

THE ANALYSIS OF EDUCATION POLICIES AND THE IMPACT OF COVID 19 ON EDUCATION INSTITUTIONS IN INDONESIA

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Abstract

Large-scale Social Restrictions taken as a policy of the Republic of Indonesia's government to break the chain of Covid-19 spread have had a major impact on teaching and learning activities in all educational institutions in Indonesia. In this difficult condition, of course, the role of educational institutions as a learning platform for all levels of society must continue to run optimally to support national development. Steps were taken by educational institutions as an alternative in implementing learning such as online-based distance learning and assignments or home projects. This study aims to analyze the policies taken by the central government in the realm of education and to determine the impact of Covid-19 on educational institutions in Indonesia. The method used in this research is descriptive with documentation study data collection techniques.

Keywords: education policy, the impact of Covid-19, educational institutions in Indonesia

Abstrak

Pembatasan Sosial Berskala Besar yang diambil sebagai kebijakan pemerintah Republik Indonesia dalam upaya memutus rantai penyebaran Covid-19 membawa dampak besar bagi kegiatan belajar mengajar diseluruh lembaga pendidikan yang ada di Indonesia. Dalam kondisi sulit ini tentunya peran lembaga pendidikan sebagai wadah belajar bagi seluruh lapisan masyarakat harus tetap berjalan secara optimal untuk menunjang pembangunan bangsa. Langkah yang diambil oleh lembaga pendidikan sebagai alternatif dalam pelaksanaan pembelajaran seperti pembelajaran jarak jauh berbasis daring dan tugas atau proyek rumah. Penelitian ini bertujuan untuk menganalisis kebijakan yang diambil pemerintah pusat dalam ranah pendidikan dan mengetahui dampak Covid-19 terhadap lembaga pendidikan yang ada di Indonesia. Metode yang digunakan dalam penelitian ini adalah deskriptif dengan teknik pengumpulan data studi dokumentasi

Kata kunci: kebijakan pendidikan, dampak Covid-19, lembaga pendidikan di Indonesia

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INTRODUCTION

The Covid-19 pandemic has been declared an emergency for all countries in the world. The serious threat posed by this pandemic has forced the governments of every country to make policies to break the chain of the spread of Covid. As reported by (world meters, 2020) on May 9, 2020, there were 4,030,053 cases infected with COVID-19, with 276,498 deaths and 1,394,965 people who managed to recover. This has led to various efforts made by each country to reduce the spread of the virus, one of which is social distancing, which requires everyone to keep a distance of one to two meters so as not to be close together and not to make physical contact in public places. However, the number of virus spread continues to grow, in Indonesia itself, it was recorded that on May 9, 2020, the positive number of Covid-19 increased by 553

people to 13,645, with 959 deaths and 2,607 residents who were declared cured (Covid19.go.id, 2020).

In the end, the Indonesian government, on the instructions of the president, established Large-Scale Social Restrictions in all regions, this policy gave rise to various new policies set by the central government and local governments. One of them is the issuance of Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19 by the Minister of Education and Culture of the Republic of Indonesia. In the circular, it outlines that: 1. The 2020 National Examination is canceled and is not a requirement for graduation and acceptance at a higher level, 2. The learning process from home is carried out remotely and projects to provide meaningful education without burdening students, 3. School exams are conducted online, project assignments without the need to measure the completeness of overall curriculum achievement, and the scores obtained can be students' passing grades or use the scores in the previous semester as passing grades, 4. Class promotion exams are conducted online or through assignments, The education office and schools are asked to prepare a mechanism for the Admission of New Students that follows the health protocol to prevent the spread of Covid-19.

As reported by (CNN Indonesia, 2020) that modeling simulations in the UK show that extending the closure of schools and workplaces in Wuhan, China can reduce the potential for the second wave of the Covid-19 outbreak. This method can reduce the risk of the emergence of a second wave of the corona outbreak. Extreme measures for social distancing could reduce the number of people infected and reduce the peak of the pandemic at the end of 2020.

