



Challenges of Distance Learning during the COVID-19 Pandemic: Case Study Music Schools

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ABSTRACT: The COVID-19 pandemic has caused a radical change in the global education system, forcing the transition from traditional classroom learning to distance learning. This study examines the main challenges faced by music school students during this period, with a particular focus on technological aspects, motivation, and quality of learning. This study used a quantitative approach to collect and analyze data from music school students. The participants in this study will be the students of the music school "PrekJakova" from Gjakova and the music school "Lorenc Antoni" from Prizren from the Republic of Kosovo. Where a total of 76 high school music students were selected. Through an online questionnaire developed with Google Forms, data was collected from students to better understand their experiences and the challenges they faced. The results show that one of the biggest obstacles has been the poor internet connection, which has negatively affected the quality of learning. Also, the lack of direct interaction with teachers and peers has resulted in a decrease in student motivation and engagement. Furthermore, learning musical instruments through online platforms has been considered ineffective by most students, highlighting the need for more advanced methods and technologies to maintain the quality of learning. The study also reveals that social isolation and emotional problems have negatively affected the well-being of students, highlighting the importance of psychological support during such periods of crisis. Based on the findings of the study, measures are recommended to improve distance learning, including improving the technological infrastructure, developing interactive learning methods, and providing emotional support to students. This study contributes to the existing literature by providing a detailed analysis of the challenges and experiences of music school students

during the COVID-19 pandemic and offers practical recommendations for improving distance learning in the future.

KEYWORDS: Distance Learning, COVID-19 Pandemic, Music Education, Technological Challenges, Student Motivation

I. INTRODUCTION

The COVID-19 pandemic has had an enormous impact on various fields, causing that even after overcoming the critical phase, some experiences, work methods, lifestyles, etc., remain forever. The COVID-19 pandemic, also known as the coronavirus pandemic, is an ongoing global pandemic of the coronavirus disease 2019 (COVID-19). The new virus was first identified from a rapid outbreak in Wuhan, China, in December 2019. Efforts to contain it there failed, allowing the virus to spread around the world. The World Health Organization (WHO) declared an emergency of international public health concern on 30 January 2020 and a pandemic on 11 March 2020. The pandemic has so far caused more than 493 million cases and 6.15 million deaths, making it the deadliest in history (WHO, 2019). COVID-19 is caused by a corona virus called SARS-CoV-2. Adults, the elderly, and people who have serious chronic medical conditions, such as heart disease, lung disease, or diabetes, appear to be at higher risk for developing more serious complications from the disease COVID-19 (CDC, 2019).

According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), the highest peak of school closures worldwide was in April 2020, where it can be seen that about 81.8% of the total number of students were affected by school closures (see Figure 1). This came as a preventive measure against the spread of



COVID-19. However, the closure of schools had an impact on the entire chain of delivery of learning,

school management, teachers, students, and their parents (UNESCO, 2020).

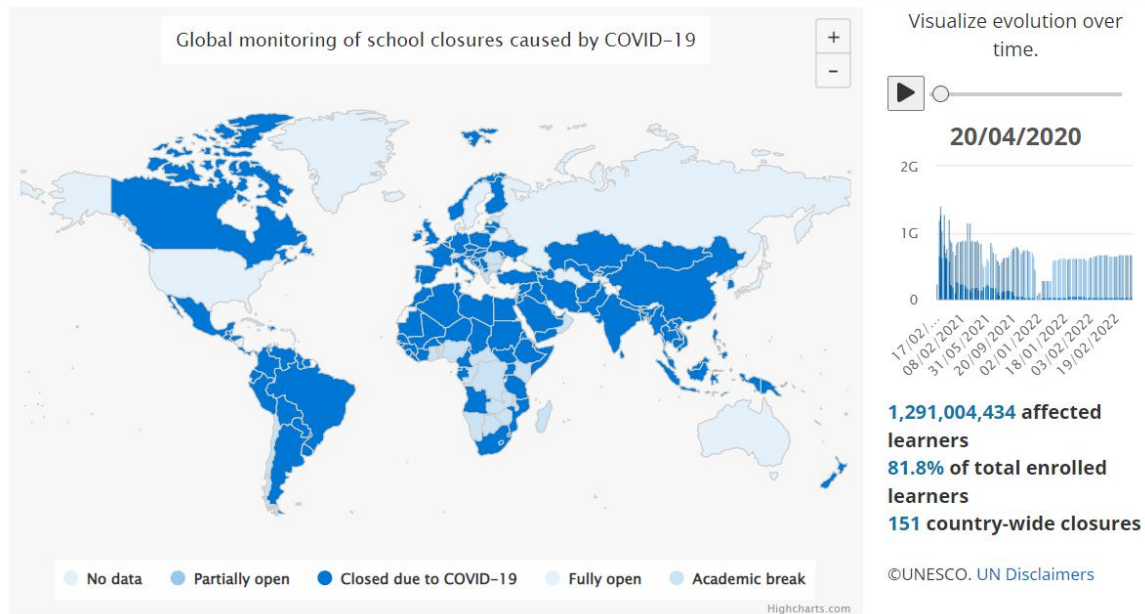


Figure 1. Closure of schools in April 2020 due to the COVID-19 pandemic (UNESCO, 2020)

As a result of the closure, state governments quickly took measures to continue learning in another form that would somewhat mitigate the isolation from education and learning. This was an unexpected situation, therefore they, through the municipal directorates of education and school management, compiled and implemented the essential strategies, necessary to keep the process active.

