Long distance learning and the Pandora's box from weak education: Findings of "feudalism" in education

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Abstract

This study aimed to investigate 7 aspects that influence the online teaching and learning process, as well as find the existence of feudalism in the distance learning model. This study is a qualitative study that was descriptive and used analysis. The theoretical basis is following the facts in the field. The data were collected by using a survey involving the instructor (teacher/lecturer), students, and the parents of the students. The distribution of an electronic questionnaire (e-questionnaire) was carried out through social media platforms. The feudalist model was found to exist within the distance learning practice. Feudalism which is closely related to centralized leadership and managerial models can occur in all aspects of life. Furthermore, it is not impossible in the realm of education. This feudalism is reflected in the teaching and learning process approach which tends to be teacher-centered. Not only in offline or face-to-face models, but this study also revealed that the online teaching and learning process was only an extension of the "feudalism" practice in education during the pre-pandemic era.

Keywords: Distance learning; education; feudalism; online learning.

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1. INTRODUCTION

The teaching and learning process in Indonesia becomes even more worrying when the distance learning model is applied. the old paradigm of teacher-centered teaching and learning process interaction pattern eventually stuttered in the virtual classroom. The learning experience changes a total of 180 degrees, from the conventional model, face to face, to a virtual classroom nowadays. Teachers who apply a lot of teacher-centered interactions end up helpless in virtual classrooms. this study reveals this alarming phenomenon. During the COVID-19 pandemic, distance learning became a fear for educators (Sadigov et al., 2024; Muhaimin et al., 2023; Zhao et al., 2020).

The teacher-centered concept is part of education in general. The teacher or instructor serves as a provider of knowledge and experience in learning. This is common to apply. However, this concept is quite outdated when information technology makes students able to learn independently. The teacher-centered concept is increasingly failing to be applied because it tends to be feudalistic. In other words, the teacher is at the center of power over his knowledge and teaching. The teacher has full control over interaction and monology. Although substantially, the teaching and learning process itself is egalitarian and dialogic.

Feudalism which puts power on the one hand has long existed in education. In the United States in the 1930s systemic feudalism ended up hurting students. This was revealed by McColley (1936) where the centralism of education has penetrated the entire school system and homeroom teachers. Therefore, the homeroom teacher is considered a savior knight. The impact of the feudalistic organization was poor students. This centralistic system is ultimately also reflected in the pedagogical concept in the classroom. Educators consider the centralistic power model of teaching to holistically educate students, especially in the current 21st century.

Structurally, this teacher-centered approach has long been adopted in the curriculum in Indonesia. Therefore, it was only in the 2013 curriculum that a teacher-centered approach was eliminated. As a comparison, the 2006 curriculum used behaviorism and a cognitive learning approach. Meanwhile, in the 2013 curriculum, the approach used is shifting towards the constructivism approach. Thus, in practice, teachers in the classroom, who initially tend to use the teacher as a learning resource (teacher-centered learning), become students and their environment as the sources (student-centered learning).

A significant shift in the approach in the 2013 curriculum has also changed the teaching and learning strategies and methods in the classroom. In the teaching and learning process, teachers are now required to put forward the scientific approach method. This method consists of the competencies of Observing, Asking, Processing, Presenting, Concluding, and Creating. Moreover, the evaluation and assessment system changed from a paper and pencil test to a process-based assessment such as authentic assessment, portfolios, and many other forms. This approach has also been applied to the thematic teaching and learning process from Elementary School to Junior High School, Senior High School, and Vocational High School.

The implementation of the teacher-centered approach in the curriculum proved one thing there are difficulties in implementing it, even in the 2013 curriculum. Based on a previous study conducted by Kurniati and Surya (2017) at a vocational high school in Medan, the student-centered approach is difficult to implement. Therefore, teachers at that vocational high school continue to use the old paradigm in teaching using a teacher-centered approach at last. The same thing also happened to the implementation of the 2013 curriculum based on the teacher-centered approach in a junior high school in Malang. Scientific and independent methods that are required to be applied by the teacher are difficult to do in the classroom. Therefore, the teacher-centered mindset is difficult to change and is carried out in the classroom again (Wijayati & Wulandari 2016).

