Those who do are facing difficulties in purchasing internet data packages and acquiring decent internet signals. Therefore, it has now become common that teachers, especially in underdeveloped villages, decided to visit their students' homes one by one and bring various kinds of books for the students to read and study (Wahyono et al., 2020).

All of the situations we depicted in this essay are bitter reality. It is obvious that we are still unable to predict the end of the pandemic, but education cannot be postponed. The Indonesian government should be more aware about the gap in social welfare of Indonesian society and focus on specific solutions on the mentioned constraints of online education.

REFERENCES

Fakhri, M., Pradana, M., Syarifuddin, S., & Suhendra, Y. (2020). Leadership Style and its Impact on Employee Performance at Indonesian National Electricity Company. The Open Psychology Journal, 13(1). https://doi.org/10.2174/1874350102013010321

JPNN (2020). Belajar Jarak Jauh, Tetapi Guru Terpaksa Datangi Rumah-Rumah Siswa (Distance Learning, But Teachers Are Forced To Go To Students' Homes). https://www.jpnn.com/news/belajar-jarak-jauh-tetapi-guru-terpaksa-datangi-rumah-rumah-siswa?page=2

Pradana, M., Rubiyanti, N., Hasbi, I., & Utami, D. G. (2020). Indonesia's fight against COVID-19: the roles of local government units and community organisations. Local Environment, 25(9), 741-743. https://doi.org/10.1080/13549839.2020.1811960

Satryo, A. (2020). Survei KPAI Tentang Efektifitas Belajar Daring: 43 Persen Tidak Memiliki Kuota, 29 Persen Tidak Punya HP (KPAI Survey on Online Learning Effectiveness: 43 Percent Don't Have Quota, 29 Percent Don't Have Cellphones). RMOL.

https://nusantara.rmol.id/read/2020/08/08/447142/survei-kpai-tentang-efektifitas-belajar-daring-43-persen-tidak-memiliki-kuota-29-persen-tidak-punya-hp

Taufiqurrahman, T. (2020). Kisah Viral Guru Avan, Datangi Satu Per Satu Rumah Murid untuk Mengajar di Tengah Pandemi Corona (The Viral Story of Teacher Avan, Going to Students' Houses to Teach in the Middle of the Corona Pandemic). Kompas. https://regional.kompas.com/read/2020/04/18/14595211/kisal-viral-guru-avan-datangi-satu-per-satu-rumah-murid-untuk-mengajar-di?page=all

Viner, R., Russell, S., Croker, H., Stansfield, C. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. Lancet Child and Adolescent Health. (2020) 4:397–404. https://doi.org/10.1016/S2352-4642(20)30095-X

Wahyono, P., Husamah, H., & Budi, A. S. (2020). Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. Jurnal pendidikan profesi guru, 1(1), 51-65. http://ejournal.umm.ac.id/index.php/jppg/article/view/12462

WHO. (2020). Director-General's Opening Remarks at the Mission Briefing on COVID-19. World Health Organization. Available online at: https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-mission-briefing-on-covid-19

Wiguna, T., Anindyajati, G., Kaligis, F., Ismail, R. I., Minayati, K., Hanafi, E., ... & Pradana, K. (2020). Brief Research Report on Adolescent Mental Well-Being and School Closures During the COVID-19 Pandemic in Indonesia. Frontiers in Psychiatry, 11. https://doi.org/10.3389/fpsyt.2020.598756

AUGUST 30TH, 2021

EDITOR'S RESPONSE AND REVIEW

FRONTIERS OF EDUCATION

(SJR Q2)

