Government Capabilities to Guarantee the Sustainability of Education in Indonesia During the Covid-19 Pandemic Period

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Abstract—**One of the important issues that have become the public spotlight during the Covid-19 pandemic is the sustainability of the education process. The learning pattern at school has changed to learning from home. The policy of learning from home coerce the government, teachers, students, parents, and all parties to be able to survive to ensure the continuity of education. Various problems such as threats of dropping out of school; risk of "learning loss"; learning achievement gap; learning support infrastructure; the mentality of teachers, students, and parents is big problem that haunts the continued education of the Indonesian nation during the Covid-19 pandemic. An important finding from this research is the need for collaboration and contributions from various stakeholders such as students in supporting policies issued by the government.**

Keywords—Capabilities, Covid 19, Sustainability of Education

I. INTRODUCTION

The coronavirus can easily spread and infect anyone regardless of age. The virus can be transmitted easily through contact with an infected person with Covid-19 [1]. Seeing the pattern of the spread of Covid-19, the government issued a policy to carry out lockdown and social distancing. This policy resulted in various other policies, one of which was the elimination of teaching and learning activities in schools. The implementation of this policy is not only happening in Indonesia, various countries around the world have chosen this option as an effort to contain the massive spread of the virus.
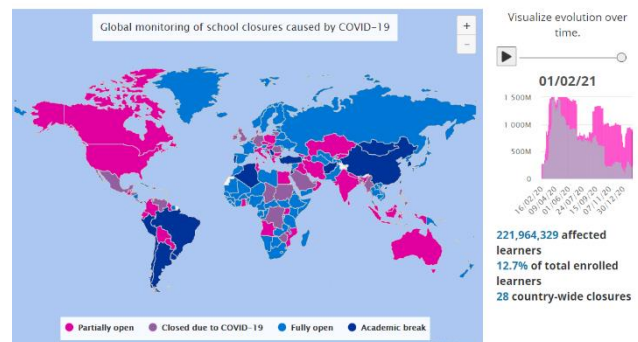

Fig. 1. Global monitoring of school closures caused by COVID-19 [2]

In the coordination meeting on learning policies during the Covid-19 pandemic, which was carried out online by the Minister of Education and Culture, it was emphasized that learning activities were based on the principle of prioritizing the health and safety of students, educators, education personnel, families, and society in general, as well as considering the growth and development of students and psychological conditions to fulfill educator services [3].

The sudden shift in the offline to online learning mode creates inevitable problems for the government. The capability of the government as a policymaker in ensuring the continuity of education during the Covid-19 pandemic is an interesting thing to study to map the obstacles and challenges as well as the capabilities of the government through various policies taken.

II. SDGs: Indonesian Education in the Covid-19 Era

has produced three important documents in the implementation of the TPB/SDGs in Indonesia, namely: the National Action Plan (RAN) for the 2017-2019 period, the Regional Action Plan (RAD), and the SDGs Roadmap towards 2030. One of the important and strategic efforts made by the Government of Indonesia is to mainstream the TPB/SDGs targets into development planning documents, both national and regional.

Of the seventeen SDGs points, one of the concerns is the fourth point related to quality education, namely development which aims to ensure proper and inclusive quality education and encourage lifelong learning opportunities for all people [4]. Good quality education will create an educated society. This will also affect the sustainability of development in a country [5].

The core framework of international law on the right to education outlines the main elements that must be present in the provision of education, namely availability, accessibility, acceptability, and can be adapted [6]. By the regulated core framework, Indonesia must respect, protect and fulfill the rights of every Indonesian citizen to education. In addition, the right of education is guaranteed in the 1945 Constitution, particularly in Article 31, which not only recognizes that education is a right but also establishes an obligation for the state to allocate a budget of at least 20% of the APBN for the provision of education.

III. Capability

Organizational capability is defined as the organization's ability to carry out its goals and functions to achieve predetermined specific goals. Organizational capabilities are a combination of human resource (HR) expertise/competence and organizational capacity to apply the expertise of its HR so that organizational capabilities are more than just human resources but also

concern systems and processes [7]. As a system, capacity has an important role in realizing an achievement or success of a government [8].

