**THE CHALLENGE OF ONLINE LEARNING:**

**SUPPORTING WORLD’S UNREACHABLE REGION**

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The global Covid-19 pandemic makes us spend most of our nine months in 2020 at home, maintaining physical distance from other people, and maintaining hygiene. The rise of information on how the Covid-19 virus spread has made people both aware and afraid. There are people with Covid-19 with no symptoms, having the virus attacked their respiratory tracts. Things are worsened by the fact that vaccines have yet to be found. To reduce the spread of Covid-19, governments of each country advise their citizens to stay at home and do their activities from home. This includes learning activities. For that reason, each country faces challenges in providing adequate quality education yet is expected to not reduce the essence of learning through remote learning. Remote learning using online classes is assisted by gadgets and internet access to substitute face-to-face learning activities through video conferences, e-books as reading materials, and online platforms for assignment submission.

To maximize learning activities, good facilities are needed. Meanwhile, good facilities can only be obtained by people in higher social classes, such as people who can afford proper gadgets and internet access for remote learning. As students, we cannot deny that majority of us do not have an income, so we rely on financial support from our parents when not all families are financially stable. The idea of governments supporting internet data for students sounds good, but we tend to forget that not all regions have been developed enough to get good network access. Based on the data from the University of Oxford in “Our World in Data”, all countries on the continent of Africa are still classified low in terms of internet usage. As much as China is a vast country, some areas still do not have access to internet access. Furthermore, Indonesia still has many areas that have never had internet access at all (University of Oxford, 2017). These realities do not promote the right for education that every student in the world should have.

United Nations, as an international organization that aims to unite and protect the world from all threats, launched a Policy Brief entitled, "Education during Covid-19 and Beyond". In short, the UN recommends suppressing the virus transmission and planning to re-open schools, protect education financing and coordinate the impact on the educational sector, build a strong and sustainable system for online education, and reimagine education by seizing opportunities to find new ways for the better quality of education. (United Nations, 2020) The UN acknowledges that some developing countries with hard to reach areas still exist. For that reason, the UN recommended that governments do their best to develop infrastructures for network and internet access. In terms of addressing educational problems, the UN in Sustainable Development Goals no. 4 also promotes education that is accessible, of maximum quality, and evenly distributed throughout the world with certain indicators (UNDP, 2016). According to this background, the author sees that the UN is on track in affirming the right to education for all people during the pandemic.

Talking about accessible education during this pandemic, one important principle that we must uphold is independent learning. Since internet access has become a problem, independent learning comes as a solution that entails the ability of students to learn even without the guidance of a teacher. This can be done with the cooperation of the government of each country to allocate funds in sending and distributing books to students that live in remote areas. The UN must also appeal to international aid organizations with developed countries to provide loans to empower developing countries. Political interests that come with it should be managed accordingly by the UN through realizing the interests of the vision and mission. The UN members consist of superpower countries that should prioritize the interests of the UN to create global harmony and not the other way around.

Students in remote areas are required to hold class meetings once or twice a month to discuss material that students do not understand. Books shipping and monthly offline meetings must be maintained with health protocols. This includes maintaining distance and maintaining cleanliness. At the same time, governments must also build an accessible internet network in said remote areas. The development of internet access can be supported by investors by providing capital to the government. Local communities can also help by socializing the establishment of an internet network to society.

This requires seriousness in the process that entails an evaluation. This evaluation can be held once a year to review the performance. Through evaluation, governments as the organizer can learn whether or not they have succeeded in building education of good quality during the past year. If not achieved, governments must explore factors that have caused the failure. The various factors can be used as lessons for the government to improve their performance and to achieve the desired quality of education.

In the end, we can conclude that education, especially in the middle of this pandemic, should not be accessed only by those who are financially able. The governments of each country must do the best for their people. The solution that the author offers is guaranteed to be effective because it allows students to learn without being limited by their social class or financial capability, coupled with the development of internet access to prepare for long-term development. The UN is responsible for bringing countries together to take a stance and to recommend developed countries to provide aids to countries in need. Concrete actions and evaluations must be carried out sustainably to improve the quality of education in this difficult time.

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