12/22/21, 10:26 AM Frontiers



ABOUT JOURNALS RESEARCH TOPICS ARTICLES

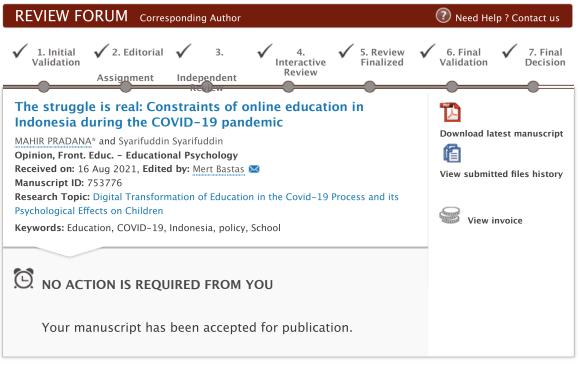
SUBMIT

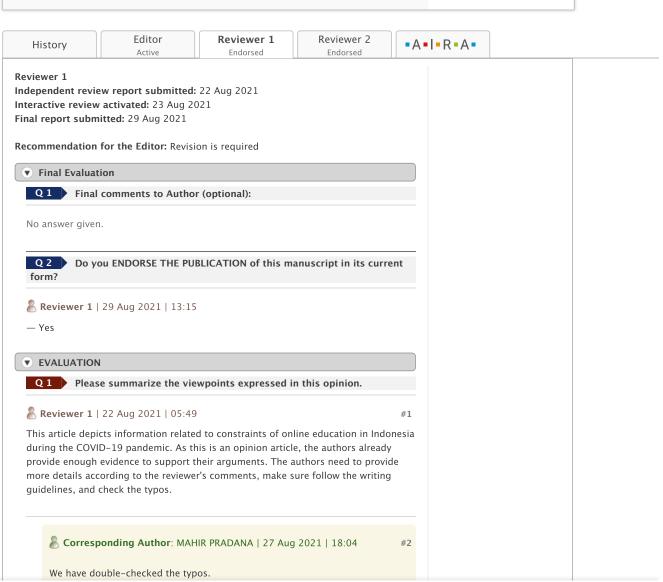
Q

MY FRONTIERS



SUBMIT





12/22/21, 10:26 AM Frontiers



ABOUT **JOURNALS**

RESEARCH TOPICS

ARTICLES SUBMIT

MY FRONTIERS



SUBMIT

Check List



Reviewer 1 | 22 Aug 2021 | 05:49

#1

a. Is the English language of sufficient quality?

- Yes
- b. Is the quality of the figure and/or table satisfactory?
- Not Applicable
- c. Does this manuscript refer only to published data? (Unpublished or original data is not permitted for this article type.)
- No
- d. Is the opinion supported by evidence?
- e. Is the presented interpretation absent of any objective errors or fundamental flaws?
- f. Does the study follow ethical standards and conventions in the field?
- Yes
- g. Does the reference list cover the relevant literature adequately and in an unbiased manner?
- Yes



👗 Corresponding Author: MAHIR PRADANA | 27 Aug 2021 | 18:04

#2

We appreciate the comments. We did not provide data as we have described the result of our short survey in teh article

Please provide your detailed review report to the editor and authors (including any comments on the Q2 Check List):



Reviewer 1 | 22 Aug 2021 | 05:49

#1

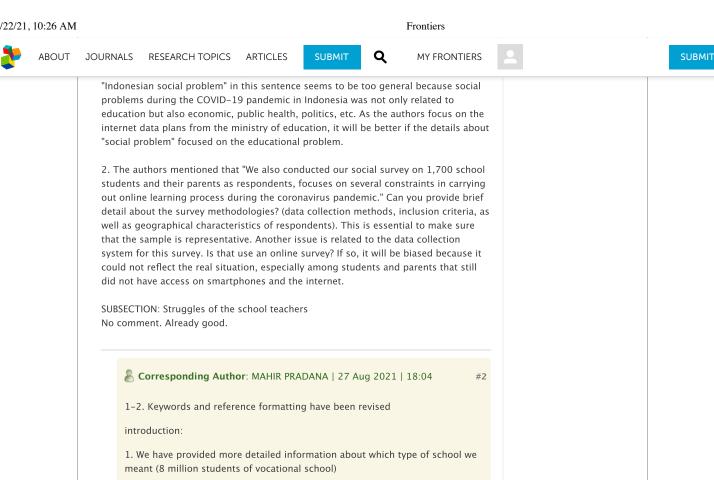
- 1. The number of keywords in the abstract section (Keywords: education, COVID-19, Indonesia) is different from the number of keywords in the information section about this article (Keywords: Education, COVID-19, Indonesia, policy, School). Please make it consistent.
- 2. Please make sure all in-text Citations and Bibliography already follow the guidance of Frontiers in Education (kindly check this link: https://www.frontiersin.org/files/pdf/Frontiers_Reference_styles.pdf).