The sudden and forced transition from traditional classroom learning to distance learning has brought several challenges for teachers, students, and parents. These challenges are particularly acute in areas that require direct interaction and intensive practice, such as music schools. This paper examines the main challenges that music schools have faced during the COVID-19 pandemic, including technology, motivation, and quality of teaching, and offers recommendations for improving distance learning in the future.

One of the main challenges of distance learning has been the availability and use of technology. While some students and teachers have easily adapted to the various online learning platforms, others have encountered great difficulties due to the lack of suitable equipment or poor internet connection (Bozkurt et al., 2020). These problems have been evident especially in rural areas

and in low-income families, creating an education gap (Dhawan, 2020).

Distance learning has also influenced student motivation and engagement. The lack of direct interaction with teachers and peers has resulted in a decrease in motivation and engagement in lessons (Di Pietro et al., 2020). Music students, who usually need immediate guidance and feedback, have been particularly affected by this situation (Schäfer, 2020).

Another challenge for the students was their emotional state. Staying isolated, panicking about the possibility of contracting the virus, and under the influence of news from the media, their emotional state could be described as fragile.

Another important challenge has been maintaining the quality of teaching. Learning music requires a close interaction between student and teacher, which is difficult to achieve through online platforms. In addition, music performance and practice require a quiet and appropriate environment, which is not always available at home (Kite-Powell, 2020). This has led to a decrease in the quality of learning and student progress.

To address these challenges, it is necessary to undertake various measures aimed at improving the technological infrastructure, increasing the motivation and engagement of students, and maintaining the quality of learning. Some of the



recommendations include providing technological devices to students in need, developing interactive learning methods, and creating appropriate spaces for learning music at home (Zhao et al., 2020; Hodges et al., 2020).

Even before the start of the global pandemic, the education systems of the Western Balkans faced serious challenges. To varying degrees, they do not provide the skills required by the labor market. An assessment of PISA 2018 results by country shows that, on average, 53 percent of students do not acquire the basic skills needed to function effectively in a modern labor market, compared to 23 percent in OECD countries of over 78 percent of 15-year-olds in Kosovo, and over 50 percent in Albania, North Macedonia, and Montenegro are functionally illiterate (below PISA Level 2 competence) (OECD, 2017). Even in Serbia, which has the highest results in the Western Balkans, 38 percent of students are functionally illiterate. School closures are expected to lead to significant learning losses. Not attending school has two impacts:

- Students learn nothing new
- Students forget what they have learned before.

Experience from previous crises shows that school closures reduce the level of learning and disproportionately affect the disadvantaged (Graaf, Dunajeva, Siarova, Bankauskaite, 2021).

A recent study by the OECD aptly highlights the role of parents (OECD, 2020):

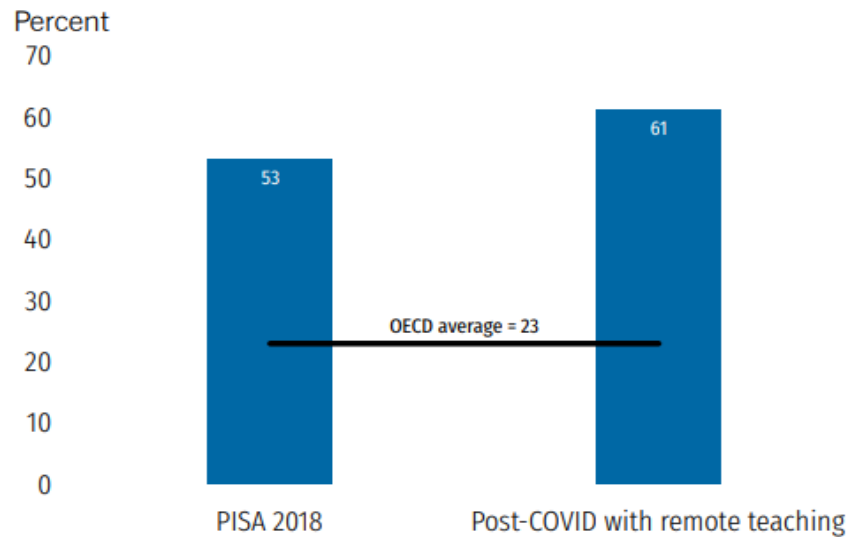
Students' attitudes and dispositions are greatly influenced by the support they receive from families and teachers and by the role models they are exposed to. Various forms of support from families and teachers, including parental emotional support and teacher enthusiasm, are important in

developing positive attitudes toward learning and can ensure that students acquire the attitudes and dispositions that can maximize ability. theirs to make the most of online learning opportunities. However, some families and teachers may struggle to provide such support – especially during the COVID-19 crisis – due to a lack of time, insufficient digital skills, or lack of curricular guidance (Graaf, Dunajeva, Siarova, Bankauskaite, 2021).

