

Impact of Covid-19 on Indonesia's Education System

Nadiah Nurli Fadilah¹, Karuniana Dianta², Aditya Pratama³

¹Departement of Economic, Universitas Negeri Jakarta, Indonesia

²Departement of Economic, Universitas Negeri Jakarta, Indonesia

³Departement of Economic, Universitas Negeri Jakarta, Indonesia

Abstract

This study aims to evaluate the repercussions of the Covid-19 pandemic on the education system in Indonesia, focusing on the societal shift towards increased engagement in online activities within households. This includes a comprehensive examination of the transition to online/on- screen learning. The research delves into the theoretical framework of online learning, employing a digital innovation approach. A qualitative methodology is adopted, utilizing secondary data analysis. The findings reveal that the impact of online learning has significantly altered the Indonesian education landscape, affecting not only students but also placing considerable stress on parents and teachers. Students encounter setbacks such as diminished academic progress, a decline in motivation to learn, disruptions in emotional development, and susceptibility to verbal abuse. Conversely, teachers confront challenges in effectively assessing students' progress.

Keyword: Covid-19 Pandemic; Indonesian Education; Online Learning; Digital Innovation; Culture Shift

1. Introduction

The present circumstances have been altered by the Covid-19 pandemic. (Anggi Prasetya, 2023). On March 24, 2020, Circular Letter Number 4 of 2020 was issued by the Minister of Education and Culture, outlining the guidelines for education during the Covid-19 emergency period. The circular specifies that the educational activities will take place in homes through online or distance learning approaches. The primary objectives are to ensure meaningful learning experiences for students and to mitigate the transmission of the coronavirus (Sumanto & Sadewo, 2021).

Amidst the Covid-19 pandemic, education is dependent on e-learning methodologies. E-learning serves as a remedy designed to address constraints in the interaction between educators and students, particularly those linked to spatial and temporal limitations. Through e-learning, educators and students are liberated from the confines of physical space and time, enabling learning to occur without being restricted by these dimensions (Sukirno, 2021). E-learning is distance learning. Distance learning can be used in all four components of education, namely: general education, strengthening educators' knowledge of the subjects taught, pedagogical teaching and child development, and as a guide to a better classroom (Firman & Rahayu, 2020).

The success of students in online learning during the pandemic hinges on the crucial support and guidance provided by parents. Parents play a vital role in serving as facilitators in the online learning process, a responsibility traditionally held by teachers in school settings. As students engage in online learning from home, their interaction with teachers becomes indirect, occurring solely through online platforms with inherent limitations. Hence, the significance of parents' involvement in this process cannot be overstated. However, in practice, many parents encounter challenges in implementing online learning. These difficulties encompass issues such as comprehending educational material, fostering their children's interest in learning, managing time constraints due to work commitments, demonstrating patience in guiding home-based learning, grappling with technological device usage, and facing obstacles related to internet access. (Salsabila, 2021).

In distance learning, students have the flexibility to communicate with teachers at their convenience. Within this distance learning framework, the utilization of various applications such as Zoom Meeting, Google Meet, Skype, and others as e-learning platforms enables learners to save both time and costs. The evaluation of this learning activity incorporates two pertinent theories. The first is the behavioristic theory, which examines alterations in individual behavior stemming from experiences. This theory underscores the development of observable behavior as an outcome of the learning process. (Miguel et al., 1992). Within the cognitive theory, individuals' behavior is shaped by their personal perspectives and experiences within contexts relevant to specific objectives. As individual behavior is inherently dynamic, this dynamism is molded by the ongoing learning process (Anidar, 2017).

2. Literature Review

2.1 Covid-19 Pandemic

Pandemic refers to a situation where a health problem, generally a disease, has a relatively short period of time but can reach its peak spread at a maximum level and reach a very large area. In other words, a pandemic is a condition in which a disease outbreak spreads almost throughout the country due to exposure to the disease by many people. An actual example of a pandemic is the Covid-19 pandemic or Corona Virus Disease 2019. According to WHO (Who Health Organization), covid-19 is an infectious disease that occurs due to a new type of virus infection. This disease, first appeared in December 2019 in Wuhan, China. Covid-19 can also be interpreted as an acute respiratory disease that occurs during a global pandemic caused by the Noval Coronavirus or Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-oV-2). But in 2019, the disease that arose was named Covid-19 which stands for Corona Virus Disease (Ristyawati, 2020).