INTRODUCTION SECTION

- 1. The authors stated that "Around 60 million primary to upper secondary school students and 8 million students have to study at home and rely on online technology since the government decided that schools are indefinitely closed (JPNN, 2020)". Please make sure what level of education for "8 million students" because it seems to be missing. Are they university level/college? Please provide more details about it.
- 2. The authors stated that "A lower positive rate also indicates the number of people tested and adequate contact tracing." Please elaborate more about this sentence. Positive rate is the number of people who are COVID-19 positive (case) compared to the number of people who were tested. A lower positive rate does not always indicate adequate contact tracing, but it reflects how successful the prevention of COVID-19 was. This is because even though the contact tracing is adequate, it could lead to a higher positive rate if the prevention program was failed. Therefore, please relate the positive rate with the effort on prevention programs such as preventive measures (wearing masks, hand washing, etc.), which not only focus on contact tracing.

SUBSECTION: Struggles of students and their parents

12/22/21, 10:26 AM



subsection: 1. We revised 'social problem' and changed in to 'problems of online education'

2. We decided to omit the statement about positivity rate to avoid

2. We have provided details about the survey.

misunderstanding.

Review supporting file - 179400

▼ QUALITY ASSESSMENT							
Q 4 Opinion encourages constructive							
Q 5 Interest to a general audience							
Q 6 Quality of the writing							