IV. Discussion

One of the important issues that have become the public spotlight during the Covid-19 pandemic is the sustainability of the education process. The learning pattern at school has changed to learning from home. The policy of learning from home coerce the government, teachers, students, parents, and all parties to be able to survive to ensure the continuity of education. The following are various obstacles faced by teachers, parents, and students while studying online.
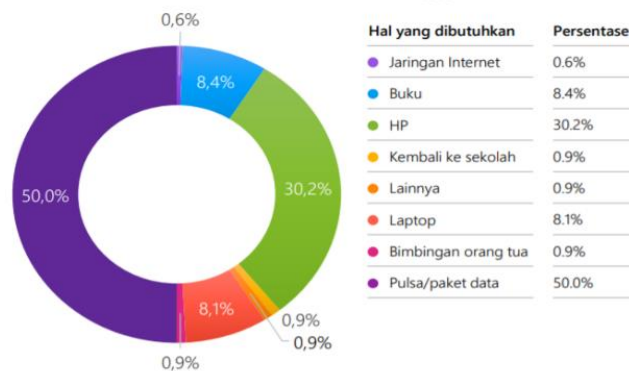
TABLE I.   Constraints During Learning with an Online System

Teachers	Difficulty managing online learning and tend to focus on completing the curriculum. Teaching time is reduced so that it is impossible to meet the load of teaching hours. Difficulty communicating with parents as partners at home.
Parents	Not all parents can accompany their children to study at home because they have other responsibilities (work, housekeeping, etc.) Difficulty understanding lessons and motivating children when accompanying them at home.
Students	Difficulty concentrating while studying at home and complaining about the difficulty of assigning questions from the teacher. Increased feelings of stress and boredom due to continuous isolation cause anxiety and depression for children.

a. Data processed by the author, 2021

The movement in the form of changing offline learning patterns to learning from home or learning with an online system and the consequence is that the closure of schools has indirectly highlighted the imbalances that occur in the world of education [9]. The difference in needs between students who are in disadvantaged areas and non-disadvantaged areas is a concrete example of this inequality.

Dukungan yang paling dibutuhkan siswa (Non-Daerah Tertinggal)

Hal yang dibutuhkan	Persentase
Jaringan Internet	0.6%
Buku	8.4%
HP	30.2%
Kembali ke sekolah	0.9%
Lainnya	0.9%
Laptop	8.1%
Bimbingan orang tua	0.9%
Pulsa/paket data	50.0%

Dukungan yang paling dibutuhkan siswa
(Daerah Tertinggal)

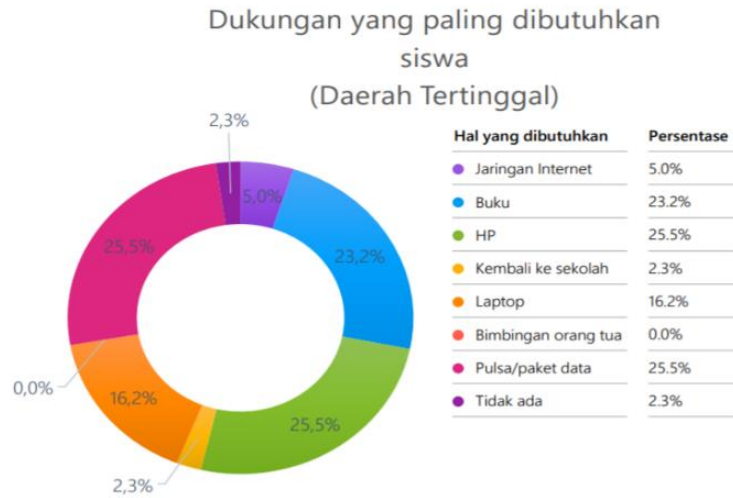| Hal yang dibutuhkan	Persentase
Jaringan Internet	5.0%
Buku	23.2%
HP	25.5%
Kembali ke sekolah	2.3%
Laptop	16.2%
Bimbingan orang tua	0.0%
Pulsa/paket data	25.5%
Tidak ada	2.3%

Fig. 2. The results of the survey on the support needed by students from non-disadvantaged areas and disadvantaged areas while learning from home. [10]

Based on the data that has been obtained, the Ministry of Education and Culture has mapped that teaching and learning activities that are not carried out in schools in the long term have the potential to have negative impacts.

