JURNAL PROFESIONALISME GURU

ONLINE LEARNING STRATEGY (DISTANCE LEARNING)

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Abstract: *This study aims to explore how distance learning (PJJ) strategies are implemented by educators to create meaningful and effective learning experiences, despite the absence of face-to-face interaction. The primary focus of this research is to describe the strategies employed by teachers in managing instructional content, selecting appropriate media, using technology, and adapting to the diverse conditions of learners. A descriptive quantitative approach was applied using a literature review method, in which data were obtained from various academic sources, journals, and relevant literature. The findings indicate that successful distance learning requires carefully planned strategies, particularly in analyzing instructional materials, choosing suitable learning media, maximizing the use of technology, and conducting continuous evaluations. Systematic strategies have been proven to support student autonomy and encourage active participation, even in the absence of physical classroom settings. Nevertheless, the research also identifies several challenges, including limited access to technology, low student motivation, lack of parental support, and persistent digital inequality in certain areas. Based on these findings, it can be concluded that the effectiveness of distance learning is highly dependent on the teacher's ability to implement adaptive strategies, the availability of adequate infrastructure, and strong collaboration between educators, students, and parents. Online learning is not solely about the use of digital tools, it is also about maintaining student motivation, fostering emotional connections, and creating a human-centered learning environment despite physical distance. With the right strategy and empathetic approach, distance learning can evolve into an inclusive and sustainable educational model.*

Keywords: Learning Strategies, Distance Learning, Online Education, Learning Motivation.

INTRODUCTION

Distance Learning (PJJ) is a term stated in Law Number 20 of 2003 concerning the National Education System, specifically in Article 1. In the law, PJJ is defined as a form of education in which students are not in the same place as educators, meaning that educators and students can carry out learning from their respective homes, and the learning process uses various learning resources supported by communication technology, information, and other media. In its implementation, PJJ emphasizes more on student independence in learning. So, students are required to be able to prepare themselves when carrying out the distance learning process. The material or teaching materials are arranged in such a way that they can be studied independently, either by students individually or with friends. This makes learning strategies very important, because in distance learning, there are no teachers or other people who directly remind or tell them to study. Only yourself plays an active role in continuing to learn. One of the advantages of PJJ is its flexibility. Students are not required to attend class or meet face to face, because all learning processes can be done from anywhere(Yuangga & Sunarsi, 2020).

However, of course there are challenges faced. In the implementation of Distance Learning (PJJ), social exclusion is a serious issue that has a direct impact on the efficiency and fairness of education. One of the most obvious forms of this exclusion is the digital divide. Many students from underprivileged families do not have access to devices such as smartphones, tablets, or laptops, and even if devices are available, financial constraints make it difficult for them to buy adequate internet quota. As a result, they lag behind their friends who are more economically fortunate. This inequality of access to technology widens the educational gap between the rich and the poor. For some students, PJJ may feel easy and comfortable because it is supported by a supportive environment, complete devices, and a stable internet connection. However, for others, especially those from remote areas or low-income families, the learning process becomes full of challenges. They have to struggle even harder just to access the learning materials, let alone understand them well. The impact of this situation is enormous. Students cannot follow the learning optimally, their understanding of the material is less deep, their academic achievement decreases, and their enthusiasm for learning slowly fades. In the long term, this could lead to an increase in school dropout rates and the emergence of a generation that misses out on many learning opportunities, often referred to as the lost generation.(Pasondi, 2024).

Distance Learning (PJJ) also poses a major challenge for educators, especially because the educational infrastructure in Indonesia is still uneven. In various regions, especially in remote areas, limited access to technology, internet networks, and even electricity are major obstacles in implementing online learning. This development inequality makes some teachers have to fight harder so that the learning process can continue, even with all the limitations. Not infrequently, teachers have to adapt to the facilities available, compile materials manually, or even deliver teaching materials directly to students' homes. This condition illustrates how heavy the burden is for teachers to ensure that children's right to learn is still fulfilled. In addition to minimal infrastructure, teachers also face the reality that many students, both in villages and cities, do not have devices such as smartphones or cannot afford to buy internet quotas regularly. This requires teachers to continue to measure and adjust the learning methods used to remain relevant and inclusive. The transformation of knowledge expected through modern learning is hampered by technical problems

that could actually be prevented if there was stronger system support. Teachers cannot fight alone. Quick and concrete steps are needed from the government, educational institutions, and the community to provide facilities, training, and policies that support the sustainability of education amidst limitations. Because in the end, education is not just about teaching, but also about ensuring that no child is left behind.(Furkan et al., 2021).