Back to top

d	4	ь	

f	7	in	O
About	Frontier	S	
Institut	tional M	embersl	nip
Books			
News			

Frontiers' social media Contact Careers Submit

Newsletter Help Center Terms & Conditions **Privacy Policy**

© 2007 - 2021 Frontiers Media S.A. All Rights Reserved

12/22/21, 10:27 AM Frontiers



ABOUT JOURNALS RESEARCH TOPICS ARTICLES

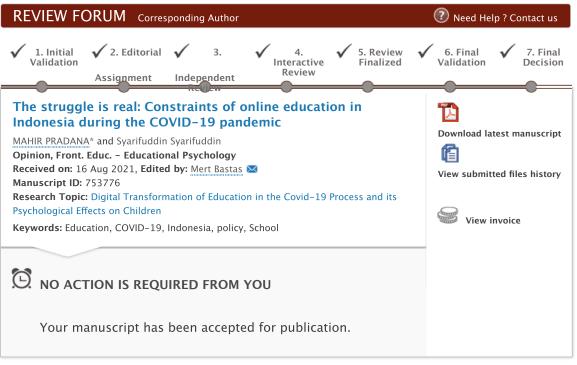
SUBMIT

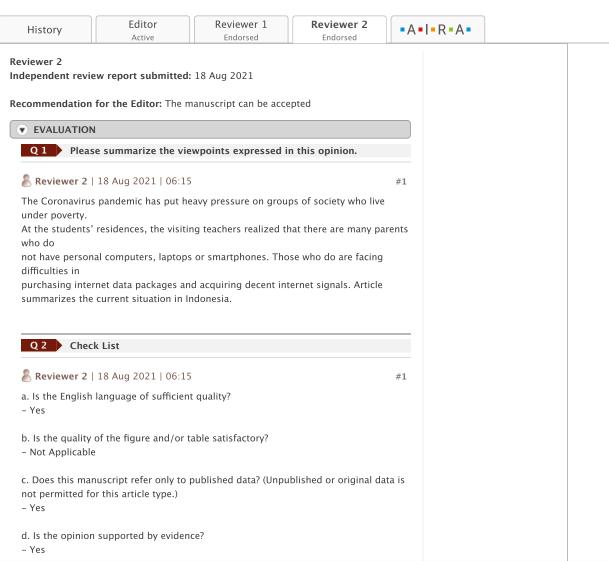
Q

MY FRONTIERS

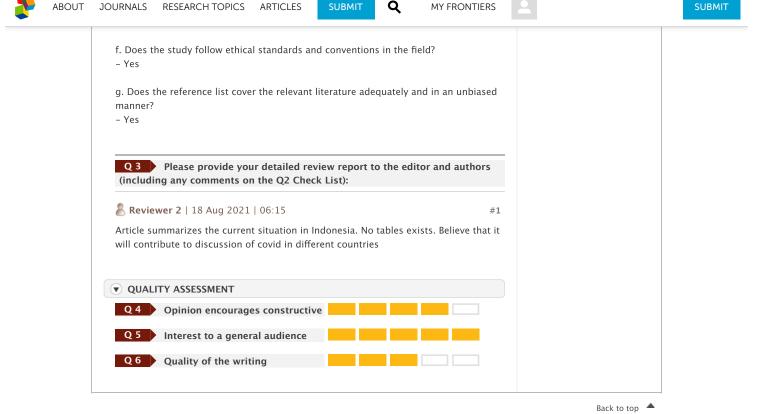


SUBMIT





12/22/21, 10:27 AM Frontiers



About Frontiers Frontiers' social media Newsletter
Institutional Membership Contact Help Center
Books Careers Terms & Conditions
News Submit Privacy Policy

© 2007 - 2021 Frontiers Media S.A. All Rights Reserved



Pradana Mahir <mahir.pradana@gmail.com>

Frontiers: Your manuscript is accepted - 753776

3 messages

Frontiers Education Editorial Office <education.editorial.office@frontiersin.org> Reply-To: Frontiers Education Editorial Office <education.editorial.office@frontiersin.org> To: mahir.pradana@gmail.com

Mon, Aug 30, 2021 at 2:50 PM

Dear Dr PRADANA,

Frontiers Education Editorial Office has sent you a message. Please click 'Reply' to send a direct response

I am pleased to inform you that your manuscript "The struggle is real: Constraints of online education in Indonesia during the COVID-19 pandemic" has been approved for production and accepted for publication in Frontiers in Education, section Educational Psychology.

Proofs are being prepared for you to verify before publication. We will also perform final checks to ensure your manuscript meets our criteria for publication (https://www.frontiersin.org/about/review-system#ManuscriptQualityStandards).

The title, abstract and author(s) list you provided during submission is currently online and will be replaced with the final version when your article is published. Please do not communicate any changes until you receive your proofs.

Any questions? Please visit our Production Help Center page for more information: https://zendesk.frontiersin.org/hc/en-us/categories/200397292-Article-Production-

Manuscript title: The struggle is real: Constraints of online education in Indonesia during the COVID-19 pandemic

Journal: Frontiers in Education, section Educational Psychology

Article type: Opinion

Authors: MAHIR PRADANA, Syarifuddin Syarifuddin

Manuscript ID: 753776 Edited by: Mert Bastas

You can click here to access the final review reports and manuscript: http://www.frontiersin.org/Review/EnterReviewForum.aspx?activationno=720b87ce-af11-4c20-b709-41380dc514d0

As an author, it is important that you keep your Frontiers research network (Loop) profile up to date, so that you and your publications are more discoverable. You can update your profile pages (profile picture, short bio, list of publications) using this link: https://loop.frontiersin.org/people/

Tell us what you think!

At Frontiers we are constantly trying to improve our Collaborative Review process and would like to get your feedback on how we did. Please complete our short 3-minute survey and we will donate \$1 to Enfants du Monde, a Swiss non-profit organization:

https://frontiers.qualtrics.com/jfe/form/SV_8q8kYmXRvxBH5at?survey=author&aid=753776&uid=1430102

Thank you very much for taking the time to share your thoughts.

