

## THE IMPACT OF EDUCATION IN THE MIDDLE OF PANDEMIC COVID-19

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### ABSTRACT:

**The spread of the corona virus (Covid-19) was initially very influential in the economic world which began sluggish, but now the reality is increasingly felt its impact also in the world of education. The policy taken by many countries including in Indonesia is to dismiss all educational activities, through this also requires the government and related institutions to present alternative solutions to the educational process for students and students who cannot carry out the educational process in educational institutions. Based on data obtained from UNESCO, currently a total of 39 countries have implemented school closures with the total number of students affected reaching 421,388,462 children. China has by far the number of students most affected by the corona virus, which is around more than 233 million students. While other countries, until March 13, there were 61 countries in Africa, Asia, Europe, the Middle East, North America and South America that had announced or implemented restrictions on school and university learning.**

**KEYWORDS: influential in the economic, world which began sluggish, education.**

### INTRODUCTION:

The COVID-19 pandemic was a calamity that wrenched the entire population of the earth. Coronavirus (Covid-19) itself is a large

family of viruses that cause diseases ranging from mild to severe symptoms. There are at least two types of corona viruses that are known to cause diseases that can cause severe symptoms. The term Corona virus Diseases 2019 (COVID-19) is a new type of disease that has never been identified before in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory disorders such as fever, coughing, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period of 14 days. On 30 January 2020 WHO has designated the public health emergency as disturbing the world. Starting from 2 March 2020, Indonesia reported 2 COVID-19 confirmed cases. Up to March 16, 2020 there were 10 people who tested positive for corona. (Yurianto, Ahmad, Bambang Wibowo, 2020) With the COVID-19 virus in Indonesia currently affecting the entire community.

All segments of human life on earth are said to be disrupted, with no exception to the scope of education. Many countries decided to close schools, colleges and universities, including Indonesia. The crisis really came suddenly, the government in any hemisphere including Indonesia must make a bitter decision to close schools to reduce massive contact with people and to save lives or still have to open schools in order to survive the workers in maintaining economic sustainability. There are two impacts on the sustainability of education caused by the Covid-19 pandemic. First is the

short-term impact felt by many families in Indonesia both in cities and villages. In Indonesia, many families are less familiar at home. Distance learning (Via Online) at home for families in Indonesia is a big surprise especially for the productivity of parents who are usually busy with work outside the home. Likewise with psychological problems of students who are accustomed to learning face to face with their teachers. All elements of education in social life are "exposed" to illness because of co-19. The teaching process takes place online. This process runs on a scale that has never been measured and tested because it has never happened before. Inevitably in remote villages that are very densely populated by school-age people become completely confused, because the information technology infrastructure is very limited. Student assessments move online and many trials and errors with a system that is not certain, in fact many assessments are canceled. Second is the long term impact. Many community groups in Indonesia will be exposed to the long-term impact of this co-19. The impact of education in terms of the long term is the aspect of justice and increasing inequality between community groups and between regions in Indonesia.

Therefore, this paper aims to find out information about the Impact of the COVID-19 pandemic on Education in Indonesia.

## **RESULT AND DISCUSSION:**

### **Corona virus Diseases 2019 (COVID-19) in Indonesia:**

The first covid-19 case outside China was reported in Thailand on January 13, 2020. Still on the Asian Continent, on January 29, 2020 Covid-19 reached the Middle East for the first time when the number of Covid-19 cases increased and spread to more countries. At that time the United Arab Emirates reported a case of imports in a family of four people. Four days before Covid-19 reached the Middle East region,

two continents also reported the entry of the same virus. France became the first country on the European continent to confirm three cases of Covid-19 on 25 January 2020. On the same date, the first case of Covid-19 also penetrated the Australian Continent. The Covid-19 case was confirmed by Victoria Health Authorities on January 25. The Commonwealth Department of Health is closely connected with Victoria's health authorities and has notified WHO. The patient, a man from Wuhan, flew to Melbourne from Guangdong on January 19.

In its development, Covid-19 spread to the African Continent. On February 14, 2020, the ministry of health and WHO announced that a case of foreign corona virus was first confirmed in Egypt, a country located on the Continent of Asia and Africa. In a joint statement by WHO, Egyptian Ministry of Health Spokesman Khaled Mogahed said that the case was tested positive co-19 after he underwent laboratory tests. Only 11 days later, 25 February 2020, the Ministry of Health, Population and Reform of the Algerian Hospital reported the first Covid-19 case in the African continent. Health authorities report that tests show Italian adults, who arrived in Algeria on February 17, 2020, have tested positive for Covid-19.