In addition to obstacles from educators, one of the biggest challenges in Distance Learning (PJJ) actually comes from within the students themselves, namely low motivation to learn. In the best conditions, motivation grows from a conducive learning atmosphere, warm interactions with teachers, and the presence of classmates who encourage enthusiasm. However, virtual learning makes these things difficult to achieve. Teachers cannot fully observe students' expressions or body language, making it difficult to detect whether they really understand the material or are just present online. The lack of emotional and physical involvement in learning causes feelings of boredom and tiredness to easily arise, making students slowly lose interest in learning. This decrease in motivation to learn is an internal obstacle that greatly affects the effectiveness and participation of students in PJJ. Many of them become passive, just opening learning applications without really being actively involved. Some even start to withdraw from the learning process because they feel unable to follow the lessons or do not have enough emotional support. This states that the success of PJJ is not enough just by providing technology, but must also consider the psychological aspects of students. A more personal and empathetic approach is needed from teachers, as well as an active role for parents at home, so that students continue to feel supported, understood, and have a reason to continue learning even without face-to-face meetings.(Winata & Yudhistira, 2020).

The use of digital platforms such as Google Meet, Google Classroom, Zoom, has become one of the main solutions in supporting online learning during the Distance Learning (PJJ) period. These platforms allow for synchronous interaction where teachers and students can meet virtually, discuss, and deliver materials in real-time. However, the effectiveness of using this technology cannot be separated from the main supporting factor, namely the availability of technological infrastructure. Not all students and teachers have stable internet access or adequate devices such as laptops and smartphones. In many cases, poor connections or limited devices make learning intermittent, not smooth, and even cause disappointment from both parties. In addition to technical issues, another challenge that is no less important is the digital capacity of teachers and students. Not all teachers are accustomed to using online learning platforms, so they need special time and training to be able to run them effectively. Likewise, students, especially younger ones, can find it difficult to understand how to use the application, especially if there is no guidance from parents at home. This situation shows that the success of using digital platforms is not only a matter of tools, but also the readiness of human resources. So, even though Google Meet and similar platforms offer the convenience of direct interaction, the reality on the ground still shows that technical and social challenges are the main obstacles in creating an effective learning process.(Asiatun, 2023).

METHODS

This study uses a quantitative descriptive approach, which aims to describe and analyze the extent to which an educator applies distance learning strategies to improve student learning interactions during distance learning. This approach was

chosen because it is able to present data objectively based on facts found from various literature sources. Data collection was carried out through library research, where researchers traced various scientific articles, such as books, journals that discuss how an educator applies effective strategies in distance learning. The data obtained were then analyzed systematically by grouping relevant findings, comparing the advantages and disadvantages of distance learning strategies, and evaluating their impact on student involvement in the learning process. From the results of this analysis, researchers tried to draw conclusions about distance learning strategies in the context of learning that does not take place entirely face-to-face.

RESULTS & DISCUSSION

Understanding Learning Strategies

In the world of education, especially in teaching activities, various terms are often encountered, one of which is learning strategy. Strategy can be interpreted as a plan that contains a series of specific activities designed in such a way as to achieve learning objectives. Strategy is very much needed in preparing a plan so that its implementation can run efficiently and smoothly. Learning itself is a process of remembering, gaining knowledge, and a process that can be done anywhere and anytime in order to obtain certain truths or skills that can be mastered and used according to needs. Some Definitions of Learning Strategy include: First, Learning strategy is a part that is interrelated with each other and cannot be separated from the main components that can support methods in carrying out learning activities, as well as sharing learning experiences by utilizing sophisticated media such as learning technology. Second, Learning strategy can also be interpreted as an educator's effort to motivate students to want to do learning activities. Learning strategy is not an easy activity, because every learning process requires certain skills so that learning objectives can be achieved. In general, learning with a certain approach has added value, because students can be actively involved in the learning process. This can improve investigative behavior, support problem-solving skills, and allow for the exchange of experiences between students and other students, as well as between students and educators. The material that has been learned also tends to be easier to remember and stored in long-term memory because of the active involvement of students in the learning process. Third, learning strategies are procedures in a broad sense that include planning, implementation, evaluation, enrichment, and remedial. This entire process aims to select and determine changes in attitudes, approaches, procedures, methods, and norms or limits of learning success.

There are also several definitions of learning strategies put forward by experts, including: According to Kamp, learning strategies are learning activities that must involve two parties, namely educators and students, to achieve learning goals well and effectively. According to Dick and Carey, learning strategies can also be interpreted as a set of learning modules and procedures that are used in an integrated manner to produce learning outcomes for students. In addition, according to Seels and Richey, learning strategies are details of the process of selecting and sequencing events and activities in learning, which include steps, techniques, and procedures that enable students to achieve learning goals optimally. So, from the interpretation above, it can be concluded that learning strategies are a process that includes techniques,

determining methods, and steps in learning that are determined by educators to help students learn more efficiently and optimally.(Hasriadi, 2022).