2.2 Education

Education is here to fix various problems that have taken root in various aspects of the nation's life. Education is a means to increase knowledge and shape the social structure of society which is colored by the values of intelligence, sensitivity, and a sense of caring for the life of the nation and state. The purpose of education is to guide this nation towards a civilized and cultured direction (Ahmad Syauqi Fuady, 2019).

2.3 Online Learning

Online learning is a learning method that utilizes educational tools and pedagogical technology. This system requires internet access and expertise in the use of information technology to support the teaching-learning process, with the aim of gaining knowledge through interactions that occur (Nahariah, 2022). The effectiveness of online learning methods depends on adjusting to the needs of learners and teachers, so as not to hinder the learning process. This is so that the planned learning objectives can be achieved properly (Harefa, 2021).

2.4 Digital Innovation

Digital innovation refers to innovations related to the development of digital technology (Hund et al., 2021). Digital innovation involves various key ideas and technologies such as big data analytics, the internet, artificial intelligence, peer-to-peer technology, social networks, near field communication, crowdfunding, and so on. Implementing innovation by utilizing digital technologies requires concurrent adjustments to resources, work teams, corporate culture, decision-making processes, communication, and reward systems (Zhen et al., 2021).

2.5 Culture Switching

Culture shift is an activity that could previously be done more freely, but during the Covid-19 pandemic, all offline activities experienced significant restrictions. Digital culture is

a concept derived from the use of technology and the internet. It changes the way individuals interact, behave, think and communicate within their communities. Therefore, the growth of digital culture is strongly influenced by the ability to master science and technology. When facing the change to a digital culture, it is important to understand the characteristics of the culture first. This means that people need to understand digital transformation not only in technical terms, but also in psychological terms. Because digital culture should be considered as a whole that works together, not as separate elements. That way, digital transformation that leads to the creation of a digital culture will result in collaboration, adaptability, and efficiency in work (Arianto, 2021).

3. Material and Method

This research aims to determine the impact of the Covid-19 pandemic on the education sector in Indonesia. The method used is library research, which involves collecting and analyzing data from various library sources such as journals, books, documents, newspapers, and so on. The approach used in this research is a qualitative approach, because the data used is descriptive and in the form of text. This method makes it possible to describe phenomena using descriptions of words. J. Moleong Lexy, 2009, *Qualitative Research Methodology*, (Bandung: Remaja Rosdakarya)

3.1 Design Study

This section outlines the process of collecting and employing data to address the hypotheses put forth. The study focuses on knowing the various obstacles faced by students, parents and teachers in the online learning process and describe the role of parents and teachers in guiding and assessing their children's development during online learning

3.2 Data Analysis

After the research instrument has been prepared, the next step is to look for several studies that match the journal being researched.

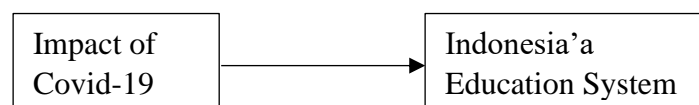


Figure 1. Research Model

4. Result

There are 5 studies related to the journal studied by the researcher.

Table 1.

No.	Title	Year
1.	Analysis of the Effects of the Covid-19 Pandemic on Education in Indonesia (Azhari & Citrawati, 2022)	2022
2.	The Impact of Covid-19 on the Education System (Septiadi et al., 2022)	2022
3.	Online Learning in the Midst of Covid-19 Pandemic (Firman & Rahayu, 2020)	2020
4.	Impact of Covid-19 Pandemic on Online Education	2021
5.	The Impact of the Covid-19 Pandemic on the World of Education(Siahaan, 2020)	2020

5. Discussion

This study demonstrates that the Covid-19 outbreak has forced varied adaptations in various sectors, including in education. Learning methods that were previously carried out in person at school suddenly had to switch to online learning at home. This even has a major impact on students from communities with limited income levels (Nugroho et al., 2022). With the rapid advancement of technology and knowledge, learning methods have suddenly undergone a surprising development, making things that were once difficult in the modern era easier. Almost all teachers and students now have access to smartphones, which can be used to join discussion forums or progressive online learning programs. Digital technologies such as Google Classroom, Study House, Zoom, video conferencing, phone calls, live chats, WhatsApp groups and similar tools are actively utilized in the learning process. The implementation of this system has resulted in a number of problems faced by students, educators, and even parents. One common problem is the burden of assignments given by educators, accompanied by difficulties in understanding the material and hampered by signal problems, which cause slow access to information (Siahaan, 2020).