According to the PISA test report, comparing the PISA 2018 test results report and the post-pandemic test results, it is observed that the losses are large in the learning of knowledge by young people and there is a risk of increasing the number of functional illiterates.

Figure 3.2 graphically shows how the number of students below basic competence will increase - where students will not be able to demonstrate the competencies that will enable them to participate effectively in the future as lifelong learners, employees, and citizens. The comparison shows the averages for the Western Balkans and those of the OECD countries.

Finally, in the case of parents, not everyone is ready to support distance learning. The main challenge was presented in their role as "home teachers" for their children. This is because there are parents who do not have enough knowledge of technology, insufficient education, or parents who have too many children. In families where parents also work from home, difficulties arise in providing devices for all family members who will use online learning or work, as well as finding a space - a quiet place where voices from online connections will not interfere with two or more family members at the same time (Graaf, Dunajeva, Siarova, Bankauskaite, 2021).



Source: PISA 2018 data, World Bank staff calculations.

Figure 2. The increase in the number of students under elementary competence, if schools were to be closed for four months, is the average of the Western Balkans (Graaf, Dunajeva, Siarova, Bankauskaite, 2021).

Problem statement

In addition to the challenges of the students, the teachers were also challenged, as not everyone possessed knowledge and skills in working with computers. As the lesson was to be held online, teachers took on new tasks to adapt to the change. Challenging for them were: The use of technology for distance learning, the creation of electronic content, the difficulties in assessing students from a distance, etc. Learning the practical subjects was not easy as the students did not have the opportunity to do the professional practice for their educational direction/profile.

Moreover, technology not only changes teaching and learning methods but can also elevate the role of teachers from imparting acquired knowledge - to working as co-creators of knowledge, trainers, mentors, and evaluators (Schleicher, 2020). Although cross-country data are not available, there are clear indications that teachers in the Western Balkans are not prepared to support effective online learning for long (WorldBank, 2021).

If we see it in another form, we can say that the challenging factors of this period are:

- The possibility of connecting to the Internet
- Possession of an online access device

- Knowledge to use online learning
- The experience of providing this type of service by teachers
- Materials preparation time,
- The number of hours spent on online learning

Purpose of the study

The main purpose of this research is to identify and analyze the main challenges that have been encountered by music schools during the period of distance learning forced by the COVID-19 pandemic. This study aims to highlight the impact of the pandemic on the teaching and learning process in music schools, including technological aspects, motivation, and quality of learning. Through a detailed analysis of these challenges, the study aims to provide practical recommendations for improving distance learning in the future, to prepare educational institutions for similar crises in the future.

The importance of research

The importance of this research lies in several key aspects:

Addressing the Impact of the Pandemic on Music Education: This research contributes to the full understanding of the impact of the COVID-19



pandemic on music schools, an area that requires close interaction and intensive practice. This helps identify methods and strategies that have been effective and those that need improvement.

Improving the Technological Infrastructure and Learning Methods: The results of this research can be used by policymakers and educational institutions to improve the technological infrastructure and methods of distance learning, ensuring that all students have equal access to education.

Supporting Students and Teachers: Understanding the challenges faced by students and teachers, this research offers recommendations to better support these groups during periods of distance learning. This includes increasing student motivation and engagement as well as preparing teachers to use new technologies.

Contribution to Existing Literature: The research enriches the existing literature on distance education and the COVID-19 pandemic, adding a new perspective specific to music schools. This helps other researchers in analyzing similar impacts in other areas of education.

Educational Policies and Improvement Strategies: The study provides a basis for developing educational policies and strategies for improving distance learning, contributing to building a stronger and more sustainable education system for the future.

Research questions

This study aims to answer the following research questions:

1. What are the main technology challenges that music school students have experienced while learning remotely during the COVID-19 pandemic?
2. How has distance learning affected the motivation and engagement of music students?
3. What are the main difficulties in maintaining the quality of music education through online platforms?
4. How have students experienced their emotional state during distance learning?
5. What are the most effective strategies to improve distance learning in music schools based on student experience?

II. LITERATURE REVIEW

In this chapter, we will review research conducted in recent years regarding the challenges of distance learning during the COVID-19 pandemic, with a particular focus on music schools and other aspects of online education.

One of the most important studies addressing the impact of the pandemic on music education is that of Schäfer (2020), which reviews the existing literature on the subject and highlights the main challenges faced by music students and teachers. Schäfer finds that face-to-face interaction and intensive practice, which are essential to learning music, are made significantly more difficult during distance learning. The study suggests that new platforms and advanced technologies may be necessary to improve this situation (Schäfer, 2020).

Bozkurt et al. (2020) provide a global perspective on the disruption of education due to the COVID-19 pandemic and address the technological challenges that have been encountered. According to this study, many students and teachers are faced with a lack of adequate equipment and stable Internet connections, especially in rural areas and low-income communities. This has created a significant gap in access and quality of education (Bozkurt et al., 2020).

Di Pietro et al. (2020) examine the impact of the COVID-19 pandemic on student motivation and engagement. The study shows that the lack of direct interaction with teachers and peers has resulted in a decrease in motivation and engagement in lessons. This phenomenon has been observed especially in music schools, where instruction and immediate feedback are essential for student progress (Di Pietro et al., 2020).