In teaching and learning activities, the role of teachers is not only as a material deliverer, but also as a learning designer who is able to create an effective and enjoyable learning atmosphere. To realize this, teachers need to have the right strategy so that students can learn more optimally, both in terms of time and the results achieved. One way that can be done is to master various techniques in delivering material, which is often known as a teaching method. The learning strategy itself can be understood as a guide or general direction in the learning process, which aims to achieve the educational goals that have been set. It contains knowledge, creativity, and efforts to maximize all available resources, both from within the teacher and the surrounding environment, in order to create a meaningful and effective learning process for students.(Asrori, 2016). In addition, Darmayah revealed that learning strategies basically include how teachers organize lesson materials, deliver learning content, and manage various learning activities by utilizing various available sources. The goal is none other than so that the teaching and learning process can take place optimally, effectively in delivery and efficiently in its implementation. In this case, teachers not only act as teachers, but also as creative facilitators in selecting and using aids such as teaching aids, textbooks, index cards, or other learning media. With the support of various learning sources, the classroom atmosphere becomes more lively, students find it easier to understand the material, and learning objectives can be achieved better.(Hayaturraiyan & Harahap, 2022).

Understanding Distance Learning

Distance learning is basically a learning process that demands student independence. In this process, students are encouraged to be active and responsible for their own learning activities. The material is arranged neatly and structured so that it is easy to understand independently, but still accompanied by direction and guidance from educators, so that learning objectives can still be achieved. In addition, this learning takes place without direct meetings between teachers and students. The interaction between the two is built through various communication media such as computers, the internet, video, and even through simple means such as telephones or radios. This is where careful planning is important because learning is carried out outside the classroom, so special strategies are needed in designing materials, choosing delivery methods, managing communication, and compiling an appropriate administration system. All of these elements play a role in creating a quality learning experience even though it is done remotely.(Abidin et al., 2020).

Distance learning is a learning process that does not involve direct physical meetings between teachers and students. Even without face-to-face meetings, the learning process can still take place actively through two-way communication facilitated by various media, such as computers, the internet, video, television, radio, and telephones. When compared to conventional learning, distance learning, also known as e-learning, has a number of differences. These differences can be seen in the form of interaction between teachers and students, student characteristics, types of programs used, the role of education actors, to the management systems and supporting technology. Although there are differences, this is not a barrier. In fact, these differences open up opportunities to develop more flexible and innovative learning models, which ultimately support the creation of quality and equitable education for all parties.(Sholihah & Handayani, 2020).

Stages of an Effective Online Learning Strategy

There are several stages of effective online learning strategies, including: In implementing effective online learning strategies, teachers need to go through several important stages that are interrelated. The first step that must be taken is to analyze the learning material. This stage is very important because by understanding and reviewing the contents of the material first, teachers will have a strong foundation in designing appropriate learning. As explained by Nuraini, material analysis is the main provision for teachers in compiling focused and meaningful learning. After the analysis process is carried out, the next step is to determine the learning media to be used. The selection of this media should be adjusted to the characteristics of the material and the needs of the students. According to Fauzi, choosing the right media will help create a more interactive learning atmosphere and support the achievement of learning objectives effectively. The next stage is to maximize the use of technology. Teachers can take advantage of various available digital features, such as creating interesting presentations, compiling learning videos, or using interactive quiz applications to increase student participation. Suhendro also emphasized the importance of optimal use of technology, such as using WhatsApp groups, online learning platforms, and social media to support communication and interaction during learning. Finally, after the learning process is complete, teachers need to conduct an evaluation. This evaluation aims to reflect the extent to which the learning process has gone well and what needs to be improved. Hamidaturrohmah and Mulyani, explained that evaluation is an important benchmark in assessing the effectiveness of online learning and can be a basis for improving the quality of teaching in the future. Through continuous evaluation, teachers can improve the strategies used so that online learning in the future will be better and in accordance with student needs.(Sumaryo, 2022).

An effective online learning strategy is an effort that is designed in a structured and planned manner, where teachers organize every step in the teaching and learning process carefully. This includes a pattern of teacher actions or behaviors that are systematically arranged, so that every component in online learning, from materials, media, to interactions with students, can run in harmony and support each other. With a well-organized strategy, teachers are not only conveyors of material, but also facilitators who are able to create an efficient, directed, and meaningful learning atmosphere for students, even though it is done remotely.(Besouw et al., 2024).