Best regards,

Your Frontiers in Education team

Frontiers | Editorial Office - Collaborative Peer Review Team www.frontiersin.org
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland
Office T 41 21 510 1793

For technical issues, please contact our IT Helpdesk (support@frontiersin.org) or visit our Frontiers Help Center (zendesk.frontiersin.org/hc/en-us)

Mahir Pradana <mahir.pradana@gmail.com>

To: Frontiers Education Editorial Office <education.editorial.office@frontiersin.org>

Wed, Sep 1, 2021 at 5:08 AM

Thanks for the email

Do you have PayPal option for payment?

[Quoted text hidden]

Mahir Pradana https://goo.gl/p4R8A0

Max Ballmer (Frontiers Accounting Office) <accounting@frontiersin.org> Reply-To: Frontiers Accounting Office <accounting@frontiersin.org> To: "mahir.pradana" <mahir.pradana@gmail.com>

Wed, Sep 8, 2021 at 9:23 PM

-- Please type your reply above this line --



Accounting Office

accounting@frontiersin.org

Your request (584902) has been solved. To reopen this request, reply to this email.

Max Ballmer (Frontiers Accounting Office)

Sep 8, 2021, 16:23 GMT+2

Dear Dr PRADANA,

we can't pay by paypal but only credit card and bank transfer.

Please let me know if I can assist you for anything else.

best regards

Max

Frontiers in Education - RevOPs

Sep 7, 2021, 13:25 GMT+2

----- Forwarded Message ------

From: Mahir Pradana [mahir.pradana@gmail.com]

Sent: 01.09.2021 00:08

To: education.editorial.office@frontiersin.org

Subject: Re: Frontiers: Your manuscript is accepted - 753776

Thanks for the email

Do you have PayPal option for payment?

On Monday, August 30, 2021, Frontiers Education Editorial Office <education.editorial.office@ frontiersin.org> wrote:

[Quoted text hidden]

Mahir Pradana https://goo.gl/p4R8A0

ref:_00D58JetR._5004KA5RcO:ref

Please visit the Frontiers Help Center

© 2007-2018 Frontiers Media SA. All Rights Reserved.

You have been sent this message because you recently submitted a help request to Frontiers. Any information that you provide will be treated in accordance with our Terms and Conditions.

This email is a service from Frontiers Accounting Office.

[XZ33DW-0PKK]



Pradana Mahir <mahir.pradana@gmail.com>

Action needed: Your new review assignment - 736883

1 message

Frontiers in Psychology <psychology.editorial.office@frontiersin.org> Reply-To: Frontiers in Psychology <psychology.editorial.office@frontiersin.org> To: MAHIR PRADANA <mahir.pradana@gmail.com>

Tue, Aug 17, 2021 at 6:49 PM

Dear Dr PRADANA,

Thank you for accepting to review the manuscript "Celebrities vs. Online Stars: Endorsement, Self-Concept, and Purchase Intention". In order to keep the review process timely, please aim to complete your review report by 27 Aug 2021 via this link https://review.frontiersin.org/review/bootstrap/0671d90c-3b6b-4ad0-bf84-de68fe3c5ea7

You will be presented with an online structured questionnaire that will guide you through the review, focusing on objective criteria. Where appropriate, please provide detailed feedback to the authors on how they can improve the manuscript.

You can find full Review Guidelines here https://www.frontiersin.org/Journal/ReviewGuidelines.aspx?s=854&name=personality and social psychology

Many thanks for taking the time to support the review process of this submission, and for providing the authors with expert feedback and valuable input.