Another important aspect that has been addressed in recent literature is the quality of online learning. Dhawan (2020) points out that while online learning can offer flexibility and wide access, it also brings challenges in maintaining the quality of learning. The study highlights the need for interactive methods and sophisticated platforms that can help maintain the quality of distance learning (Dhawan, 2020).

The emotional state of students during the pandemic has also been addressed in the literature. According to Kite-Powell (2020), social isolation and panic over the possibility of contracting the virus have negatively affected the emotional well-being of students. Research suggests that psychological and emotional support is critical to helping students cope with these challenges and maintain a positive attitude toward learning (Kite-Powell, 2020).

Zhao et al. (2020) provide a practical analysis of the effectiveness of distance education during the pandemic and recommend specific measures to improve it. The study suggests providing technological devices to students in need, developing interactive learning methods, and



creating suitable spaces for learning music at home. These measures can help address the challenges mentioned above and improve the distance learning experience (Zhao et al., 2020).

The study by Cao et al. (2020) investigates the emotional and psychological impact of the pandemic on students and finds high levels of stress, anxiety, and depression due to social isolation and changes to traditional learning. This study highlights the importance of psychological support for students during such crises (Cao et al., 2020).

Mishra et al. (2020) provide an overview of the challenges and opportunities of distance education during the pandemic, including the use of technology, student engagement, and assessment methods. They suggest that distance education requires a comprehensive and well-planned approach to be effective (Mishra et al., 2020).

III. METHODOLOGY

Study Design

This study uses a quantitative approach to collect and analyze data from music school students. An online questionnaire created with Google Forms will be used for data collection.

Participants

The participants in this study will be the students of the music school "PrenkJakova" from Gjakova and the music school "Lorenc Antoni" from Prizren from the Republic of Kosovo. Where a total of 76 high school music students were selected, namely 18 students from grade 10, 23 students from grade 11, and 25 students from grade 12. The gender distribution is equal in 38 girls and 38 boys, taken from these two different educational institutions. All participants will be informed about the purpose of the study and will give their consent to participate in the research.

Research Instrument

The main instrument for data collection will be an online questionnaire created with Google Forms. The questionnaire will contain questions divided into several main sections corresponding to the research questions. The questionnaire will include questions of various types, including:

Closed-ended questions: To collect data that is structured and easy to analyze statistically.

Likert scale questions: To assess students' attitudes and perceptions regarding distance learning.

Open-ended questions: To collect detailed feedback and suggestions from students for improving distance learning.

Procedures

Questionnaire Preparation: A detailed questionnaire will be created with questions directly related to the research questions.

Recruitment of Participants: Music schools will be contacted and students will be asked to participate in the study through a sent invitation.

Data Collection: The questionnaire will be distributed through Google Forms and participants will have a certain period to complete the questionnaire.

Data Analysis: The collected data will be analyzed using statistical methods to identify key trends and patterns. For open-ended questions, content analysis will be used to identify key themes.

Research Ethics

All participants will be informed about the purpose of the study and will give their informed consent to participate. Anonymity and confidentiality of participants' data will be maintained at all stages of the research. Data will be used for academic purposes only and will be stored securely.

IV. RESULTS

The COVID-19 pandemic has fundamentally changed the way education is delivered and experienced around the world. Music schools are no exception, and the transition to distance learning has brought unique challenges for students and their teachers. This chapter presents the analysis of data collected through an online questionnaire, examining the experiences and perceptions of music school students regarding distance learning during the pandemic. The results of this research aim to provide a clear overview of the technological, pedagogical, and emotional challenges experienced by students, as well as to evaluate the effectiveness of the methods used and their impact on the quality of music education.

In this chapter, the results are organized to address the main research questions, which include: what are the main technological challenges that students have experienced, how has distance learning affected their motivation and engagement, what are the main difficulties in maintaining the quality of music learning, and how students experienced their emotional state during distance learning. Through the analysis of questionnaire data, this chapter aims to provide a deeper understanding of student experiences and identify areas where action can be taken to improve distance learning in the future.



The data presented in this chapter were collected from a sample of music school students in Kosovo, who shared their experiences and perceptions through a questionnaire. The analysis includes numerical and qualitative results, using statistics to illustrate key trends and narrative responses to provide a detailed overview of

individual student experiences. These results not only help identify existing challenges but also provide a basis for developing recommendations for improving the distance learning process in music schools.