Obstacles Faced in Implementing Distance Learning Strategies

One of the biggest challenges in implementing distance learning is limited access to technology. Not all students have devices such as laptops or smartphones that are suitable, and many of them also experience unstable internet connections. This situation creates a gap in learning opportunities, especially for students who live in remote areas or come from families with economic constraints. Although several alternative solutions such as the use of printed teaching materials and offline video recordings have been tried, the interactive online learning experience remains difficult to replace completely. In addition, both teachers and students often have difficulty using digital learning platforms. Low skills in operating technology are a barrier to utilizing the various interactive features available. Some teachers are not yet familiar with virtual classroom applications, while many students also do not understand how to access the material optimally. To overcome this, ongoing training

is needed to improve digital skills for all parties involved in the learning process. On the other hand, distance learning also has an impact on the social aspects of students. Reduced direct interaction with teachers and peers can reduce enthusiasm for learning and have an impact on students' mental health. Feelings of isolation or loneliness can arise, and this can affect their comfort and satisfaction in learning. Therefore, it is very important to continue to encourage the use of collaborative learning approaches and provide space for students to continue to interact virtually in a warm and supportive atmosphere.(Syakhrani et al., 2025).

In implementing distance learning, teachers face various quite complex obstacles. One of the main challenges is the lack of support from students' parents, both in terms of mentoring and understanding the concept of online learning. The role of parents is very important, especially in accompanying children at the elementary level who still need intensive guidance during the learning process at home. As expressed by Satariyah, distance learning basically requires collaboration between teachers and parents, where parents play a role in delivering material that is usually done directly by teachers in class. However, in reality, many parents have difficulty in carrying out this role. Busy work, limited technological knowledge, and economic constraints are factors that hinder their involvement. Some parents do not even have adequate devices such as smartphones, or have difficulty reading and understanding the material. In addition, not all families are able to provide basic online learning needs such as gadgets and internet quotas, which ultimately impacts the sustainability of children's learning processes. On the other hand, teachers are not immune to challenges. Not all educators have adequate skills in operating technology and adapting their teaching methods to digital formats. As explained by Satariyah, mastery of technological devices such as laptops, WhatsApp applications, and other online learning platforms is very important in supporting successful learning. However, in fact, there are still many teachers who have difficulty in carrying out this, especially due to limited training or experience in using digital media optimally.(Dwi Septina et al., 2020).

Characteristics of Distance Learning

Here are some characteristics of distance learning implementation, including: In the implementation of distance learning, there is no direct face-to-face interaction between teachers and students. Meetings are only held under certain conditions that really require special attention, such as when discussing assignments or other important issues. This condition causes teachers and students to be in different places throughout the learning process, so that students are required to be more independent, active, and responsible for their learning process. Support from teachers and peers is also limited, which means that students need to take more initiative in understanding the material. To overcome these obstacles, educational units have an important role in designing and preparing effective distance learning mechanisms. Educational institutions also need to provide learning assistance services for students who have difficulty following the process. In preparing learning plans, teachers are required to be more sensitive to the conditions of students as individuals who have different abilities and backgrounds, and to consider the limited direct interaction that can be done. Because distance learning emphasizes student independence in learning, every step in presenting material, providing guidance, and evaluating success must be managed in a structured and comprehensive manner. Communication between teachers and students, as well as between students, takes

place through digital media, so that active participation from all parties is needed so that interactions are maintained properly. In this context, teachers no longer play a role as the only source of knowledge, but as facilitators who accompany and facilitate students in their learning process. Teachers need to create interesting and enjoyable teaching methods, present materials creatively, and open up active discussion spaces. On the other hand, students are encouraged to become active participants in learning activities, take the initiative, and be able to work together independently or collaboratively. This new paradigm places teachers and students as partners in the educational process, who support each other in order to achieve meaningful learning, even though it is carried out remotely.(Sutanto et al., 2020).

The distance learning system has distinctive characteristics that distinguish it from traditional learning methods. Keegan explains that there are a number of main characteristics in this system. First, the learning process takes place without direct meetings between teachers and students, so that face-to-face interaction is not part of the learning routine. Second, even though it is carried out from home or each place, this education remains under the coordination of formal educational institutions, so it has a clear structure and objectives that are different from independent learning which is completely free. Third, the process of delivering material in distance learning utilizes various types of media, such as printed materials, audio, video, computers, and other multimedia. These media are the bridges of interaction between educators and students, replacing direct communication. Fourth, this system also provides space for two-way communication, where students not only receive information, but also have the opportunity to ask questions, have dialogues, and express their opinions actively. Fifth, even though learning takes place remotely, there is still the possibility of holding direct meetings occasionally, either to explore certain material or to build social relations between students. This also supports a learning approach that focuses more on individuals, rather than on the group as a whole. Finally, the implementation of distance education runs in a systematic and organized pattern, almost resembling the process in the industrial world with a neat work flow, use of technology, and efficient time and resource management.(Warsihna, 2013).