Best Regards,

Your Frontiers in Psychology team

Frontiers | Editorial Office - Collaborative Peer Review Team www.frontiersin.org
Avenue du Tribunal Fédéral 34, 1005 Lausanne, Switzerland
Office T 41 21 510 17 90

For technical issues, please contact our IT Helpdesk (support@frontiersin.org) or visit our Frontiers Help Center (zendesk.frontiersin.org/hc/en-us)

-----MANUSCRIPT DETAILS-----

Manuscript title: Celebrities vs. Online Stars: Endorsement, Self-Concept, and Purchase Intention

Manuscript ID: 736883

Authors: Shi Peng Fei, Lu Xiao Jing, Zhou Yi, Geng Biao and Hu Hua Journal: Frontiers in Psychology, section Personality and Social Psychology

Article type: Original Research Submitted on: 06 Jul 2021 Edited by: Nora J Rifon

-----FURTHER INFORMATION-----

What happens after I complete my review report? Once you have submitted your report, the handling editor will assess the level of revisions needed and will activate the Interactive Review Forum. There, the authors will receive and respond to your comments. During the Interactive Review, you can directly discuss with the authors their responses and the revisions needed. You can at any stage contact the handling editor or the Editorial Office if you need advice.

How can I make a final recommendation or withdraw from the process? You can finalize your involvement by choosing one of three options:

1. Endorse the manuscript for publication. After the authors have addressed your comments, you can choose to endorse publication of the manuscript. If you have no revisions request for the authors, you can endorse the manuscript already in the Independent Review stage. In this case your review will become finalized, and your reviewer tab will be closed. If the paper is accepted, your name will publicly appear on the article as confirmation that you validated this contribution as rigorous scholarly work. You should only endorse the manuscript if it has been sufficiently revised to address raised concerns, and the work is accurate as well as presented in an adequate language level.

- 2. Recommend rejection to the Editor. At any stage of the review process you may recommend rejection to the Editor, in which case you will remain anonymous to the authors. If you submitted a report and comments, they will remain visible but closed from further discussion. You should choose this option if the manuscript contains objective errors or ethical issues that cannot be rectified during revisions.
- 3. Withdraw from the review process. If you are unable to continue because of, for example, time constraints, you may withdraw at any stage of the review process and you will remain anonymous to the authors. Your report and comments will remain visible, but closed from further discussion.

What do I need to consider to ensure an ethical review?

- 1. If you detect a potential conflict of interest between you, the editors, the authors or their work, you should contact the Editorial Office immediately.
- 2. The manuscript should remain confidential during the review process. The contents of the discussions in the Review Forum are also confidential and may not be shared even after publication.
- 3. Reviewers are anonymous during the review process and we encourage you to preserve this anonymity until endorsement and acceptance.

You are receiving this email regarding ongoing activities you have with Frontiers. If you think this was wrongly sent to you, please contact our support team at support@frontiersin.org

SEPTEMBER 8TH, 2021

ARTICLE ACCEPTED AND PUBLISHED

FRONTIERS OF EDUCATION

(SJR Q2)





The Struggle Is Real: Constraints of **Online Education in Indonesia During** the COVID-19 Pandemic

Mahir Pradana * and Svarifuddin Svarifuddin

Department of Business Administration, Telkom University, Bandung, Indonesia

Keywords: education, COVID-19, Indonesia, policy, school

INTRODUCTION

The COVID-19 pandemic has forced millions of Indonesian children to shift their educational situation from offline to online (Wiguna et al., 2020). Around 60 million primary to upper secondary school students and eight million vocational school students have to study at home and rely on online technology since the government decided that schools are indefinitely closed (JPNN, 2020). However, social problems raised since a significant percentage of school students do not have access to online teaching and learning facilities (Wahyono et al., 2020).

Ministry of Education and Culture of Indonesia has prepared for the scenario to study online until the end of 2020 (Pradana et al., 2020). However, the infection number keeps rising, and per December 2020, Indonesia is now among the top 20 countries with the highest numbers of cases (around 650,000 cases). Hence, there is a high probability that schools are closed until mid-2021.