The impact of national closures in various countries according to UNESCO has an impact on more than 72% of the world's student population. Around 1.3 billion students and youth were affected by the closure of schools and universities due to the Covid-19 (UNESCO Covid-19) outbreak.

This is a major challenge for every educational institution that must be faced with an emergency but is required to continue to provide optimal education through various activities and alternative learning programs that are following the conditions during this pandemic.

LITERATURE REVIEW

Covid-19 in Indonesia

Covid-19 has been designated by WHO as a public health emergency of international concern (Public Health Emergency of International Concern) with a fairly high risk of spreading between countries. Covid-19 is a disease that attacks human respiration and there is currently no cure or vaccine. According to data provided by the Ministry of Health of the Republic of Indonesia, Covid-19 was identified on March 2, 2020.

The number of Covid-19 cases in Indonesia until May 2020 continues to increase which is quite worrying. Government policies related to social distancing have also created new problems in the community. All restrictions on social activities also have an impact on the community's economy, many people have lost their employment relationships, companies stop operating so they are unable to pay workers' wages, traders find it difficult to get supplies of goods. These things cause the poverty rate to soar because many people who previously lived above the poverty line are now living on the poverty line and even below the poverty line.

The implementation of social distancing has been implemented has not been able to reduce the number of outbreaks of this disease in the community. The government began to impose Large-Scale Social Restrictions. This is done by closing access at every regional border and implementing rapid tests for the community, closing public places and facilities, work from home (WFH) activities, banning all activities that allow gatherings in public places such as worship activities, school learning activities, and others. In this case, the Task Force for the Acceleration of Handling Covid-19 issued Circular Letter Number 4 of 2020 concerning Criteria for Restricting People's Travel in the Context of Accelerating Handling of Corona Virus Disease (Covid-19).

Education Policy in the Covid-19 Emergency

In a state of emergency handling of Covid-19, the central government and regional governments have certainly set various regulations to break the chain of the spread of this virus. The Indonesian Minister of Education has instructed all education offices and schools to stop teaching and learning activities in schools and replace them with learning activities at home. This decision was issued by the Minister of Education and Culture of the Republic of Indonesia in the form (Circular Letter of the Minister of Education Number 4 of 2020, 2020) concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Covid-19 with the following important points:

1. National Examination:
 - a. The 2020 National Examination were canceled, including the 2020 Skills Competency Test for Vocational High Schools;
 - b. With the cancellation of the 2020 National Examination, participation in the National Examination is not a requirement for graduation or selection to enter a higher education level;
 - c. With the cancellation of the 2020 National Examination, the equalization process for graduates of the Package A program, Package B program, and Package C program will be determined later.
2. The Learning from the Home process is carried out with the following conditions:
 - a. Learning from Home through online/remotely learning implemented to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
 - b. Learning from Home can be focused on life skills education, including regarding the Covid-19 pandemic;
 - c. Learning from Home learning activities and tasks may vary between students, according to their interests and conditions, including considering the gap in access/facilities for learning at home;
 - d. Evidence or products of Learning from Home activities are provided with qualitative and useful feedback from the teacher, without being required to give quantitative scores/values.
3. School exams for graduation are carried out with the following conditions:
 - a. School exams for graduation in the form of tests that collect students may not be carried out, except those that have been carried out before the issuance of this circular;
 - b. School Exams can be conducted in the form of a portfolio of report cards and achievements previously obtained, assignments, online tests, and/or other forms of remote assessment;
 - c. School Exams are designed to encourage meaningful learning activities, and do not need to measure the completeness of the overall curriculum achievement;

- d. Schools that have implemented the School Exams can use the School Exam scores to determine student graduation. For schools that have not carried out the School Examination, the following provisions apply:
 - 1) Elementary school graduation/equivalent is determined based on the grades of the last five semesters (grade 4, grade 5, and grade 6 odd semesters). Grade 6 even semester scores can be used in addition to passing grades;
 - 2) graduation of Junior High School /equivalent and High School/equivalent is determined based on the value of the last five semesters. Grade 9 and grade 12 even semester scores can be used in addition to passing grades; and
 - 3) Vocational High School graduation/ equivalent is determined based on report cards, fieldwork practices, portfolios, and practice scores for the last five semesters. Last year's even semester scores can be used in addition to passing grades.

