

Distance Learning Policy Analysis During the COVID-19 Pandemic

Jonson Rajagukguk^{1,*} Benyamin Situmorang² Arif Rahman³ Johannes Sohirimon
Lumban Batu⁴

¹ Postgraduate School in Education Management Program Universitas Negeri Medan North Sumatra, Indonesia

^{2,3} Postgraduate School Universitas Negeri Medan North Sumatra, Indonesia

⁴ STP St Bonaventura Keuskupan Agung Medan, Medan North Sumatra, Indonesia

*Corresponding author. Email: jonson.rguk@gmail.com

ABSTRACT

Since the government implemented social distancing to prevent the spread of the COVID-19 disease, there were restrictions on gatherings, including in the world of education. This has an impact on teaching and learning activities in educational institutions were which originally face-to-face in class, changes to long distance education in a network with an online system. This education policy is a consideration based on a value system and several situational assessments, and is a management strategy that used as a guide in making decisions. Therefore, it is hoped that the creativity of teachers in providing learning so that the main goals of education can be achieved. In addition, assistance from the government needed to provide facilities that support the implementation of distance learning. That way, the implementation of distance learning can run smoothly and effectively.

Keywords: *analysis, policy, distance learning, COVID.*

1. INTRODUCTION

Since the beginning of 2020, drastic changes in the field of education have begun to experience a revolution. Learning that was previously dominated by face-to-face learning must switch to online learning at all levels of education, including universities. In order to prevent the transmission of the 2019 corona virus (COVID-19), many educational policies were born. Circulars issued by the Minister of Education and Culture Number 3 of 2020 regarding the prevention of COVID-19 in Education Units and Number 36926/MPK.A/HK/2020 concerning online learning, educators are expected to present a fun learning process for students. At the university level, they also make circulars with the same content, namely implementing online learning on campus [1], [2].

Empirically, the realization of the policy is highly dependent on various factors. First, the central government must ensure that by providing a smooth and stable internet connection, quota subsidies, digital device assistance, and increasing digital capacity, it also minimizes inequality in access in various regions. There must be a special budget allocation to support the smooth running of these online learning activities. Online learning cannot be carried out if neither the school nor the

parents have sufficient capital to access the device. This learning will not occur when teachers and students both do not have computers, cell phones, or adequate quotas and internet networks. Luckily, recently the government allowed the school operational assistance fund (Dana BOS) budget to support the implementation of online learning [3].

2. METHOD

This type of research is a qualitative research with descriptive method through literature study. With the technique of collecting data and information from various materials in the library, the results of which are used as the basic function and main tool for research practice in the field. Because it uses library research, it means that the data source taken from various data sources that are relevant to the topic raised, namely distance learning during the COVID-19 pandemic. By reviewing 26 articles, consist of journals and some books related to distance learning policy, the results of these literature reviews be used to identify distance education policies and the potential for future education research in Indonesia.

3. RESULT AND DISCUSSION

Since the government implemented social distancing to prevent the spread of the COVID-19 outbreak, there were restrictions on gatherings in large numbers, including in the world of education. This has an impact on teaching and learning activities in educational institutions were which originally face to face in class, shifted to distance learning (DL) in a network with an online system.

An author, [4] provides an understanding of educational policy as a consideration based on a value system and several assessments of situational factors, these considerations used as the basis for operating institutionalized education. These considerations are plans that serve as guidelines for making decisions.

Legally formally, based on the Regulation of the Minister of Education and Culture Number 109/2013 Article 2, it is stated that the purpose of DL is to provide higher education services to community groups who cannot attend face-to-face education, and to expand access and facilitate higher education services in learning. Thus, it interpreted that DL is an education system that has the opened characteristics, independent learning, and complete learning by utilizing Technology, Information and Communication (ICT) and/or using other technologies, and/or in the form of university-integrated learning [5].

3.1. Definition of Policy Analysis

Policy analysis is a thinking procedure that has long been known and carried out in human history. According to [6] and [7] policy analysis is an applied social science discipline that uses rational argumentation by using facts to explain, assess, and generate ideas in an effort to solve public problems. Furthermore, [7] emphasized that policy analysis is a method or procedure in using human understanding of and for solving policy problems [8].

Policy comes purely from the consideration of human reason, however of course humans are more dominant in the selection of policy options, because in the decision there is an emphasis on wisdom from emotional and irrational factors, it does not mean that the policy is irrational but maybe at that time rationality has not been achieved or is intuition [9].

Education policy if seen is a set of rules whose alignments are owned by the government for the creation of education that is in accordance with the ideals so that it reaches the desired goals, alignments here include politics, budgets, empowerment, regulations and so on [10].