The impact of the Covid-19 pandemic is felt in the implementation of online learning, facing the limitations of supporting resources, such as cellphones, computers, laptops, internet quota availability, and so on. These resources play a key role in running the learning system from home. In addition, online learning has not been fully optimized in delivering material, unlike the face-to face method. Educators also feel that the material delivered is less absorbed by students, and learning is more likely to focus on assignments, resulting in decreased interest in learning and lack of concentration. The spirit of learning also decreases due to lack of motivation due to boredom as it is limited at home, while the interaction between the teacher and the classroom environment plays an important role in fostering the spirit of learning. Apart from facilities and infrastructure, the availability of internet networks, especially in rural areas where access is often difficult, is also a serious obstacle in the online teaching and learning process. Sometimes, network speed slows down or internet quota becomes a crucial factor in the implementation of learning. Another obstacle that often arises is the cost of using the

internet network and the ability of parents to provide facilities for children (Azhari & Citrawati, 2022).

The Covid-19 pandemic has also impacted educators in organizing online learning. They experience obstacles in providing materials and monitoring children's progress thoroughly. Controlling student activities remotely is a limitation, especially when parents are less active in monitoring their children's activities. Parents' lack of understanding of their children's development also affects the effectiveness of learning. In delivering the materials, educators use learning apps and try to organize the materials to be easily understood by the students. However, many of them feel confused and feel uncertainty in responding to students' responses. Some researchers argue that online learning can be more cost and labor efficient. This is due to the variation in students' economic backgrounds, especially in the midst of the difficult employment situation due to the impact of the Covid-19 pandemic.

Therefore, creativity is needed from educators in designing effective online instruction, by expanding learning styles through various methods such as images, videos, texts, sounds, and so on. Thus, online learning can be carried out as efficiently as possible (Satrianingrum & Prasetyo, 2020). Although the Covid-19 pandemic has brought significant negative impacts, it turns out that without realizing it, there are also positive effects that can be observed, especially in the education sector in Indonesia. One of the positive impacts of the Covid-19 pandemic is to encourage motivation to face difficult times with the determination to continue to improve the progress of education in Indonesia. Some of the positive effects of the Covid-19 pandemic on education in Indonesia include (Nafrin & Hudaidah, 2021) :

1. Encouraging the Improvement of Education Transformation As the Covid-19 pandemic resulted in school closures to prevent the spread of the virus, the government implemented a Distance Learning (PJJ) system or better known as online learning. This method relies on technology and requires all stakeholders in education, including teachers, students, and parents, to become more skilled in technology. It is considered to accelerate the transformation of technology-based education in Indonesia. In addition, it is also considered a positive progress as the utilization of technology in education is in line with the ongoing development of the Industrial Revolution 4.0 era.
2. The rise of online courses The Covid-19 pandemic has given rise to the offering of online courses for free or at discounted prices from various tutoring institutions, such as Zenius, Ruangguru, Quipper, Ruang Belajar, and so on.
3. Parent and Educator Collaboration The Covid-19 pandemic has prompted the need for innovative collaboration between parents and educators to ensure that online learning is effective and efficient for students who have to study at home. This collaboration is also proven to overcome the challenges that arise during online learning. The positive impact of innovative collaboration between parents and educators will be felt in the development of education both now and in the future.
4. Unlimited Creativity The Covid-19 pandemic has triggered new ideas from scientists, researchers, lecturers, and students in conducting experiments to create new creativity and improve the learning process to make it more fun and interesting. This aims to make learning more effective and avoid boring.
5. The Emergence of Online Learning Applications The acceleration of educational technology

transformation triggered by the Covid-19 pandemic has resulted in various online learning program platforms to support more progressive learning. With many online study programs available, online learning becomes more effective. These online learning applications are developed by providing various features that facilitate the online learning process, including the use of Google Meet, Zoom Meeting, and so on.

6. Application of Knowledge in the Family Environment Online learning at home provides an opportunity for students to apply the knowledge they learn in the family environment. They can participate in small discussions or even teach their acquired knowledge to family members. This plays a significant role in deepening students' understanding of the subject matter through hands-on application.