4. Class promotion is carried out with the following conditions:
 - a. End of semester exams for Class Promotion in the form of tests that collect students may not be carried out, except those that have been carried out before the issuance of this Circular;
 - b. The end of semester exam for Class Promotion can be carried out in the form of a portfolio of report cards and achievements previously obtained, assignments, online tests, and/or other forms of remote assessment;
 - c. end-of-semester exams for Advancement are designed to encourage meaningful learning activities and do not need to measure overall curriculum achievement.

5. New Student Admission is carried out with the following conditions:
 - a. The Education Office and schools are asked to prepare a New Student Admission mechanism that follows health protocols to prevent the spread of Covid-19, including preventing the physical gathering of students and parents in schools;
 - b. PPDB on the Achievement Track is carried out based on:
 - 1) the accumulated value of report cards is determined based on the value of the last five semesters; and/or
 - 2) academic and non-academic achievements outside of school report cards;
 - c. The Data and Information Center of the Ministry of Education and Culture provides technical assistance to regions that require an online New Student Admission mechanism.

6. The School Operational Assistance Fund or Education Operational Assistance can be used to procure goods according to school needs, including to finance needs in preventing the Covid-19 pandemic, such as providing cleaning tools, hand sanitizers, disinfectants, and masks for school residents as well as to finance online/distance learning.

Educational Institutions in Indonesia

In Indonesia, there are three educational pathways, namely: formal, non-formal, and informal education. The level of formal education consists of basic education (Elementary School, Madrasah Ibtidaiyah, Junior High School, and Madrasah Tsanawiyah), secondary education (Higher Secondary, Madrasah Aliyah, Vocational High School, and Vocational Madrasah Aliyah), and higher education (Diploma, Bachelor's education program), Masters, Specialist, and Doctoral). As for the non-formal path, it consists of course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar

educational units. And the informal path organized by the family and the environment is in the form of independent learning activities (SISDIKNAS, 2003).

According to statistical data owned by (Kemdikbud, 2019), in the 2019/2020 school year, the number of elementary schools was 149,435 schools, junior high schools were 40,559 schools, high schools were 13,944 schools, vocational high schools were 14,301. And (BPS, 2017) noted that until 2015 the total number of universities in Indonesia was 3,280 universities. As for the course institutions, there are 19,139 institutions, and the Community Activity Center there are 11,500 institutions (PNF Statistics 2015, 2016).

METHODS

This study uses descriptive research methods, to describe the circumstances or impacts that occur in educational institutions in Indonesia due to the Covid-19 pandemic. The data collection technique used is documentation study by analyzing related documents.

RESULTS AND DISCUSSION

Analysis of Educational Policy in the Covid-19 Emergency

The plan to abolish the National Examination has been announced by the Minister of Education and Culture which is planned to be implemented in the 2020/2021 school year. However, currently, Indonesia and even the whole world are facing the Covid-19 pandemic which forces a policy to be made in the education aspect. In a circular made by the Minister of Education, he explained that the 2020 National Examination which was already in sight was canceled to maintain and suppress the spread of the Covid-19 virus. This is related to the limitation of physical contact and gatherings of people which can be a major factor in the spread of the virus. The National Examination in Indonesia already uses an online-based system, but in its implementation, it still uses a server that is centralized in one school area so that each examinee is still required to come to the place where the national exam is held.