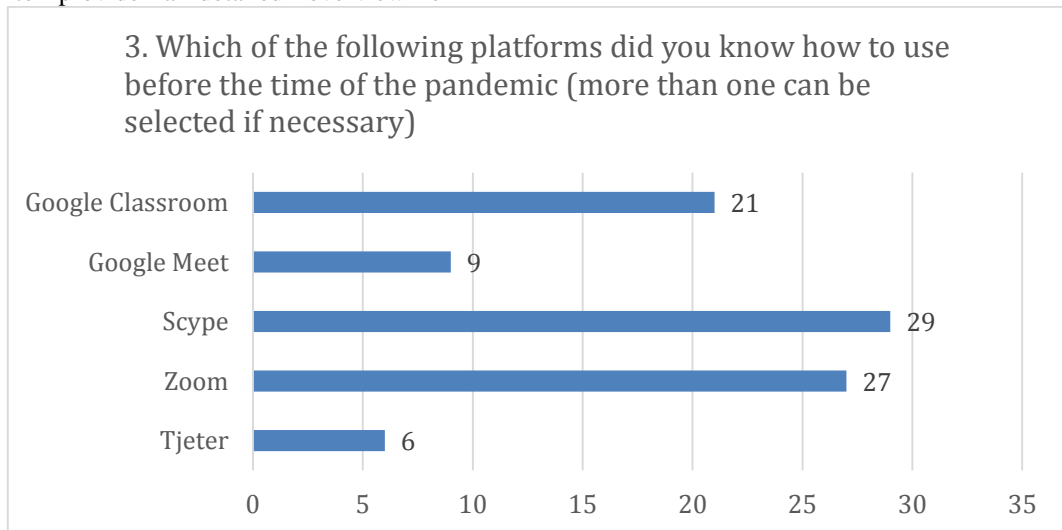


Diagram 1. Question 3

From diagram 1 we can see that the most used platforms are Zoom: 27 students; Skype: 29 students; Google Meet: 9 students; Google Classroom: 21 students. This diagram shows that before the pandemic, most students knew how to use different platforms for online communication.

Skype and Zoom were the most used platforms, indicating a genuine knowledge of the students about these tools before switching to distance learning.

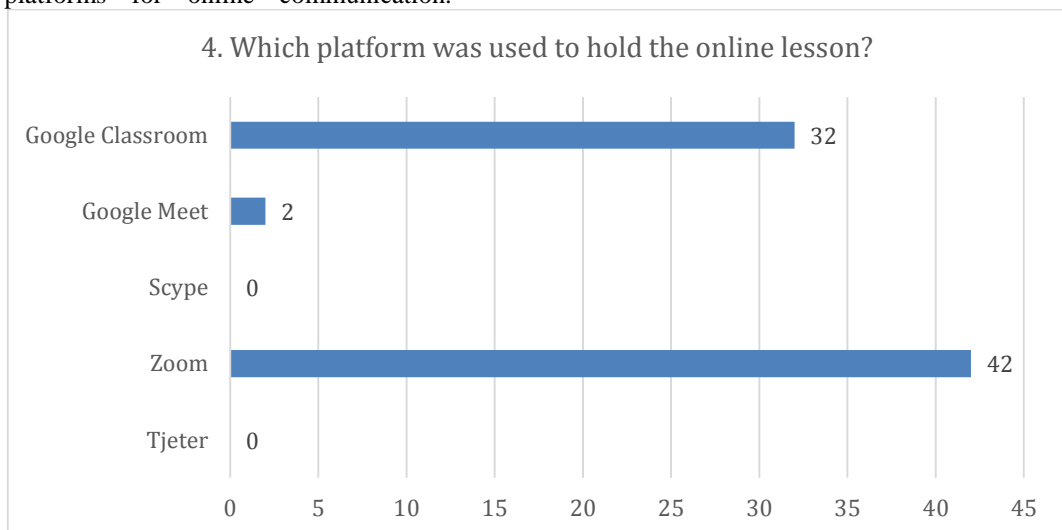


Diagram 2. Question 4

From diagram 2 we can see that the platforms used for online learning during the pandemic are: Zoom: 42 students; Google

Classroom: 32 students; and Google Meet: 2 students. The results show that Zoom was the main platform used to hold online lessons during the



pandemic, followed by Google Classroom. This suggests that most music schools chose Zoom because of its teaching and interaction features.

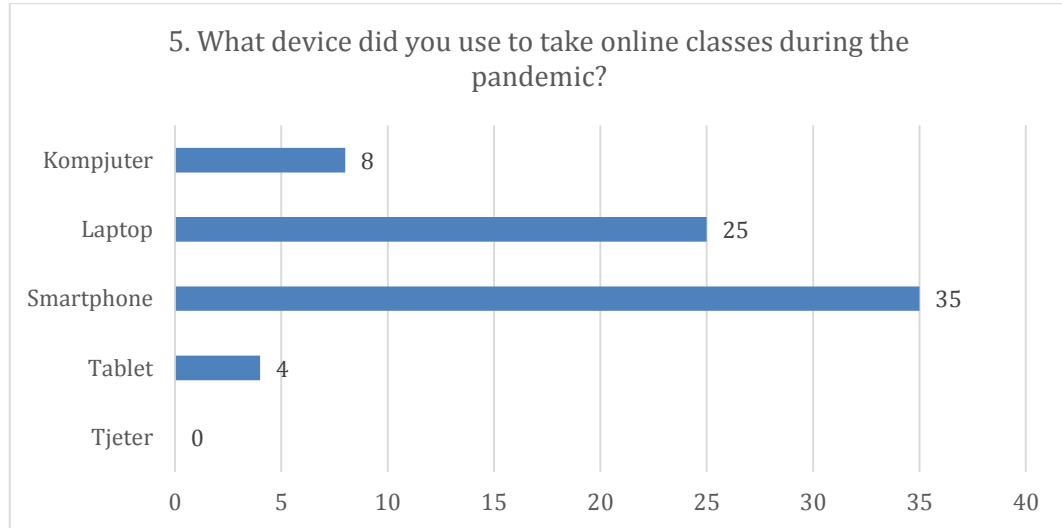


Diagram 3. Question 5

From diagram 3, we can see that the most used devices for the following online lessons are: Laptop: 35 students; Smartphone: 25 students; Computer: 8 students; Tablet: 4 students. This diagram shows that most students use laptops and smartphones to attend online classes. This suggests that these devices are more widespread and available for students to participate in distance learning.