7. Improving Technology Literacy of Educators With the necessity of online learning due to the Covid-19 pandemic, skills in using technology have become very important, especially in the education sector. Therefore, many trainings have been held to improve educators' competency in implementing online learning methods during the pandemic.

8. The Internet as a Positive Source of Information In general, printed books are the main source of learning. However, since learning has gone online, the internet has become an important source of information in the learning process. Students now use the internet to access digital books, learning videos, and so on. However, it is important for educators and parents to supervise so that students do not get misinformation or fake news (hoax).

9. The Importance of Direct Parental Supervision of Every child has unlimited potential. However, there are factors that can affect whether that potential can be fully realized. Experts also agree that the role of parents has a big impact on children's development. Through direct supervision, parents can monitor their child's progress more effectively. Therefore, parental involvement is crucial to ensure that children can achieve optimal performance at school. However, some parents may still think that the main task in the teaching process is entirely in the hands of educators.

6. Conclusion, Implication, and Recommendation

This study makes a significant theoretical contribution, online learning is one of the solutions to implement social distancing to prevent the chain of spreading the covid-19 outbreak. The negative effects of the covid-19 pandemic on education in Indonesia are: The large number of assignments given by educators and limitations in understanding the material and signal constraints that cause slow access to information, then the few opportunities to get a job after graduating from education and the cancellation of public judgment in qualifications for job selection, and so on. The positive effects of the covid-19 pandemic on education in Indonesia include: triggering the acceleration of educational transformation, the emergence of free online courses, collaboration between parents and educators, the emergence of unlimited creativity, the application of knowledge in the family, educators become more literate in technology, the internet becomes a positive source of information and students can be directly supervised by parents.

This study suggests that related parties can, first free internet for PJJ, one of the problems of PJJ is the quota for each school, public or private, which has an internet network to provide

free wifi access. Second, the role of teachers and parents in motivating children to remain active and enthusiastic in participating in the learning process even though it is online.

8. References

- Azhari, E. K., & Citrawati, T. (2022). Dampak Pandemi Covid 19 Terhadap Pendidikan Di Indonesia. *Pena Kreatif: Jurnal Pendidikan*, 11(2), 196–204. <https://doi.org/10.29406/jpk.v11i2.3412>
- Firman, F., & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*, 2(2), 81–89. <https://doi.org/10.31605/ijes.v2i2.659>
- Kristina, M., Sari, R. N., & Nagara, E. S. (2020). Model Pelaksanaan Pembelajaran Daring Pada Masa Pandemi Covid 19 Di Provinsi Lampung. *Idaarah: Jurnal Manajemen Pendidikan*, 4(2), 200. <https://doi.org/10.24252/idaarah.v4i2.16945>
- Lubis, S. (2022). Inovasi Pembelajaran Berbasis Digital untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Pembelajaran, Bimbingan, Dan Pengelolaan Pendidikan*, 2(12), 1121–1126. <https://doi.org/10.17977/um065v2i122022p1121-1126>
- Nafrin, I. A., & Hudaidah, H. (2021). Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 456–462. <https://doi.org/10.31004/edukatif.v3i2.324>
- Nugroho, A. D., Gemilang, A. V., Astuti, T. W., Widyawati, A., & Fiani, A. (2022). Pendampingan Belajar Anak Selama Pandemi Covid-19. *RESWARA: Jurnal Pengabdian Kepada Masyarakat*, 3(2), 262–269. <https://doi.org/10.46576/rjpkm.v3i2.1557>
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 633. <https://doi.org/10.31004/obsesi.v5i1.574>
- Septiadi, M. A., Prawira, N. H., Aepudin, S., & Lestari, V. A. (2022). Dampak Covid-19 Terhadap Sistem Pendidikan. *Khazanah Pendidikan Islam*, 4(2), 51–61. <https://doi.org/10.15575/kp.v4i2.19478>
- Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, 1(1), 73–80. <https://doi.org/10.31599/jki.v1i1.265>
- Zulfikar, I., Yuliana, L., & Setyawaty, N. F. (2022). Pencegahan dan Penanggulangan Covid-19 di Tempat Kerja. *Jurnal Pengabdian Masyarakat*, 1(1), 20–26.