Advantages and Disadvantages of Distance Learning Systems

The advantages include: Online-based distance learning offers many benefits that provide convenience and flexibility for both students and educators. One of its main advantages is the availability of e-moderating features, which allow for two-way communication without time, place, or distance constraints. Teachers and students can interact with each other via the internet at any time, so that the learning process becomes more open and responsive. With this system, students have the freedom to access or review learning materials according to their needs. They can search for additional information independently via the internet, making the learning process more dynamic and personal. Online discussions are also more inclusive because they can involve many participants at once, broadening horizons and enriching perspectives in understanding the material. In this approach, students truly become the center of learning. They are required to actively manage their learning process, develop their personal potential through independent learning. In addition, online learning allows for more equitable access to education to remote areas that were previously difficult to reach by conventional education systems. Another advantage of this system is its almost unlimited capacity. Because it does not require a physical classroom, education can be attended by many participants at once without space and

location constraints. This also has a positive impact on the efficiency of educational operational costs, reducing the need for buildings, transportation and stationery.

Time flexibility is also a very important added value. Students can determine their own study time, making it very suitable for people with irregular schedules, such as workers or teachers. They can study without having to leave their main activities. Moreover, students are also given the freedom to choose the material they want to study, according to their interests and needs. If they have mastered a topic, they can immediately move on to the next material. However, if there is a part that they have not understood, they can repeat it without having to rely on the presence of a teacher or classmate. With this approach, each individual can achieve a deep understanding independently, which is known as the concept of mastery learning. Meanwhile, the disadvantages include: Although distance learning offers many conveniences, there are still a number of challenges that cannot be ignored. One of the most prominent is the lack of direct interaction between teachers and students, even between students themselves. This condition can hinder the process of forming important values in learning, both academically and socially. In addition, the focus in learning can sometimes shift. Instead of emphasizing the educational side, sometimes there is a tendency to emphasize the business or commercial aspects. This can certainly disrupt the main purpose of education which is actually aimed at forming the character and knowledge of students as a whole. Technical problems also do not escape attention, such as the delay in sending learning modules from the center to participants in the regions. This inaccuracy can hinder the smoothness of the learning process. For this reason, strong administrative support is needed so that the management of large numbers of students can continue to run smoothly.

Another challenge comes from the students themselves. Not all students have high learning motivation. Because this system requires them to learn independently, independence and discipline are essential. Without it, they can lose their way, get distracted by other things, or even stop learning before completing the material they should have mastered. Another difficulty that is often faced is when students do not find the material they need directly on the learning platform. When they want to get further explanation from a teacher or tutor, they have to wait until the teacher is available online. This can certainly hinder students' understanding of the material being studied. Differences in perception between teachers and students can also be an obstacle. Students may feel that they have understood the material, while teachers think otherwise. This disparity of views can lead to inaccuracies in measuring learning achievement. To overcome this, regular evaluation at the end of each learning session is very important so that both teachers and students have the same understanding of the development of the learning process.(Herlina, 2021).

CONCLUSION

Distance learning has become an alternative solution in the world of modern education, especially when the situation does not allow direct meetings between teachers and students. However, for this learning to run effectively, a planned strategy is needed and adjusted to the needs of students. Teachers play an important role as companions who not only deliver material, but also build a spirit of learning through a creative and meaningful approach. With the preparation of the right material, the use of appropriate media, and continuous evaluation, the learning process can continue even though it is done remotely. However, the implementation of online learning is not without challenges. Inequality of access to technology, financial

constraints, and minimal support from parents are real obstacles experienced by many students, especially in remote areas.

On the other hand, low motivation to learn, difficulty in understanding the material independently, and limited social interaction also have a significant impact on students' learning success. In conditions like this, teachers often have to work harder, even beyond their professional capacity, to ensure that all children continue to get the right to learn properly. However, behind all these challenges, distance learning also brings new hope. Flexibility of time, freedom to choose materials, and the opportunity to learn from anywhere make this model able to develop into a more inclusive and adaptive learning system. With strong cooperation between teachers, parents, schools, and the government, online learning can not only bridge limitations, but also be a step towards a more open, equitable, and quality future of education.

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