It is not only in terms of implementation and the teacher mindset that the teacher-centered approach is questioned. Even for pre-service teachers, this model approach is still a culture that is hard to forget. Therefore, the implementation of the teaching and learning process in the teacher-centered approach is still being carried out. This is what was obtained from the results of a previous study conducted by Imaduddin et

al., (2019). The previous curriculum is considered to be outdated. However, in face-to-face classroom practice, there were many difficulties. A study conducted by Imaduddin et al., (2019), studied the teaching and learning process approach for science subject pre-service teachers at an Islamic religious university in Kudus. The majority of these pre-service teachers were still influenced by the teaching and learning model of the teacher who taught them in high school.

Teacher-centered interactions are where the interactions focus on the teacher. Therefore, the students are considered as passive entities and tend not to know many things. This is where the feudalism concept of education is reflected. In the distance learning model, this is quite the opposite. The feudalism of teaching and learning process interactions is hampered by face-to-face interactions, gestures, and audio and verbal follow-ups. Students in the distance learning model are required to be more egalitarian and independent. At last, the teacher comprehends and implements the total function of the teacher as a learning facilitator.

1.1. Purpose of study

Conducting a study during the pandemic, where the teaching and learning process takes place online, has opened a pandora's box on how education is sustainable during a pandemic, which is a reflection of the education model in the pre-pandemic period. This study aimed to investigate 7 aspects that influence the online teaching and learning process, as well as find the existence of feudalism in the distance learning model.

2. METHOD AND MATERIALS

This study is qualitative research that was descriptive and tended to use analysis. The theoretical basis was used as a guide to enable the focus of the study is follow the facts in the field. Furthermore, this theoretical basis is also useful for providing an overview of the research background and as material for discussion of the research findings. The descriptive method was used in this study to analyze the current status of a group of individuals, an entity, a collection of conditions, a system of thought, or a class of events. This study aimed to make a systematic, factual, and accurate description or visualization of the facts, characteristics, and relationships between the phenomena being investigated.

2.1. Participants

The data were collected using a survey involving the instructor (teacher/lecturer), students, and the parents of the students.

2.2. Data collection tool

The distribution of an electronic questionnaire (e-questionnaire) was carried out through WhatsApp social media. The distribution and collection of the primary data took place in approximately 1 month during the COVID-19 pandemic in Indonesia. The electronic questionnaire was made in the form of questions with the available options (close-ended questions). After the data were collected, they were then analyzed descriptively by describing each question that was answered completely by the respondents.

3. RESULTS
3.1. Technology

Teachers assumed that technology is not a source of knowledge, but is a source of diversion of students' concentration from not only knowledge but also real life. Teachers admit that the internet indeed provides much alternative knowledge, however, they feel that this alternative might not guarantee future goodness and success. Teachers considered that technology had more disasters than blessings for students. This is naturally in contrast to the opinions of students who conveyed that they enjoy the presence of technology, which allows them to explore material that they do not understand. Furthermore, they felt they had a broad knowledge of internet sources. If this could be continued, the students believe that they would be very happy if the theoretical material should be from many sources on the internet.

The principle that technology is present to facilitate the teaching and learning process has never been optimized by the teacher (Gao et al., 2022). This is related to the teacher-centered philosophy that encourages

teaching practice, which focuses on teachers as the main "technology." Thus, material based on limited sources is believed to be the only source of truth. Moreover, this also encourages the teaching and the learning process to be dominated by teaching instead of interacting. Furthermore, students were asked to memorize more instead of practice more. Internet technology encourages a person not to memorize but to understand more since they have many choices of explanations. Thus, the students are more open. This openness, naturally, will encourage more interaction for it takes a lot of discussions to comprehend and integrate one material with another.

Resource Person, Teacher 2:

"Using technology too much is dangerous. Many of the students are just playing around instead of being serious about their studies. The point is that the teacher has made sure that the material complies with state standards, read by students."

Resource Person, Teacher 3:

"Students are fast learners of technology. That is good, but not every knowledge on the internet is right. They also do not understand that knowledge. There are still many students who get bad grades on their exams. Even though they can do the exam at home, their grade is still not good."

Resource Person, Teacher 5:

"Some students might ask insignificant questions as a result of what they have learned from the internet. It is a waste of time. The teaching and learning process has limited time, but they ask irrelevant questions."

Resource Person, Student 5:

"The theory lessons in class are boring. It is just so-so. Most of our materials are from the teacher and a book that is sometimes unclear. The current distance learning is better. We are free to look for learning sources. Thus, we are more knowledgeable."