While in his own deployment in Indonesia, President Joko Widodo officially announced the first case of Covid-19 in Indonesia at the State Palace on March 2, 2020. Two Indonesian citizens who were positive Covid-19 had contact with Japanese citizens who came to Indonesia. On March 11, 2020, for the first time Indonesian citizens died from Covid-19. The victim who died in Solo was a 59-year-old man, known to have previously attended a seminar in the city of Bogor, West Java, February 25-28, 2020. In the same week, patients 01 and 03 were declared cured. The two patients who were officially declared cured and were allowed to leave the hospital on March 13, 2020 were the first recovery from people

with Covid-19 in Indonesia. Patient 02 who is elderly, that is 64 years old, also managed to overcome Covid-19.

Two months after Covid-19 entered Indonesia, for the first time the recovery rate of covid-19 was greater than the number of people who died from the virus. On May 7, 2020, data from the Task Force for the Acceleration of Covid-19 Management showed 2317 patients were cured, while the number of patients died was 895 people. However, the recovery data for Covid-19 patients that surpassed the number of dead patients is not a sign that an outbreak of this virus will soon be resolved in Indonesia. Over two months since it was officially declared, the number of cases of Covid-19 in Indonesia recorded on May 7, 2020 reached 12,438 cases. So far, the number of Covid-19 cases in Indonesia continues to increase. As based on the input source, Government Spokesperson for Corona Virus Handling (COVID-19) Achmad Yurianto said corona virus cases in Indonesia increased by 2,657, bringing the number of accumulations to 70,736 cases per Thursday (9/7/2020) afternoon at 16.00 WIB (16.00 WIB) Source: IDN Times).

## **The Impact of Covid-19 on Education in Indonesia:**

### **a. Impact of Covid-19 on Learning Processes in Schools**

The learning process in schools is the best public policy tool in an effort to increase knowledge and skills. In addition many students assume that school is a very fun activity, they can interact with each other. Schools can improve social skills and awareness of students' social classes. The school as a whole is a medium of interaction between students and teachers to improve the ability of integrity, skill and affection between them. But now the activity called school stopped abruptly because of Covid-19's disruption. To what extent is the impact on the learning process at school?

Especially for Indonesia, there is a lot of evidence when schools greatly affect productivity and economic growth.

In an article written by Carlsson explaining that teenagers in Sweden have different number of days to prepare themselves for an important test. These differences are conditionally random in nature, the authors try to assume the same conditions in Indonesia. The teenagers in Sweden add to their ten-day study in school and the result they get is to increase the score on their knowledge tests. Likewise when we refer to Jonsson, that attending school will increase the memory capacity of students. Referring to Carlsson, if on the use of knowledge test and it is assumed that each loss of not attending school for 10 days is 1 percent of the standard deviation, then students in school within 12 weeks or 60 days of school they will lose 6% of the standard deviation. This condition is not a trivial matter. Students will be distracted by knowledge for the future with more complex knowledge problems.

The same thing is supported by Lavy, who formulates the impact on learning due to differences in teaching time across countries in the world. He simulates that the total weekly teaching hours in mathematics, languages and science are 55% higher in Denmark than in Austria. This difference is important because the significant difference in the test score results is around 6% of the standard deviation as mentioned above. So it is clear whatever deviations received by Indonesian students due to loss of study time at school obviously end up in the loss of students will erode their knowledge.

The similarity of the situation in Indonesia with other countries in the world must be resolved carefully. In normal circumstances, there are many imbalances that occur between regions. The Ministry of Education, under the leadership of Minister Nadiem Makarim, echoes the spirit of increasing

productivity for students to raise employment opportunities when graduating from a school. But with the arrival of the very sudden Covid-19 outbreak, Indonesia's education world needs to follow a path that could help the condition of schools in an emergency. Schools need to force themselves to use online media. However, the use of technology is not no problem, many variances of problems that inhibit the effectiveness of learning by online methods include:

**a. Limitations of Mastery of Information Technology by Teachers and Students:**

The condition of teachers in Indonesia does not fully understand the use of technology, this can be seen from teachers born in the 1980s. Information technology constraints limit them in using online media. Likewise with students whose conditions are almost the same as those of teachers who are meant by understanding the use of technology.

**b. Inadequate Facilities and Infrastructure:**

Technology support devices are clearly expensive. Many in the regions of Indonesia where teachers are still in an alarming economic condition. The welfare of teachers and students that limits them from being completely limited in enjoying the information technology facilities and infrastructure that is very much needed with the Covid-19 disaster.

**c. Limited internet access:**

Internet networks that really are still not evenly distributed throughout the country. Not all educational institutions, both elementary and secondary schools, can enjoy the internet. Even if there is an internet network, the condition is still not able to cover online media.

**d. Lack of budget preparation:**

Costs are also something that is hindering because, aspects of teacher and student welfare are still far from expectations.