TABLE II.   NEGATIVE POTENTIAL FOR LEARNING DURING THE COVID-19 PANDEMIC

The threat of dropping out of school	• Children have to work: The risk of dropping out of school is because children are forced to work to support family finances during the Covid-19 pandemic crisis. • Parents' Perceptions: Many parents cannot see the role of the school in the learning process if the teaching and learning process is not carried out face-to-face.
A decrease in learning outcomes	• Learning achievement gaps: Differences in access and quality during distance learning can lead to gaps in learning outcomes, especially for children from different socio-economies. • Risk of "learning loss": Studies find that classroom learning results in better academic achievement when compared to PJJ.
Child abuse and external risks	• Undetected violence: Without school, many children are trapped in home violence without being detected by the teacher. • External risks: When children stop attending school, there is an increased risk for early marriage, exploitation of children especially girls, and teenage pregnancy.

As a form of responsibility to ensure the continuity of access to education services during the Covid-19 pandemic and as a form of commitment in supporting and implementing the Sustainable Development Goals (TPB/SDGs) Point four: Education, the Ministry of Education and Culture has launched various learning adjustment policies.

Fig. 3. Ministry of education and culture policy timeline march to august 2020.

March 2020

• Cancellation of the national exam.

• School exams do not need to measure the completeness of the curriculum.

- Schools that have not taken the exam can use the scores of the last five semesters to determine student graduation.

- The new student admissions mechanism does not collect students and parents.

- The new student admissions path of achievement is based on the accumulated value of report cards and other achievements.

March-April, 2020

- Provision of free quotas

- Higher education budget relocation of IDR 405 billion for a public university and private university of teaching hospitals.

- Relocation of the cultural budget of IDR 70 billion for learning from home activities through TVRI (Indonesia national television)

- Launch of the teacher sharing portal

- Relax the use of student operational assistance and educational operational assistance for payment of teacher honoraria in online learning.

May-June, 2020

- Single tuition assistance for 410 thousand students.

- Affirmation of student operational assistance and performance of student operational assistance is expanded to cover private schools (not just public schools).

July-August, 2020

- Schools in green and yellow zones are allowed to reopen, other zones are still prohibited.

- Launching the curriculum under special conditions.

- Providing learning modules for early childhood and elementary school.

Education budget policies in the form of refocusing activities, budget relocation, and procurement of goods and services illustrate the capability of an agile government. The government provides an internet quota for teachers, students, and lecturers. This policy is the result of coordination between the Ministry of Education and Culture with other stakeholders, namely the Covid-19 Handling Committee and National Economic Recovery (KPC PEN), the Ministry of State-Owned Enterprises (BUMN), and the Ministry of Communication and Information (Kemenkominfo). The subsidy is given for four months with a value of IDR 7.2 trillion. There are two types of quotas provided by the government, namely general quotas and study quotas. The quota allocation given is for early childhood education students as much as 20 GB/month, elementary and secondary education level students 35 GB/month, educators at early childhood education and primary and secondary education levels 42 GB/month, as well as for students and lecturers 50 GB/month. All of them get a general quota of 5 GB/month, the rest is for the study quota.

In its implementation to prevent quotas from being misused, the government divides quotas into two categories, namely general quotas and quotas for learning. General quotas are quotas that can be used to access all pages and applications while learning quotas can only be used to access learning pages and applications listed on websites that have been determined by the Ministry of Education and Culture. This triggered a lot of objections from the public who considered this distribution disproportionate. The general quota allocated by the government is only 5 GB, both for students and educators from PAUD to college levels. The KPAI Commissioner for Education stated that this number was considered too small and did not properly address the needs. Not infrequently, students and educators need to access or download materials from pages that are not included in the Ministry of Education and Culture's list, such as the example of YouTube which is used to upload assignments or watch subject matter.