Resource Person, Student 1:

"It is good if the subject matter comes from various sources. We can understand better. There are many examples of the problem. It is just that sometimes I get confused. The teacher always asks for certain materials. Thus, I have to memorize it again."

3.2. Trust

The teacher did not believe in students' abilities and achievements during the distance learning process. This was revealed in the interview. It turned out that the teacher felt that how could the students have the same competence when the source of knowledge was not controlled. According to the teachers, the internet does promise a wide range of resources. However, they felt dissatisfied, because the teachers saw the absence of the teacher physically to guide and teach directly might make students lose direction and have no grip. All respondents agreed that without teacher direction, evaluation, and direct sanctions, the formation of reason and student morale would not be developed.

Further explored, the students expected that there might be opportunities for them to be freer and more independent in looking for referrals and finding experiences outside the influence and knowledge of teachers and schools. In rhetoric, the teachers stated that they provided opportunities for students to ask questions or explain other findings, beyond the material given. However, in practice, teachers often closed these opportunities. Thus, students' trust in teachers who are willing to listen, and nurture, is very low, given their experiences that are always stopped when having a dialogue using knowledge from independent sources.

Resource Person, Student 2:

> *"Online classes are complicated. We have to show our faces, but we are bored to do so. In a classroom situation, if we feel bored, we can move around and interact with friends. It is hard to do that in an online class."*

Resource Person, Student 4:

> *"It is weird. We are asked to ask a question. Yet, when we asked, the teacher said that we did not pay attention since the explanation had been presented beforehand. It makes me lazy."*

3.3. Team

This study found that students missed being together physically with their friends. They considered being with fellow students not only a means to release fatigue and boredom but also to gain knowledge. Friends have long been a source of knowledge and skills for students. Research has found that this happens because when they are with friends, they can discuss things or knowledge outside the main source requested by the school or teacher. They can also exchange information about additional sciences that each one gets outside the subject matter. Furthermore, during the discussion with friends and when joining the group team, they feel free to express anything, without worrying about being given a certain label and being cornered.

For teachers, the team formed by students is considered not to fully help students understand the material and knowledge. Teachers believed that groups make students unfocused, and free from responsibility, and many enjoy being free riders. Teachers do not realize that the factors that encourage a high preference for team building in the classroom are because teachers do not respond expected by students concerning open, informal discussions and receiving input and other knowledge.

Resource Person, Student 5:

> *"It is fun to work in groups. If you are confused, you can immediately get help. That is why, even though we do not have any assignments, we have a permanent group to help each other if there is homework, et cetera."*

Resource Person, Student 1:

> "*Working in a team, especially during this distance learning helps to be able to share tasks since there is so much homework. We do it hand in hand to make it easy. Unfortunately, not many class materials were asked to work in groups."*

Resource Person, Teacher 3:

> *"Students normally form their groups, either to work on assignments or simply to socialize. I do not ask them to work in groups much because I want to see their abilities. The grades on the report card are individuals, not in groups."*

Resource Person, Teacher 5:

> *"It is not fair for the diligent students if they have to be with less diligent students. They are used more. That is why we do not give many tasks that have to be done as a team."*

3.4. Test

There is a concern about the low results of students during distance learning. It was assessed that the learning process was weak since it was only conducted via the Internet, teachers were encouraged to use tests as a way to ensure that the quality of teaching and learning was still guaranteed. It was revealed in this study that online tests were also a way for teachers to maintain control over students. Educators or teachers consider that low physical encounters mean low student learning abilities. Uncertainty about the seriousness of students following the material during distance learning is translated by giving many tests as a measuring tool.

For students, the test makes it difficult for them, because it makes them not free to try to understand the material provided by the teacher. Moreover, efforts to enrich knowledge are impossible. Furthermore, the curriculum contains Key Performance Indicators (KPI) which are standardized with statistical measures of numerical values, making teachers obsessed with meeting these targets. This statistical model KPI requires a score to fill it. Therefore, continuous testing is a means of achieving KPIs.

Resource Person, Teacher 8:

"I feel that kids are not serious during the online class. Thus, indeed, I continue to give assignments, for evaluation and material reminders for students."

Resource Person, Teacher 1:

"I have no option. Students will not concentrate. The test is to enable them to continue to be literate and want to learn. We can certainly explain it well during the face-to-face learning process. We can also make sure every child understands the material well."