3.2. Implementation of Education Policy

Implementation is an integral activity of policy formation. According to the association for the

development of African education, implementation is the practice of the policy itself. It is at the implementation stage that an assessment, monitoring, and evaluation of the policy can be carried out in order to take lessons from the implementation of the policy. The education policy process is carried out in accordance with the decision-making process or policy in general, but by taking into account a number of factors that are closely related to education. According to the stages of policy formulation proposed by [11], the process is as follows.

- a. Analyse the situation that occurs. In the field of education, this step must consider aspects that include the social, political, demographic, cultural, and social contexts that have the potential to influence decision making to the implementation process in the education sector.
- b. Make several policy choices. New policies are usually made in situations when problems arise due to political decisions or reorganization. Policy making can be done with several models depending on the situation, but under certain conditions these models can be combined.
- c. Evaluate policy options. Evaluation is carried out on policy choices through aspects of attractiveness, affordability, and feasibility.
- d. Make decisions about education. Decision-making to produce a policy is carried out by considering many questions, analysing how far or radical the difference between the new policy and the old one is, and whether the policy is operational.
- e. Planning policy implementation. Policy implementation needs to be well planned, because no matter how well anticipated, policy implementation always brings surprises to the community and forms a response that describes the results of the policy itself. One way to anticipate the impact of implementing the policy is to use a pilot study.
- f. Assess the impact of policy implementation. The policy impact assessment is carried out with almost the same criteria as the policy evaluation stage. The assessment process is carried out by considering what are the impacts of implementing the policy, whether these impacts are in line with expectations, whether changes are achievable, and so on.
- g. Determine the next policy cycle. Policy analysis is an endless one. Ideally, when policy implementation has been completed and the results are visible, the policy assessment phase will take place and lead to a possible new policy-making cycle.

3.3. Analysis of Distance Learning Policy and Its Constraints

Learning development is inseparable from the responsibility of an educator, how the educator transforms his knowledge with existing teaching materials, and by paying attention to teaching methods

are which easily accepted by students so that the goals are achieved in accordance with what is expected [12].

Distance learning (DL) as a model of distance education is not a new educational model [13]. The implementation of distance learning requires good communication between students, parents, and schools due to the long distance and it is not possible for students, parents, and schools to meet face-to-face continuously. Communication between students and schools already done virtually or in cyberspace such as Google classroom, Facebook, Edmodo, and Skype, and others. Meanwhile, between parents and schools, there are more consultations, discussions, and sharing regarding the development of children's learning during distance learning and the continuation of student education after graduation be consulted with the school [14].

In the opinion of [15] in his journal, that in preparing the components of the distance education and implementation process, needs local government policy, applies an active cooperation system through the implementation of an inventory of the process needs for improving human resources in each location area through the application of the specified mechanism components. These components include an inventory of educated, skilled and trained human resources. From these input needs, the collaboration continued by building a system adapted to the components of the implementation process. The presentation of the framework for implementing distance-learning activities applied optimized to build creativity and knowledge in each regional environment with process components specifically supporting the development of the area both in the scope of knowledge development and application technology that accelerates the development process in creating the welfare of the surrounding community [15].

At the beginning of its implementation, distance learning by the community considered as an alternative type of education or second-class education that is less prestigious than education conventional method that requires the presence of the learner. Along with the development of technology, rapid information and communication distance learning held online through the internet [16].

The background for holding distance learning is for people who every day working with a busy working time, living and working far away from educational institutions will really feel how much opportunity cost is lost if must follow conventional learning or lectures at educational institutions [11]. This is because it provides a few hours each day to sit in class adjusting the study schedule, practicum and all other activities with working hours.

Therefore, various efforts have been made to support the realization of quality distance learning and better

services by taking advantage of developments in information technology and communication.

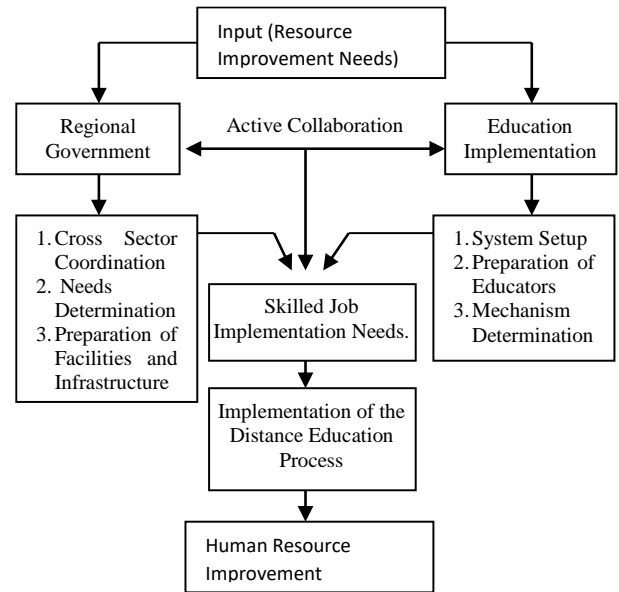


Figure 1. Schematic of the Distance Education Process Implemented in an Effort to Improve Human Resources.