For question 6 participation in distance learning has been challenging for many students for several main reasons:

Impediments with poor internet: About 11 students reported that they had difficulty in participating due to poor internet connection. This barrier has negatively affected their learning

experience, causing disruptions in communication and limited access to learning materials.

Not effective: About 8 students considered distance learning not effective. This shows that the methods and platforms used were not suitable to meet their educational needs and achieve the learning goals.

First-time barriers: Only 2 students reported that they had difficulties because it was the first time they used this form of learning. This suggests that a small number of students had difficulty adapting to the new technology and methodology.

It has not been difficult: 8 students reported that they had no difficulty participating in distance learning. This shows that for some students, distance learning has been manageable and convenient.



7. Online learning, in addition to direct contact with the teacher, provides opportunities to send assignments and receive materials remotely. In this context, how do you define the use of distance learning?

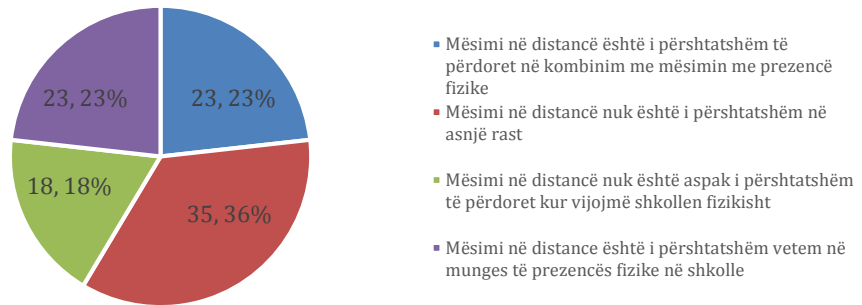


Diagram 4. Question 7

From diagram 4, we notice that the evaluation of the use of distance learning from the students' perceptions has the following answers: Suitable in combination with physical presence: 23 students; It is not suitable in any case: 35 students; It is not suitable at all when we follow the school physically: 18 students; Suitable only in the absence

of physical presence: 23 students. The results show that most students feel that distance learning is not appropriate in any case, highlighting its challenges and limitations. However, some students find it convenient when combined with physical presence learning.

8. How suitable distance learning has been in teaching practical professional subjects

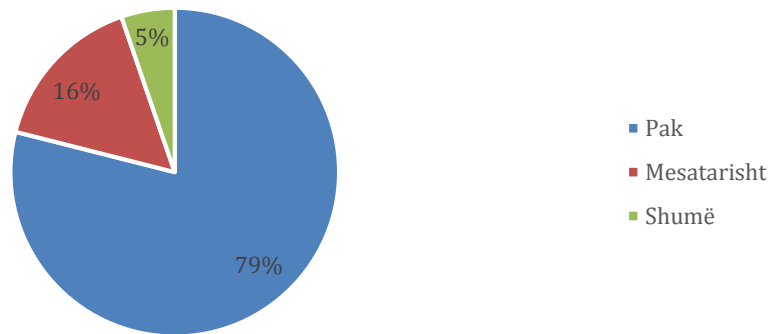


Diagram 5. Question 8

From diagram 5, we can see that the suitability of distance learning for practical professional subjects shows the following answers: Few: 60 students; Average: 12 students; Many: 4 students. The results show that the majority of students found distance learning unsuitable for practical vocational subjects, highlighting the difficulties in providing practice through online platforms.

For question 9 on the rationale for evaluating distance learning, students gave different reasons for their evaluation of distance learning:

Obstacles in the Internet network: About 13 students reported that problems with the Internet network caused the voice or the sounds of the instruments could not be heard well and in time. This has negatively affected the quality of teaching



and has created difficulties in attending music lessons, where the quality of the voice is essential.

Learning instruments cannot be learned online: About 15 students pointed out that learning musical instruments cannot be learned effectively online. This suggests that students have had difficulty learning techniques and receiving

immediate feedback, which is necessary for improving musical skills.

Suitable: Only 2 students considered distance learning suitable. This shows that for a very small number of students, distance learning has been effective and suitable for their needs.