Resource Person, Student 4:

"I am exhausted. Can you imagine? I get assignments from each class. I cannot catch my breath. When I finished one, another class immediately gave me another assignment. Not to mention, there is also a lot of homework."

Resource Person, Student 6:

"I do not have time to review the lessons, let alone to look for new knowledge. If there is a time off, it is better to play games or sleep."

3.5. Time

The instructors or teachers completely dominate every online meeting that takes place. In their opinion, they want to ensure that the learning model in the classroom can occur completely in the online class as well. The learning pattern is that teachers spend at least 1-2 hours in front of the class. They feel that it is the best learning model. The teachers saw that apart from themselves, naturally the knowledge could not be accounted for. Moreover, the demands of the national curriculum that did not change during the distance learning, made them want to use the entire meeting time as a tool for them to fulfill their responsibilities as a source of knowledge.

Resource Person, Teacher 4:

"I have a demand that the student's grades are maintained. For that matter, everything is hard."

Resource Person, Teacher 3:

"I feel exhausted during this distance learning. However, I have to make sure that I can provide the same material as before distance learning. Yet, since I give it while sitting and in front of the screen, I feel even more fatigued. It is the same in class. However, it is much more tiring during this distance learning." Head-to-screen distance has proven to influence the cognitive abilities of a reader.

Resource Person, Student 4:

"Distance learning is hard. Sometimes it is hard just to eat. You have to hold on to the bathroom because the online class does not stop. Then, a new assignment can be done at night. Furthermore, I also need to help my family at home."

Resource Person, Student 5:

"I miss school. Even though I am tired, I still have friends. There is time to go to the cafeteria and have fun. At home, I do not look like someone who takes a shower or eats. I look like a lazy person. Meanwhile, I have an online lecture to attend and various assignments to do."

3.6. Training

This study also found that even though students admitted that they were tired and bored with distance learning, there was a significant increase in participation in training out of the subject matter of school or voluntary courses by students. They intensively attend non-subject matter training. This study showed there is a gap between the recognition that learners are exhausted and limited time during distance learning. After further investigation, it was found that they were not satisfied with the monotonous subject matter. Distance learning makes them find much alternative knowledge that they believe to be relevant to current conditions and future needs. In reality, the teachers do not understand that there is increasing participation of students in various training. Researchers found that students want to gain knowledge. However, since the material was not developed and the chance for discussion was low, training became an alternative to meet their thirst for new things. It does not mean that students do not like to learn as the teachers expect, but the quality of the material and the low interaction frequency between the teacher and the students encourage students to enjoy more training which is also like compulsory classes, but voluntarily.

The students admit that they require knowledge that not only helps them move up a grade, but also guides them in life, motivates them, and provides an overview of future trends in employment and income. This is what the teacher never gave in class.

Resource Person, Student 6:

"The training was fun. We are free to ask. We also get prizes. It is not bad for refreshment."

Resource Person, Student 2:

"I am bored with the material from the class. I take part in training to get rid of boredom while gaining knowledge. Many things have inspired me to be enthusiastic and also start a business career, for example."

Resource Person, Student 5:

"We live not only for school. The future is also important. Training makes me realize that we have to keep on being positive and moving."

3.7. Touch

The touch, in this case, is not just a physical touch such as patting the back as an expression of motivation to students, but how the presence of the teacher nurtures, guides, and ensures the development of students' learning and experiences at school to become useful in society.

This study found that the low "touch" was not due to the distance learning process, which created physical distance between the teacher and students, but due to the hierarchical pattern of the relationship between the two. This condition was revealed by the narrative of students who said they were reluctant to ask questions or seek knowledge from the teacher because they were worried about disturbing the teacher, not being responded to, or burdening the teacher.

The students admit that during the offline period, the teachers were believed to be more able to play the "touch" element, not on their attention, but on the aspect of easiness to ask for time at unexpected times such as intercepting after class. This reluctance is getting stronger during online learning. The students "empathized" with teachers who were deemed to be exhausted, as they reflected on themselves. The deep "understanding" of the students shows that indeed the power of the relationship between teacher and students is in the corridor of a hierarchy.

Resource Person, Student 5:

"Well, it is not good to bother the teacher. The teacher looks exhausted. We should not ask again."

