



## AN ANALYSIS OF EDUCATION POLICY IN THE PANDEMIC COVID-19

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### Abstract

The purpose of this study was to analyze education policy in Indonesia during the Covid-19 pandemic. This research is qualitative research with literature study techniques. Based on the results, the government issued a Circular Minister of Education and Culture No. 4 of 2020 concerning the prevention of Corona Virus Disease (COVID-19) in the Education Guide which aims to keep teaching and learning processes going on during the Covid-19 pandemic through Online or Distance Learning. Implementation of the Minister of Education and Culture Circular Letter Number 4 the Year 2020 still experiences various obstacles in terms of students including 1) not all students have online learning support facilities such as smartphones and laptops, 2) not all regions have internet networks, 3) limited internet quota. While from the teacher's side, they have problems like this; 1) not all teachers can use technology in online learning, 2) the material delivered is not fully understood by students, 3) not all students can be present in online classes.

**Keywords:** Learning, Covid-19, Minister of Education and Culture



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### A. Introduction

In 2020 Indonesian people and the outbreak of Corona Virus Disease (COVID-19) which spread very quickly in almost all corners of the world not escape from COVID-19 attacks (CSSE, 2020) shocked even the world. To counter the spread of COVID-19, WHO provides travel restrictions, travel quarantines, curfew restrictions, and closure of public facilities. The COVID-19 pandemic not only shook the economic and social sectors of the periphery but also disrupted the education sector, which resulted in all educational facilities being closed in several countries affected by COVID-19. Based on data from the Republic of Indonesia's Ministry of Health on May 17, 2020, there were reported 18,010 positive cases of COVID-19 and there were over 1200 people who died (nationalkompas.com). This prompted the central government to implement the PSBB (Large-Scale Social Capping) policy and to abolish activities such as worshipping at houses of worship and going to school. This is an attempt by the government to prevent the outbreak of COVID-19. The closure of schools during the COVID-19 pandemic made the government take swift steps in issuing the Ministry of Education and Culture Circular Letter No. 4 of 2020 regarding the Implementation of Education in the COVID-19 Emergency Period, as an effort to ensure teaching and learning process continued and students still gained their right to gain knowledge. This policy has three points regarding online learning, 1) online learning is aimed to provide a meaningful learning experience without being burdened with the demands of completing all curriculum achievements to graduate or graduate school, 2) it can focus on life skills education, 3) activities and assignments learning can vary between students that are tailored to the interests and conditions of each student including considering the lack of learning facilities owned by students. This policy analysis study is an attempt to examine several aspects of implementing educational policies in the COVID-19 pandemic, especially in the aspects of teacher and school readiness in implementing these policies. We intend this study to obtain accurate information and data, especially regarding the implementation of policies in the administration of education in the

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COVID-19 period and the ability of educators in the administration of education in the COVID-19 period.

## B. Methodology

It carried the method of conducting this study out by applying a descriptive qualitative research approach from the perspective of natural epic, using survey techniques, documentation studies, and interviews. In the first stage, it conducted a documentation study on bibliographic sources and documents relevant to the focus of the research problem. At this stage, it carried the research out by conducting a documentary study of various documents, educational policy products in Combating Covid-19 Dissemination in Indonesia. After the first phase of research is carried out by producing research findings, the second stage of research is interviewing with research subjects, namely; teachers and students in the city of Bukittinggi to find out their views, opinions, assessments of Educational Policy during the Covid-19 Pandemic Period.

The second stage, interviews with research subjects regarding the views, thoughts, assessment of the subject of the focus of the research problem. It carried the interview process out to reconstruct and confirm the results of the interim research to be developed in further analysis to give birth to educational policy recommendations in the regions. Interviews were conducted to research subjects openly but still based on interview guidelines that had been arranged tentatively.

Both stages of this research continue until the acquisition of research data is considered adequate. It bases the data analysis step of this study on the qualitative data analysis model from Miles and Huberman (1992: 16) which suggests that the qualitative data analysis step comprises three activities that are carried out simultaneously, namely; data reduction, data presentation, and conclusion drawing/verification.

## C. Results and Discussion

Policy analysis is applied social research that is systematically compiled to find out the substance of the policy to know the information about the problems answered by the policy and the problems that may arise because of the application of the policy (Eka Concerned Disas, 2012). Public policy according to Fattah & Latifah (2012) refers to all government actions that comprise economic policies to social policies, including policies in education and health and policies related to other people's welfare. In this study, the author refers to the implementation theory of George C. Edward III because it is more focused on the effectiveness of policy implementation and this study examines the implementation of secondary education programs with a focus on communication variables and human resource variables that teach general subjects. Van Meter and Van Horn in Budi Winarno (2005: 102) define the implementation of public policy as: "Actions taken by public organizations that are directed to achieve the goals set in previous decisions. These actions include efforts to change decisions into operational actions within a certain period and to continue efforts to achieve major and minor changes determined by policy decisions. ". Thus, the policy implementation phase occurs only after laws are enacted and it provides funds to finance the implementation of the policy.

Policy implementation is a stage that is practical and different from policy formulation as a theoretical stage. Anderson (1978: 25) states that: "Policy implementation is the application by government's administrative machinery to the problem. Then Edward III (1980: 1) explained that: "policy implementation, ... is the stage of policy making between the establishment of a policy ... And the consequences of the policy for the people who it affects".