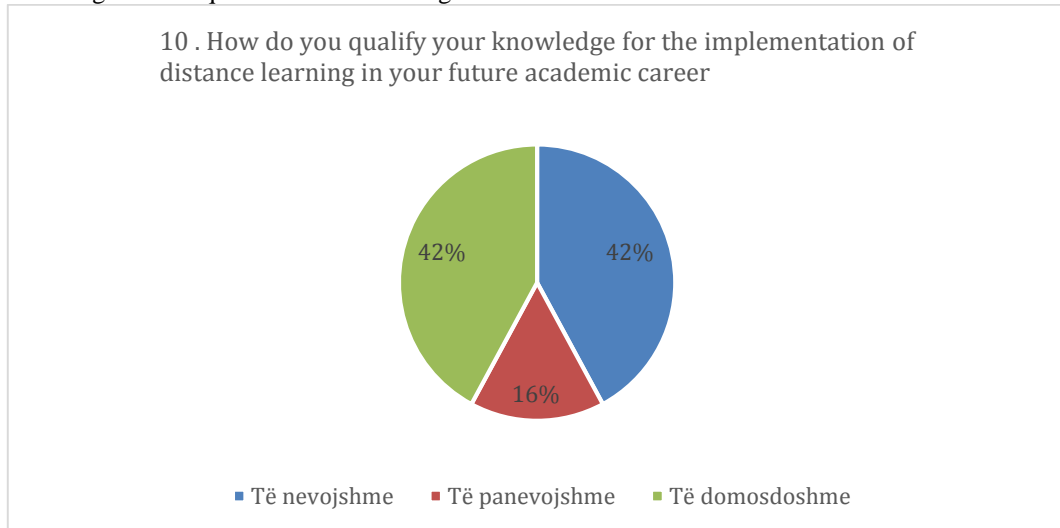


Diagram 6. Question 10

From diagram 6, we notice that the evaluation of knowledge for the realization of distance learning in the future shows the following answers: Needed: 32 students; Unnecessary: 12 students; Necessary: 32 students. The results show

that students share different opinions on the importance of distance learning knowledge in their future careers, with the majority seeing it as necessary or essential.

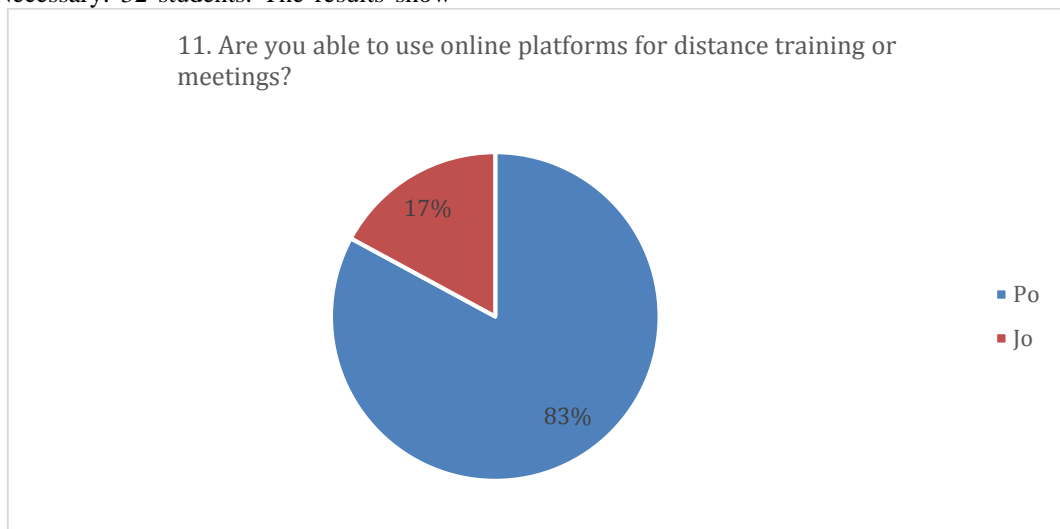


Diagram 7. Question 11

From diagram 7 we can see that the ability to use online platforms for distance training or meetings has opinions about: Yes: 63 students; No: 13 students. This diagram shows that most students

feel capable of using online platforms for distance training or meetings, indicating a high level of technological skills acquired during the pandemic.



12. If in the future you are given the opportunity to study abroad but a large part of the subjects will be taken online from your country, would you be able to manage your learning in this way?

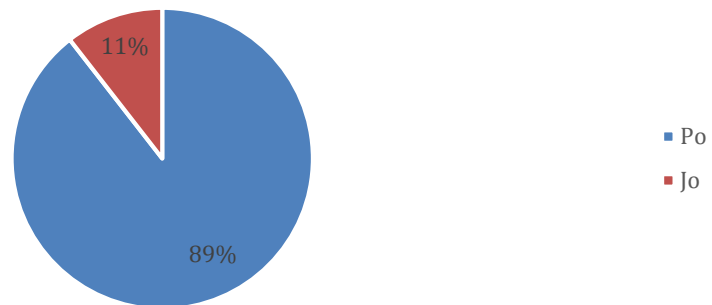


Diagram 8. Question 12

From diagram 8 we can see that the ability to manage online learning in the future is thought by: Yes: 68 students; No: 8 students. The results show that the vast majority of students feel capable of managing online learning in the future if they are allowed to study abroad and take a large proportion of courses online.

For question 13 about the reason for not using online platforms for distance learning, students who are not ready to use online platforms for distance learning have given several reasons:

Because there is no full inclusion: Some students have felt that online learning does not include all the necessary aspects of learning. This may include a lack of direct interaction, a lack of individual support, and limitations in hands-on learning.

Because it is not effective: Other students have pointed out that online learning is not effective in meeting their educational goals. This may be due to inappropriate teaching methods, lack of access to necessary resources, or technological difficulties that hinder effective learning.