Resource Person, Student 2:

> *"At school, we can read the teacher's mood through their expression whether we can ask something or not. If the teacher looks bored, it is better not to ask a question. Online learning is difficult. It is better not to ask rather than be wrong."*

Resource Person, Student 1:

> *"Friend is the best. In our lessons, we are looking for smart friends. It is better since we can ask things over and over again to a friend."*

4. DISCUSSION

The feudalist model still exists within distance learning. Feudalism which is closely related to centralized leadership and managerial models can occur in all aspects of life. Moreover, it is not impossible in the realm of education. This feudalism is reflected in the teaching and learning approach which tends to be teacher-centered not only in an offline or face-to-face class but also in the distance learning model found in this study.

According to Brown (2003), a teacher-centered approach puts the control of the learning process in the hands of the teacher. Teachers apply their expertise in knowledge to aid understanding in learning. The efforts of students to independently process information are considered secondary activities. Schaefer and Zygmont (2003) suggested that the teacher-centered approach makes students passive recipients of the information. The learning process is described as a change in behavior. In practice, there is a preference for formal testing of informal evaluation techniques, strict classroom control, and the use of one dominant teaching method. In the interview conducted in this study, one of the teacher respondents revealed strict control of the teaching and learning process. The teacher is very confident about the central role of the teacher in educating students.

> *"They will listen to us in class. The lessons are delivered well. Even without the internet, students can receive lessons. The grades are also good. This indicates that the important thing is that they focus on listening to the teacher."*

Consequently, the teacher-centered approach promotes dependent learning. This teaching style is generally shown by a teacher who wants to teach too many teaching materials in a very short time (Brown, 2003). The product of the education system, which emphasizes the learning of instructional materials only, makes it difficult for students to make the transition to a meta-process way of thinking. Such a transition requires changes in how the education system perceives teaching materials (Schaefer & Zygmont, 2003).

Dole et al., (2016) discuss systematically that teacher education also applies a teacher-centered approach. Teachers are influenced by the larger school education culture. Consequently, this model hurts the implementation of student-centered pedagogy. There are scholarly and pedagogical transfer problems in teacher education and teacher professional development. As a result, in the distance learning practice, teachers are seen as unprofessional in adapting to virtual classrooms. The monologue or lecture model in presenting teaching materials was considered quite boring by students in this study.

Therefore, many teachers find it difficult to transfer what they learn in their training and professional development programs into the classroom. Teachers find it difficult to know how to teach critical thinking. Furthermore, teachers often refuse to make changes in their teaching style this may represent a lack of student-centered strategic exposure. This is because many schools taught a similar approach when they learned 20 to 30 years ago (Dole et al, 2016). In this study, students felt the same way, even in the context of distance learning. The following is their narrative during the interview. There are even students who compare the way their teachers teach with online training models.

> *"We feel that if everything is not from the teacher or school, the results will not be considered and accepted. It is always been said to us that we do not follow the rules. Thus, everything is required to be following what the teacher and school say."*

> *".... imagine if the teacher teaches us like in a training. Surely, we continue to stay tuned in class for there will be a lot of new things presented in a good way. Furthermore, there will be an interaction."*

A student-centered approach is recommended to be implemented. This approach can facilitate the development of critical thinking skills. Therefore, teachers also need to develop strategies that foster this independent learning (Schaefer & Zygmont, 2003; Kerimbayev et al., 2023). Twenty-first-century classrooms challenge traditional teacher-centered curricula to meet the increasingly diverse needs of students and increase achievement outcomes (Brown, 2003).

Brown also revealed that the student-centered approach focuses more on knowing the individual abilities of students. Therefore, an environment is created where students can make associations with teaching materials. Likewise, the focus on achievement is shifted to students, not to teachers. The teacher in the process provides various learning methods and techniques to help students build knowledge.

Besides the teacher competence and development, this educational feudalism model is also supported by a learning culture. This is because the independent student-centered approach has failed to occur in the learning context of students in Asia, including Indonesia. Loh and Teo (2017) revealed that a significant difference between Asian students in the classroom is the low level of participation. This is interpreted as a barrier element for fostering a good learning process. Meanwhile, active participation is an activity that can develop independent learning skills and the ability to apply knowledge.