In the Schematic, which is carried out as an analysis and implementation of the activities of increasing Human Resources in the Regions in a limited scope, it is carried out with the implementation of active cooperation in the process of the field of needs in supporting a directed development system in accordance with the strategic development plan. Active cooperation concerns the development of human resources with situational and topographic constraints along with the determination of distance education as a solution in building trained, skilled and educated human resources. This intended to develop the region quickly and effectively so that the development process can run in a sustainable and sustainable manner.

The component of the analytical implementation process that becomes an obstacle to the education implementation process is the lack of understanding of the process of implementing distance education in the community as a fast and accurate implementation effort as a way to empower the level of education in the environment. This requires awareness and understanding in a mature understanding. The need for implementing educational techniques shows the readiness of implementing personnel who can fundamentally understand the process of implementing activities in general, based on rules and basic mechanisms in carrying out work. For trained personnel, it is necessary to specifically develop certain skills in supporting the development process in accordance with the needs applied in the development area in terms of the

characteristics of the technical application needs to be carried out. The need for skilled workers shows the readiness of the process of implementing development activities that be evaluated

In the implementation of Distance Education, obstacles or incompatibility found regularly with proper learning, many think that the responsibility of the teacher in implementing DL is much lighter than with traditional learning [17]. Currently the education system is facing many problems, during the COVID-19 pandemic learning in Indonesia was shifted to distance education, but the lack of equipment, personnel, resources, and limited educational technology, as well as the skills and quality of the teachers were not sufficient [18], [19]. The use of internet/e-learning media has considerable obstacles, network connections and technical errors such as server down and errors hinder the success of learning [20].

The use of hypermedia technology has no benefit if was used only to replace assignments that use handwritten paper [21]. During this pandemic period, many people are not responsible for committing crimes even in the world of education, one of which is the leaking of accounts listed in the discussion and learning support application that harms many parties and disrupts the learning process. Although the use of android and web applications as learning media can foster interest, motivation, and independent learning and rapid development [22], it is difficult to control the development of learning. Although game education can foster interest in learning, the increase in learning success is still small and ineffective [18]. The creativity of the teacher in providing material through the media needed as a factor that influences students' interest in learning in this DL [23]. Problems in accepting the concepts and principles of the material will be difficult in DL learning without face to face, even though educators can use learning media in the learning process such as power points, hyperlinks, video tutorials, compact disks (CDs) and CAI-based interactive multimedia [24].

3.4. Education During the COVID-19 Pandemic

The world of education is currently getting a very valuable experience, the usual educational process centered in a building called a school, with the COVID-19 social distancing, the learning process has finally moved to being in students' homes based on internet connections or television channels.

Previously, for some parents who were busy with various work matters, many gave full authority to the school as the foundation of the education process for their children. This condition due to COVID-19 provides an

opportunity for parents to build closeness and be directly involved in their children's learning at home.

COVID-19 has succeeded in changing people's behavior. In addition to the government's appeal, Indonesian community also has an interest if their behavior patterns do not change. Some of the community behavior patterns that will change during and after the COVID-19 outbreak is over are; First, a healthy lifestyle After the spread of COVID-19, there are many appeals from the government or community organizations and non-governmental organizations to implement healthy lifestyles such as wearing masks when leaving the house, washing hands frequently and drinking more vitamins.

Second, is the pattern of distance education since there was an appeal from the ministry of education and culture for schools and universities to establish learning by home? DL is quite effective for certain conditions. After COVID-19, it is likely that many universities and schools will prepare and implement distance education through e-learning websites. The convenience obtained is very much, especially for students and lecturers who cannot be present on campus but can still access lessons through e-learning [25], [26], [13].

4. CONCLUSION

During the COVID-19 pandemic, every education unit requires distance learning, it is the only way for the learning process to continue running, the use of learning media and creativity in it are the key points success of learning, but obstacles both from the media system and from the readiness of teachers and learners will hinder learning activities, this becomes a deficiency in learning implementation of distance education/Distance Education which still needs to be addressed future

The distance learning system is not a new system in the world of education. Moreover, during this COVID-19 emergency prevention period, distance learning is one of the solutions in the world of education, in order to allow education to be carried out without meeting face to face at school. This has been done since the government established Enforcement of Restrictions on Community Activities, namely the restriction of population activities in an area.

The distance learning system is one of the many learning models. Even so, the distance learning system is still foreign to the ear because it is still rare for educational institutions to implement it before the pandemic. Therefore, the distance learning system is very influential on the achievement or success of student learning. The increase in learning success is still small and ineffective.

During the implementation of distance learning, obstacles or discrepancies were often found with proper learning, many thought that the responsibility of the teacher in implementing DL was much lighter than with traditional learning. The use of internet/e-learning media has considerable obstacles, network connections and technical errors such as server downs and errors hinder the success of learning.

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