Based on the explanation above, Tachjan (2006i: 25) concluded that implementing public policy is a process of administrative activity that is carried out after the policy is established and approved. It locates this activity between policy formulation and policy evaluation. Policy implementation contains top-down logic, meaning to reduce or interpret alternatives that are still abstract or macro into concrete or micro alternatives. Policy implementation is a very important stage in the policy process. This means that implementing policies determines the success of a policy process where the objectives and impact of policies can be produced. The importance of policy implementation is emphasized by Udoji's opinion in Agustino (2006: 154): "The execution of policies is as important if not more important than policy making. The policy will remain dreams or blue prints jackets unless it implements them. The Covid-19 pandemic forces us to transform education according to Tam and El Azar (2020) the Covid-19 pandemic causes three fundamental changes in Goloba education including 1) changing the way of learning and learning, 2) creating new solutions and innovations in education, 3) there is a digital divide that widens the gap in education. Basically the Covid-19 pandemic is making an accelerated transformation in the world of education. The Government of the Republic of Indonesia continues to

strive to guarantee the quality of education including during the current Pademi Covid-19, by issuing various policies in the field of education Circular Letter No. 3 Tahun 2020 and Circular Letter Mendikbu Number 4 the Year 2020, which aims to ensure that every child still gets their right to education while maintaining them from the dangers of Covid-19.

However, in facts in the field there are several obstacles in the Circular's implementation of the Ministry of Education and Culture No. 4 of 2020 both in terms of teachers as educators and in terms of students,:

1) Not all students have online learning support facilities

Based on BPS data (2019), the number of mobile device users by urban students is higher than students in rural areas, which is 76.60%, while in villages it is 64.69%. While the achievement of students who use Computers / Laptops in urban areas is twice more than students in rural areas namely 31.37% of students in urban areas have used Laptops / Computers while in rural areas only 15.43%. this is in line with the results of interviews with several junior high school teachers in the regency of Agam which states that not all of their students have devices, only 60% of the total students have devices and only 10% of students have laptops.

2) Not all regions have internet networks

At present, 143.3 million people are 54.7% of Indonesia's population connected to the internet. In a survey conducted by the Indonesian Internet Network Providers Association (APJII, 2017) internet users are still concentrated in cities, where 72.41% of urban residents can surf in cyberspace. While in rural areas only 48.3% is consumed by the internet. By region, the composition of the largest internet users was in Java at 58.1%. After that in Sumatra with 19% composition and 8% Kalimantan. While other regions, namely Sulawesi, Bali-Nusa Tenggara, and Maluku-Papua, each have a composition of 6.7%, 5.6%, and 2.5%. Besides, that slow signal is also a challenge for students.

3) Limitations on internet quota.

The socio-economic background of students also influences whether distance learning activities through various online devices (zoom, google, meet, webex, etc.) can be optimally carried out. Public schools in urban or private schools that have student input from upper secondary socioeconomic classes will have no difficulty in carrying out online learning. There are no issues related to access to the internet and technological devices. Inversely proportional to public schools in rural areas or private schools that input students from among poor families. According to the results of interviews with several junior high school students in the Agam Regency Area they had to leave Rp.50,000 per two weeks to buy a quota, this would be burdensome for underprivileged students. While in terms of teachers experiencing obstacles such as; 1) Not all teachers can use technology in online learning, there are still many teachers who are not ready to face this change in learning methods, especially for teachers who are already senior, especially during the Pandemic Covid-19 teachers cannot conduct training as usual when the government establishes new policies in teacher learning given direct training to implement new policy.2) the material presented is not fully understood by students with the large number of students this will certainly be an obstacle in the teaching and learning process. 3) Constraints in the assessment. The Chairman of the Indonesian Teachers Association (PGRI) of Tasikmalaya City Bangbang Hermana M.Pd said that one of the obstacles in online learning is the student report card assessment. According to him, many of the school students did not collect assignments, because of internet access constraints (fin.co.id).

The online learning system is recognized as not as effective as face-to-face learning because there are many things that need to be addressed so that the process of teaching and learning online can run optimally. Online learning has opened up various educational problems in this country according to Nilawati, Rusdinal, & Subandi (2020) ICT is a means of interaction between management and administration education that can be utilized to improve competence, quality, productivity, and access to education. In addition, it also shows that education development in Indonesia requires support from various parties. Education as a whole ecosystem that can not be separated from political policies, technological support capacity, adequate infrastructure, and support from parents / community, in line with research conducted by Monia, Hanafi, Marsidin, & Darmansyah (2019) which states there are still many obstacles and challenges in applying online learning. Without it all, education cannot be optimal in educating the nation's children. The realization of the application of the Ministry of Education and Culture Circular Letter No. 4 of 2020 is highly dependent on various factors including; the central government must guarantee the availability of a smooth and stable internet connection and quota subsidies, the provision of digital devices and digital capacity enhancements as well as minimizing unequal access in various regions.

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In addition, the government must allocate a special budget so that online learning activities can run smoothly.

#### D. Conclusion

The Government of Indonesia has enacted PSBB (Large-Scale Social Restrictions) to prevent the spread of COVID-19, with the enactment of PSBB the Ministry of Education issues Permendikbud no. 202 which leads to learning to use online systems. The realization of the application of the Ministry of Education and Culture Circular Letter No. 4 of 2020 highly depends on various factors including; the central government must guarantee the availability of a stable internet connection and quota subsidies, the provision of digital devices and digital capacity enhancements and minimizing unequal access in various regions. In addition, the government must allocate a special budget so that online learning activities can run smoothly.

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