In more detail, the study of Loh and Teo (2017) revealed that Asian students generally display learning behaviors that can be classified as 'surface' and/or 'achieving', and are shown as minimal class participation. 'Surface' behavior refers to the student's ability to memorize and reproduce information only. Meanwhile, the 'achieving' behavior refers to the development of abilities or learning outcomes that are heavy on perfect scores.

Examples of this behavior are often encountered in the classroom, especially in the Indonesian context. For example, questions during the learning process are considered an act of lack of understanding or respect. Conversely, asking a lot of questions makes a student consider discrediting the teacher. Students should also reply 'yes' to a teacher who asks if she has understood what was explained since different answers will be considered an insult to the teacher (Tani, 2005). This is also obtained from the distance learning model in this study. Many students feel they do not understand if they ask too many questions. Thus, the respondents prefer to be silent and discuss with their friends. In the interview, something similar happened. This phenomenon was revealed by a student respondent below.

> *"During the class, the teacher normally corrects us or asks if we understand anything. Yet, if we ask something, the response is nothing special, not comprehensive either."*

Culturally, teacher-centered has become an integral part of the education pattern in Asia. Students also depend more on the teacher for information and memorizing materials or teaching materials. This is due to the cultural dimension that defines and differentiates a group of people. Asian countries, including Indonesia, show one of the main characteristics, namely collectivism and high power distance. This differs from Western societies (especially Britain, Australia, and the United States) where they exhibit individualism and low levels of power (Loh & Teo, 2017).

According to Wursten and Jacob (2013), the dimensions of Indonesian culture that affect education include high collectivism, high levels of power, and domination of masculinity. These elements can be described in practice as follows:

● Teacher-centered with a lot of respect given to hierarchical positions and status.
● Students expect the teacher to outline the curriculum. Thus, the lessons can be detailed in content and scope.
● Students are expected to respect the teacher. Harmony in the classroom is maintained with minimal questions asked by students.
● Relationships and interactions are considered important and often extend outside the classroom context.
● Communication is implicit and indirect.

- Structural learning situations are preferred.
- Evaluation of learning outcomes is a priority.
- Persistence is valued as a virtue.
- Success is based largely on academic performance, self-esteem, and a proud family reputation.
- Students choose subjects based on goals and dreams in a career.

In practice, changing the teacher-centered approach to being student-centered is quite difficult. Faridi et al., (2016) examined the design of a student-centered syllabus at a vocational high school in Kendal, Central Java. The results showed that the teachers found it difficult to apply the student-centered syllabus model. The teachers found problems, especially in adjusting the material and activities for teaching in the classroom. Teachers also face difficulties in encouraging their students to participate actively during the teaching and learning process. Thus, even though teachers have implemented a student-centered syllabus in their teaching, they still find it difficult to apply it (Faridi, et al, 2016). The teacher respondents in this study also revealed a similar proposition:

> *"It is impossible for the internet to make smart students. Meanwhile, during the class, the students do not focus and many do not learn completely with us. Moreover, it is only an online source. If they are in class together with us, the teachers, we can direct them well."*

In the context of distance learning, the challenges of a student-centered approach are faced by Hasibuan and Santoso (2005). The results of learning observations in SCELE (Student-Centered eLearning Environment) show that during the learning process, students are passive, not skilled in utilizing learning resources, and not competent in solving problems given by the teacher. The students were also found to not have enough learning resources. Their study also noted that 47% of respondents said conventional classes had better instructional and functional integrity than online classes. Meanwhile, 38% of respondents still cannot focus on online learning.

5. CONCLUSION

The principle that technology facilitates the teaching and learning process has never been optimized by teachers. This is related to the teacher-centered philosophy that encourages teaching practice to focus on teachers as the main "technology." Materials provided are often based on limited sources, which are believed to be the only source of truth. Moreover, this also encourages the teaching and learning process to be dominated by teaching instead of interacting. Therefore, students are asked to memorize more instead of practice. Thus, it is concluded that the distance learning model does not change feudalism in education. In this study, similar issues can still be found, especially in the challenges summarized in the 7T. these challenges are described in the following sections.

This study found that "feudalism" in education in the pre-pandemic era has made the image of online teaching and learning process become like a "disaster" for educational life during the pandemic. This study also found that of the 7 aspects that influenced the online teaching and learning process, it was revealed that the online teaching and learning process was only an extension of the "feudalism" practice of education in the pre-pandemic period.

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