There is already some talks of government plans to reopen schools and start face-to-face learning in 2021. Parents are given the option to choose whether they want their children to participate in this face-to-face learning activity. In its implementation, local governments, schools, and parents will be given full authority. However, health researchers, such as epidemiologists, argue that this decision is counter-productive in limiting the coronavirus's spread (Viner et al., 2020).

The positivity rate is the first reason why it is still unsafe to reopen schools in Indonesia. It is relatively safe to reopen schools when the positivity rate is at least 5 percent or below (WHO, 2020). However, Indonesia's positivity rate test is still above 10 percent until December 2020, which shows the severity of COVID-19 pandemic in this country (Wiguna et al., 2020).

OPEN ACCESS

Edited by:

Mert Bastas, Near East University, Cyprus

Reviewed by:

Ngakan Putu Anom Harjana, Mahidol University, Thailand Gülyüz Debes, University of Mediterranean Karpasia, Cvprus

*Correspondence:

Mahir Pradana mahirpradana@ telkomuniversity.ac.id

Specialty section:

This article was submitted to Educational Psychology, a section of the journal Frontiers in Education

Received: 16 August 2021 Accepted: 30 August 2021 Published: 13 September 2021

Citation:

Pradana M and Syarifuddin S (2021) The Struggle Is Real: Constraints of Online Education in Indonesia During the COVID-19 Pandemic. Front. Educ. 6:753776. doi: 10.3389/feduc.2021.753776

STRUGGLES OF STUDENTS AND THEIR PARENTS

1

On the other hand, there is a necessity to organize classroom learning for students who have difficulty accessing digital learning facilities during the Coronavirus pandemic. A significant number of Indonesian students face the problems of not having cell phones or being unable to buy internet data plan to access the internet. The effectiveness of online education at home during the COVID-19 pandemic period has been monitored by the Indonesian Child Protection Commission (KPAI). According to a survey conducted by the commission in 34 provinces of Indonesia, online learning constraints are becoming a serious consideration (Satryo, 2020).

The Coronavirus pandemic has put heavy pressure on groups of society who live under poverty. When teaching and learning activities cannot be face-to-face, children from low-income families do not have the facilities to access digital learning. Indigent parents have difficulties in affording cellular credits, let alone buying internet data plans. Since the middle of 2020, the ministry of education distributed subsidies in the form of internet data plans. However, it was not a sufficient answer to the problems of online education (Fakhri et al., 2020).

Pradana and Syarifuddin Online Education Constraints in Indonesia

We also conducted short social survey on 1,700 school students and their parents as respondents. The survey focused on several constraints in carrying out online learning process during the coronavirus pandemic. We distributed the questionnaire in Indonesian main islands, which are also the most populated (Java, Sumatra, Kalimantan, Sulawesi, and Papua). However, due to limited time and budget, we only managed to distribute the survey online. To make sure that respondents from each island represent the population, we distributed the survey proportionally from the most populated island (Java) to the least populated one (Papua).

The result showed that most students or the students' parents complain about the internet data plan subsidy, which is not evenly distributed to Indonesia's rural areas. There was 43 percent of total respondents complaining about that constraint. Other 29 percent of the respondents explained that the subsidy was of no use for them since they do not have computers, laptops, nor smartphones. This group of parents rely on laptops or smartphones that they borrow from families or relatives. The rest, around 18%, are those who do not have everything. We should also consider that around 70% of the respondents complain that they keep having internet connection problems.

STRUGGLES OF THE SCHOOL TEACHERS

The previous section recognizes the main problem that online education cannot be equally applied in all parts of Indonesia. For dealing with these issues, several teachers have been taking the

REFERENCES

Fakhri, M., Pradana, M., Syarifuddin, S., and Suhendra, Y. (2020). Leadership Style and its Impact on Employee Performance at Indonesian National Electricity Company. *Open Psychol. J.* 13 (1), 321–325. doi:10.2174/ 1874350102013010321

JPNN (2020). Belajar Jarak Jauh, Tetapi Guru Terpaksa Datangi Rumah-Rumah Siswa (Distance Learning, but Teachers Are Forced to Go to Students' Homes). Available at: https://www.jpnn.com/news/belajar-jarak-jauh-tetapi-guru-terpaksa-datangi-rumah-rumah-siswa?page=2 Accessed: January 3, 2021.