V. DISCUSSION

This chapter aims to interpret and discuss the previously presented research results, comparing them with similar studies and existing literature. Discussions are based on key research questions and analyze how the findings of this study match or differ from other research conducted during the COVID-19 pandemic.

One of the main challenges identified in this study is related to the availability and use of technology. The results show that about 11 students

had difficulty participating due to poor internet connection, negatively affecting the quality of their learning. This is consistent with the findings of Bozkurt et al. (2020), who point out that the lack of suitable equipment and stable Internet connections has created a significant gap in access and quality of education, especially in rural areas and low-income communities.

The study shows that the lack of direct interaction with teachers and peers has resulted in a decrease in motivation and engagement in lessons. About 8 students considered distance learning ineffective, reflecting a similar trend reported by Di Pietro et al. (2020). These authors point out that the lack of direct interaction and immediate feedback has negatively affected student motivation, especially in music schools where these elements are critical for educational success.

Another important aspect is maintaining the quality of teaching. The study showed that learning music through online platforms was challenging for many students, with around 60 students reporting that distance learning was little suitable for practical vocational subjects. These findings are consistent with the results of Schäfer (2020), who argues that music learning requires close interaction and intensive practice, which are difficult to achieve through distance learning.

Social isolation and panic over the possibility of contracting the virus have negatively affected the emotional well-being of students. About 13 students reported that problems with the Internet network have caused the voice or the sounds of the instruments are not heard well and in time, affecting the quality of the lesson and creating emotional



difficulties. These results are consistent with the findings of Kite-Powell (2020), who emphasizes the importance of psychological and emotional support for students during such crises.

About 15 students pointed out that learning musical instruments cannot be taught effectively online. This indicates that students encountered difficulty learning the technique and receiving immediate feedback, a finding that is consistent with the study by Zhao et al. (2020), who suggest that distance education requires interactive methods and sophisticated platforms to maintain the quality of learning.

The results of the study by Orhani (2024) show that students prefer synchronous learning tools, such as Google Meet and Zoom, compared to asynchronous ones such as Google Classroom and email (Orhani, 2024). This is consistent with the findings of our study, where the majority of music school students used synchronous platforms for distance learning, due to the direct interaction these tools provide. Moreover, unlike Orhani's (2021) study showing positive student perceptions of using Google Classroom in mathematics, our research found that Google Classroom was not as popular in music schools, with students preferring synchronous tools because of the practical and interactive nature of music subjects. These results highlight the importance of choosing the right platform depending on the subject and the nature of the lesson, suggesting that for subjects that require direct interaction and immediate feedback, synchronous tools are more effective.

Mishra et al. (2020) provide an overview of the challenges and opportunities of distance education during the pandemic, including the use of technology, student engagement, and assessment methods. They suggest that distance education requires a comprehensive and well-planned approach to be effective, an aspect that is also reflected in the results of this study, where most students feel that distance learning is not entirely suitable for practical subjects.

To address the identified challenges, it is necessary to take measures aimed at improving the technological infrastructure, increasing the motivation and engagement of students, and maintaining the quality of learning. Some of the recommendations include providing technological devices to students in need, developing interactive learning methods, and creating appropriate spaces for learning music at home (Zhao et al., 2020; Hodges et al., 2020).

VI. CONCLUSION

The COVID-19 pandemic has presented tremendous challenges to education systems around the world, and music schools are no exception. This study aimed to identify and analyze the main challenges faced by music school students during distance learning, including technological aspects, motivation, and quality of learning. The results of the research have provided a clear insight into the impacts of the pandemic on music education and have identified areas where action can be taken to improve the distance learning process.

One of the biggest challenges has been the availability and use of technology. Poor internet connection and lack of suitable equipment have been major obstacles for students, affecting the quality of learning and their educational experience. This finding is consistent with existing literature that emphasizes the importance of technological infrastructure for effective distance education.

The lack of direct interaction has negatively affected the motivation and engagement of students. Students have reported that distance learning has not been as effective as face-to-face learning, and the lack of immediate feedback has made it difficult to maintain motivation and academic progress. This shows that for subjects that require close interaction, such as music, distance learning requires special strategies to be effective.

The quality of teaching has been another major challenge. Learning musical instruments through online platforms has been challenging and ineffective for most students. This shows the need for developing better methods and using advanced technologies to improve distance learning in this field.

Social isolation and problems with the Internet have negatively affected the emotional well-being of students. This highlights the importance of psychological and emotional support for students during such crises and the need for strategies that help them cope with these challenges.

In conclusion, the COVID-19 pandemic has brought numerous challenges to music schools and their students, but it has also provided an opportunity to redefine and improve the distance learning process. By addressing the technological, pedagogical, and emotional challenges identified in this study, music schools can improve the quality of education they provide and better prepare for the future. The results of this research contribute to the existing literature and provide a basis for the development of new policies and strategies to improve distance education in music schools.



Finally, we can say that education will not be the same, online learning will not offer the same approach/content/methodology as in the classroom, it will be present for a longer time as an effective strategy in combination with learning with physical participation at the Class.

VII.RECOMMENDATION

Based on the results of this study, some practical recommendations for improving distance learning in music schools include:

- Improving Technological Infrastructure: Providing stable internet connections and suitable devices for all students to ensure equal access to education.

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