When they use the internet quota to meet the needs of online media, it's clear they can't afford it. There is a dilemma in the use of online media, when the minister of education provides the spirit of productivity, it must go forward, but on the other hand the financial skills and abilities of teachers and students have not gone in the same direction. The state is not yet present as a whole in facilitating the intended cost needs.

**b. Student Losses in the Assessment Process:**

There are fundamental losses for students when there is a closure of a school or campus. Many exams are supposed to be carried out by students in normal conditions, now suddenly due to the impact of co-19, then the exam is canceled or postponed. Internal assessments for schools might be considered less urgent but for families of students assessment information is very important. Some consider the loss of student assessment information to be very meaningful for the future survival of students. For example, the specific skill and expertise targets of students who should have received an evaluation this year so that they will have treatment effects for the coming year, then it will be for students who have been able to master many skills this year but have not received the proper assessment.

Another case for college students. Many universities abroad replace traditional exams with online tools. This is a new condition for lecturers and students. Assessment for students may have measurement errors, unlike measurements as usual. Research in European countries that employers use different assessments by means of educational credentials such as the classification of degrees and the average value to select applicants from among college alumni. Thus affecting how new applicants from college alumni can match in the job market and be accepted according to the expected wage. Likewise in Indonesia, no company has yet announced how new

university graduates can take part in the selection in the job market. However, the Indonesian government offers pre-employment cards to retrain the skills of college graduates in preparing university graduates to work in the future after Covid-19.

### **IMPACT ON SCHOOL GRADUATES:**

University graduates or secondary education seeking employment this year experienced severe disruption due to the Covid-19 pandemic. Students and students who graduated this year experienced a teaching disorder at the end of their studies. The direct impact experienced by them is a major disturbance in the final assessment they should have. But under any circumstances they still pass in this heartbreaking global recession. Labor market conditions that tend to be difficult are new obstacles for graduates. Competition in the labor market is very "noisy" and coincides with workers who have also experienced Disconnected from the company where they work. As if they are new graduates of the University they will inevitably receive lower wages and they will have an effect on career competition (Bobonis & Morrow, 2014). University graduates who initially predicted that they would get a job and an adequate salary but the reality in Indonesia was because covid-19 caused them to have to rethink their education and get the expected salary.

In handling the impact of Covid-19 on education, all stakeholders must work together to do it. This condition must not be separated from the view of government policy and its implementation in the field operation. The things that must be done by all education stakeholders are;

#### **1. Government:**

The role of government is very important and fundamental. The budget allocation that has been decided by Presidential Instruction No. 4 of 2020 concerning refocussing activities,

budget relocation, and procurement of goods and services in the context of accelerating the handling of Covid-19 must be carried out immediately.

#### **2. Parents:**

Parents as the main educators in the household must carry out their functions. Even so, teacher assistance in schools needs to be present door to door to all students. This should open the horizons and responsibilities of parents that their children's education must be returned to the efforts of parents in educating the mental, attitude and knowledge of their children.

#### **3. Teacher:**

The online learning step must be as effective as possible. The teacher is not burdening students in the tasks delivered in learning at home. If necessary teachers present ideas in door to door learners. The teacher is not only positioned as a transferer of knowledge, but in this case it still requires the system of ngarso sung tulada, the middle of building and building, tut wuri handayani.

#### **4. School:**

Schools as educational institutions must be prepared to facilitate any changes regarding the education of their students. Behavioral education must be a strong foothold in the midst of technological development and the acceleration of information flow. Educational programs conducted by schools must be truly delivered to students, especially with online media, however, the school must really pay attention to ethics as an educational institution. The emphasis of learning at home to students must really be guided so that teachers who teach through crisp media remain smooth and intelligent in delivering lessons that are required to be understood by students.

## CONCLUSION:

Home study policies at educational institutions clearly cause major disruptions, such as student learning, disruptions in assessments, cancellation of assessments, opportunities to get a job after graduating from education, cancellation of public assessments for qualifications in job selection. How should the Indonesian government do its best for this? Schools need resources to rebuild losses in learning, when they reopen learning activities. The recovery for this recovery must be done quickly and precisely by allocating a budget from the government for education. Pruning the education bureaucracy must be carried out immediately to deal with the impact of Covid-19 for education. An important policy that must be carried out by the minister of education is to recover assessments for learning, not to eliminate, due to the importance of assessment factors for students, so that a better policy is to postpone assessments rather than skip school internal assessments. For new graduates, policies must support the entry of graduates (fresh graduates) into the labor market to avoid longer periods of unemployment. The Ministry of Education must coordinate with the relevant ministers so that labor-intensive employment is reopened and refreshed.

## SUGGESTIONS:

As a dynamic process, education will always develop from time to time in accordance with developments that occur in the general environment. One characteristic of the development of education is the changes in education itself. So that there needs to be progressive steps towards the existing world of education.

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