Pradana, M., Rubiyanti, N., S., W., Hasbi, I., and Utami, D. G. (2020). Indonesia's Fight Against COVID-19: The Roles of Local Government Units and Community Organisations. *Local Environ*. 25 (9), 741–743. doi:10.1080/ 13549839.2020.1811960

Satryo, A. (2020). Survei KPAI Tentang Efektifitas Belajar Daring: 43 Persen Tidak Memiliki Kuota, 29 Persen Tidak Punya HP (KPAI Survey on Online Learning Effectiveness: 43 Percent Don't Have Quota, 29 Percent Don't Have Cellphones). RMOL. Available at: https://nusantara.rmol.id/read/2020/08/08/ 447142/survei-kpai-tentang-efektifitas-belajar-daring-43-persen-tidak-memilikikuota-29-persen-tidak-punya-hp.

Taufiqurrahman, T. (2020). Kisah Viral Guru Avan, Datangi Satu Per Satu Rumah Murid untuk Mengajar di Tengah Pandemi Corona (The Viral Story of Teacher Avan, Going to Students' Houses to Teach in the Middle of the Corona Pandemic). Kompas. Available at: https://regional.kompas.com/read/2020/04/18/14595211/kisal-viral-guru-avan-datangi-satu-per-satu-rumah-murid-untuk-mengajar-di?page=all Accessed: January 27, 2021.

Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., et al. (2020). School Closure and Management Practices During Coronavirus Outbreaks Including COVID-19: A Rapid Systematic Review. *Lancet Child. Adolesc. Health* 4, 397–404. doi:10.1016/S2352-4642(20)30095-X initiatives to come to their students' homes and carry the learning process in groups with a maximum of five students (Taufiqurrahman, 2020). These teachers agreed that online learning online at their places did not go smoothly. The reason they often faced is that many students do not have smartphones or other required gadgets. They also had difficulty controlling the activities of students since they did not have classroom interaction (Wahyono et al., 2020).

At the students' residences, the visiting teachers realized that there are many parents who do not have personal computers, laptops or smartphones. Those who do are facing difficulties in purchasing internet data packages and acquiring decent internet signals. Therefore, it has now become common that teachers, especially in underdeveloped villages, decided to visit their students' homes one by one and bring various kinds of books for the students to read and study (Wahyono et al., 2020).

All of the situations we depicted in this essay are bitter reality. It is obvious that we are still unable to predict the end of the pandemic, but education cannot be postponed. The Indonesian government should be more aware about the gap in social welfare of Indonesian society and focus on specific solutions on the mentioned constraints of online education.

AUTHOR CONTRIBUTIONS

MP and SS wrote the manuscript together and approved the submitted version.

Wahyono, P., Husamah, H., and Budi, A. S. (2020). Guru profesional di masa pandemi COVID-19: Review implementasi, tantangan, dan solusi pembelajaran daring. *Jurnal pendidikan profesi guru* 1 (1), 51–65. Available at: http://ejournal.umm.ac.id/index.php/jppg/article/view/12462 Accessed: February 1, 2021. doi:10.22219/jppg.v1i1.12462

WHO (2020). Director-General's Opening Remarks at the Mission Briefing on COVID-19. World Health Organization. Available online at: https://www.who. int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-mission-briefing-on-covid-19.

Wiguna, T., Anindyajati, G., Kaligis, F., Ismail, R. I., Minayati, K., Hanafi, E., et al. (2020). Brief Research Report on Adolescent Mental Well-Being and School Closures During the COVID-19 Pandemic in Indonesia. Front. Psychiatry 11, 598756. doi:10.3389/fpsyt.2020.598756

Conflict of Interest: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

Copyright © 2021 Pradana and Syarifuddin. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.