As reported from the CNN Indonesia page, Chairman of the House of Representatives Commissioner X Syaidul Huda stated that the quota assistance provided was minimal in data so that it had the potential to be misdirected and wasteful of budget. On the same page, it is stated that the number of recipients of the free quota does not include all students, teachers, students, and lecturers. Referring to Dapodik data, the total number of students reached 52,202,289 people, and there were 3,146,502 teachers. PDDikti data records the total number of students reaching 8,399,451 and 286,050 lecturers. Of the total, the free quota that has been distributed reached 27,305,495. This figure shows that this policy has only been enjoyed by 42% of educators and students. In addition, the uneven distribution of quota aid recipients is also a note of the implementation of this policy. To overcome this problem, the government tries to review it by looking at the data, collecting information, and measuring achievements based on the standards that have been carried out.

Reflecting on the evaluation of various obstacles and challenges that occurred in the implementation of the previous education internet quota distribution, in the distribution of the 2021 internet data quota package assistance for the September-November 2021 period, the government distributed internet quota assistance with the following details.
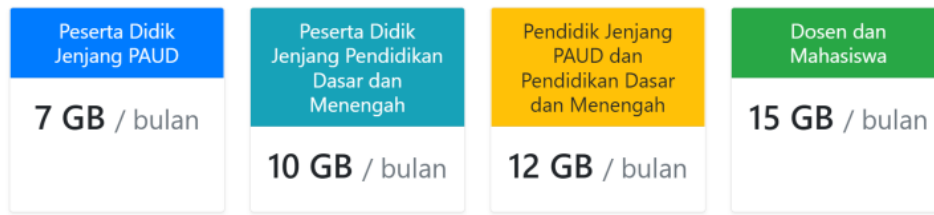
Fig. 4.   Internet Data Quota Package Assistance in 2021 for the Period September-November 2021[11]

The mechanism for distributing internet data quota assistance is under the legal umbrella of Secretary-General Regulation Number 17 of 2021. The distributed internet data quota package is all network access with restrictions on access to sites blocked by the Ministry of Communications and Information Technology, as well as a list of pages and applications in the form of social work, games, and video apps.

TABLE III.   LIST OF PAGE AND APPLICATION RESTRICTION

List Social Network	Bado, Bigolive, Facebook, Instagram, Periscope, Pinterest, Snackvidio, Snapchat, Tinder, Tumblr, Twitter, Vive, Vkontake, YY.
Game	8 Ball Pool Candu Crush, Clash of Clans, Clash Royale, Crisis Action, Fifa Mobile Football, Garena, Garena Aov, Garena Free Fire, Growtopia, Lineage Revolution, Lord Mobile: Battle of the Empires, Mobile Legends, PUBG, Roblox, Steam.
Video Apps	Dailymotion, JWPlayer, Likee, Netflix, QQVidio, Tiktok, TVUNetwork, Viu.

b. (https://kuota-belajar.kemdikbud.go.id/)

The blocking of fourteen social networks, seventeen games, and eight video apps aims to maximize the target and use of the given internet quota. The list of excluded sites and applications can of course be added at any time. To further clarify the information for the 2021 Internet Data Quota Package Assistance for the September-November 2021 period, the Government, in this case, the Ministry of Education and Culture, has launched the Internet Quota Package Assistance Pocket Book for this period. This book contains various information that answers various questions regarding the system and mechanism for distributing Internet Data Quota Package assistance for the period September-November 2021. In addition to facilitating access, information disclosure, and being responsive to technical problems in distributing internet data quotas, the Ministry of Education and Culture through the https://pages./kuota-learning.kemdikbud.go.id/ provides compliant services.

The attitude taken by the Ministry of Education and Culture by trying to change the mechanism and system for distributing data quotas for 2021 reflects the capabilities of the Ministry of Education and Culture in the form of system and process improvements. This improvement demonstrates the capability of the Ministry of Education and Culture in carrying out its goals and functions as well as fulfilling organizational responsibilities.

V.   CONCLUSION

It is undeniable that during the Covid-19 pandemic, education has experienced a setback in terms of learning achievement, however, on the other hand, the leap in the progress of educational technology transformation has become an opportunity to advance learning patterns that have tended to run conventionally.

Changes that occur in various sectors and aspects of life, in the end, give rise to various demands for the government to respond effectively and efficiently. Referring to the findings of the data above, the various challenges and obstacles that occur continue to be accommodated by the government through various educational policies issued.

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