The second point in the circular emphasizes that learning must continue in this emergency, but the implementation of learning is carried out remotely with an online system as well as assignments or projects at each student's home. The learning materials provided should not burden students at home. Each learning material or assignment is not pegged to material with quantitative assessment results in achieving curriculum completeness as a condition for graduation or grade promotion but can be qualitative and meaningful learning. This is done because the policy taken is for all educational institutions in Indonesia. However, the facilities for each region to access learning are very different. In urban areas, every student may be able to carry out online learning, but rural areas or other deep areas are quite difficult for online learning systems. So the government frees educators to create a learning system that is following the conditions of their respective regions.

In the third and fourth points, to carry out school exams and grade promotions, the accumulated values from the previous semester and the scores in the last semester can be used as additional points, or students can also be assigned assignments or remote assessments without burdening the students' condition.

The fifth point contains the new Student Admission standards which may not provide access to the gathering of several people in the activity. The education office and related institutions

are given the authority to determine a new student admission system to be effective and by health protocols during the Covid-19 emergency, one of which is the online-based New Student Admission.

And the sixth point explains that the BOS and BOP funds provided by the government can be used to maximize the learning system for institutions, educators, and students during this Covid-19 emergency.

The Impact of Covid-19 on Educational Institutions in Indonesia

In the face of the current Covid-19 pandemic, with policies made in such a way, it is certainly a challenge for all institutions in Indonesia to adopt a new system quickly but must remain effective and efficient. A distance learning system is taken as the main solution in dealing with this condition. In this era, of course, the internet is a strong capital for a distance learning system, this allows students and educators to be able to access learning quickly and easily.

Distance learning is considered to have the advantage of expanding access to education for the general public and businesses because of its high flexibility. However, the obstacles that distance learning can experience are uneven technology, limited interaction between educators and students, and the need for more learning experiences (Setiawan, 2020).

The bigger challenge lies with educators and students, where educators are usually the only determinants in the learning experience of students, but now every educator, namely teachers, lecturers, tutors, and instructors are required to turn into facilitators, guides, and even expert resource persons. in the online-based learning process (Robin Masson, Frank Rennie, 2010).

Educators are also encouraged to be more creative in delivering materials and assigning assignments because educators are not too burdened by administrative tasks. However, of course, this adjustment becomes an obstacle for educators with old age, educators who are in rural and deepest areas who have difficulty accessing the internet network.

The project assignment system that is relevant to the current situation is an alternative for educators and students who find it difficult to access the internet and are constrained in online learning.

Not a few educators also apply a blended learning system, blended learning is part of the ongoing convergence of two basic pattern learning environments. Blended learning combines face-to-face and online use. The learning system emphasizes independent learning and the interaction of the learning material itself (Graham, 2004).

In the process of assessing student achievement, of course at this time it will not burden educators and students, with directions to create meaningful learning materials at this time and the assessment aspect does not need to meet achievement standards, the entire curriculum is very supportive during the Covid-19 pandemic.

Things that need to be the attention of educational institutions are not only in terms of learning and student assessment. However, in terms of New Student Admission to reach all levels of society, the extra performance is needed because the online system suggested by the government is not necessarily accessible to all people, so this will make every educational

institution need to prepare an efficient and effective strategy that does not violate health protocol for the process of Admission of New Students.

CONCLUSION

The Covid-19 emergency period is certainly something we need to be aware of because the threat is quite serious. This certainly has a big impact on all countries, including Indonesia. In addition to the economic impact, the education aspect is also very pronounced. With the government's policy to implement PSBB in various regions, every educational institution is also asked to close face-to-face learning so that it is replaced with distance learning, this is a new challenge for educational institutions, educators, and students to adapt to new conditions. In the future, of course, there will always be new changes that require everyone to be able to adapt to the situation. Some of the steps taken as an alternative method by using an online learning system are very possible for technological developments in the future. The next thing that needs to be considered is how to make the whole community able to access the technology used in the education system equally.

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