

## Distance Learning In An Educational Perspective In Indonesia During The Covid-19 Pandemic

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### ABSTRACT

*The Existence of the Covid-19 pandemic has a serious impact on teaching and learning activities at various levels and types of educational institutions that were originally face-to-face in the classroom shifted into distance education (distance learning) in the network (online) with online systems (direct) and offline (delay). This study aims to find out how distance learning in the perspective of education in Indonesia during the current Covid-19 pandemic? What's the concept? What are the problems and challenges? And what's the solution? To answer the question above, the method used is the study of the library, namely in this case the author tries to study some available literature to get an explanation relevant to the problem so that the problems in this paper can easily be answered. The results of the literature study stated that (1) Distance learning in an educational perspective in Indonesia, is the implementation of education whose learners are separated from educators and their learning by using various learning resources through information and communication technology, and other media, which serves as a form of education for learners who cannot attend face-to-face education and aims to increase the expansion and equitable access to quality and relevant education as needed; (2) Distance learning during the Covid-19 Pandemic through online learning is focused on life skills education by online or online distance learning methods and offline or offline distance learning. In conclusion, during the Covid-19 pandemic, our education system must be ready to make the leap to transform online learning for all students and by all teachers to enter a new era of building creativity, honing students' skills, and improving self-quality with system changes, perspectives and patterns of our interaction with technology*

**Keywords:** Distance Learning, Educational Perspectives, Covid-19 Pandemic,

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### ABSTRAK

Adanya pandemi Covid-19 sungguh berdampak serius pada kegiatan belajar-mengajar di berbagai jenjang dan jenis lembaga Pendidikan yang semula tatap muka di kelas bergeser menjadi pendidikan jarak jauh (PJJ) dalam jaringan (daring) dengan sistem online (langsung) maupun offline (tunda). Penelitian ini bertujuan untuk mengetahui bagaimana pembelajaran jarak jauh dalam perspektif pendidikan di Indonesia dalam masa pandemi Covid-19 saat ini? Bagaimana konsepnya? Apa permasalahan dan tantangannya? Dan bagaimana solusinya? Untuk menjawab pertanyaan masalah tersebut di atas, metode yang digunakan adalah studi pustaka, yakni dalam hal ini penulis berusaha menelaah beberapa literatur yang tersedia untuk mendapatkan penjelasan yang relevan dengan permasalahan sehingga permasalahan dalam tulisan ini dengan mudah dapat terjawab. Hasil penelitian studi pustaka menyatakan bahwa (1) pembelajaran Jarak Jauh dalam perspektif pendidikan di Indonesia, adalah implementasi pendidikan yang peserta didiknya terpisah dari pendidik dan pembelajarannya dengan menggunakan berbagai sumber belajar melalui teknologi informasi dan komunikasi, dan media lain, yang berfungsi sebagai bentuk pendidikan bagi peserta didik yang tidak dapat mengikuti pendidikan tatap muka dan bertujuan meningkatkan perluasan dan pemerataan akses terhadap pendidikan yang bermutu dan relevan sesuai kebutuhan; (2) pembelajaran Jarak Jauh dalam Masa Pandemi Covid-19 melalui BDR difokuskan pada pendidikan kecakapan hidup dengan metode pembelajaran jarak jauh dalam jaringan (daring) atau online dan pembelajaran jarak jauh luar jaringan (luring) atau offline. Sebagai kesimpulan bahwa dalam masa pandemi Covid-19 ini sistem pendidikan kita harus siap melakukan lompatan untuk melakukan transformasi pembelajaran daring bagi semua siswa dan oleh semua guru untuk memasuki era baru membangun kreatifitas, mengasah skill siswa, dan peningkatan kualitas diri dengan perubahan sistem, cara pandang dan pola interaksi kita dengan teknologi.

**Kata Kunci:** pembelajaran jarak jauh, Pandemi Covid-19

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## Introduction

Rapid and continuous changes in knowledge and technology, which are considered as the main potential to drive people's progress in various aspects of life, have not been fully utilized by the People of Indonesia. This must be anticipated by the education system in Indonesia, to continuously facilitate and make the necessary adjustments to answer advances in science and technology.

Education is expected to prepare students to be able to develop themselves into a cultured society, by creating a supportive educational atmosphere and creative learning process that involves learners in enlightening learning activities. But to achieve this, various obstacles are faced, especially time and place constraints. The constraints of time and place are still one of the very real obstacles, which can be overcome through learning methods with distance learning systems. In the distance learning system learners can improve their abilities through a formal and non-formal education, while still carrying out their daily tasks.

The vision of the Ministry of National Education (Kemdiknas) emphasizes the implementation of excellent national education services to form a comprehensive intelligent Indonesian human being. To achieve this vision, the Ministry of National Education sets out the mission of availability, affordability, quality, equality, and assurance. All of these missions can be reached by utilizing distance learning as a form of educational services to the community.

Kemdiknas strategy to achieve the vision and mission that has been outlined before is to expand access to all levels, types and forms of education for people in need. The expansion was achieved not only by building new educational institutions but by expanding the capacity of existing institutions. One way of expanding this is by allowing educational institutions to implement dual-mode systems, namely face-to-face and distance education, both of which apply the use of Information and Communication Technology in the learning process.(Churiyah et al., 2020)

It is an uncontroverted change that the original distance learning was intended as a form of educational services to the community in the framework of the mission of availability, affordability, quality, equality, and assurance of assurance, but nowadays distance learning is an option that can not be avoided to be implemented at all levels of education due to the Covid 19 virus pandemic.

The existence of the Covid 19 virus pandemic has a serious impact on teaching and learning activities at various levels and types of educational institutions that were originally face-to-face in the classroom, shifting into distance education (distance learning) in the network (online) with online (direct) and offline (delay) systems.(Schneider & Council, 2020) Distance learning is not new in education. In 2012 the Regulation of the Minister of Education and Culture of the Republic of Indonesia has regulated this in accordance with Permendikbud No. 24 Year 2012 on The Implementation of Distance Education.

As we know together that from day to day it turns out that the spread of coronavirus Covid 19 is increasing and has spread to various regions with many proposals and various discourses from the community to stakeholder officials in order to do regional isolation and total location restrictions or lockdown terms.(Taylor et al., 2020) Based on various considerations, the central government finally took the middle way by implementing a system of social restrictions in large scale or large-scale social restrictions this was done for various reasons concerning social and economic activities how to keep the country in a safe and controlled state while looking at the problems of each region different situations and problems. with the implementation of large-scale social restrictions, it increases the time and longevity of the implementation of distance education (distance learning).

How is distance learning in the perspective of education in Indonesia during the current Covid 19 pandemic? What's the concept? What's the problem? And what's the solution? This is the problem that will be discussed in this paper.

## Research methods

To answer the question above, the method used is the study of the library, namely in this case the author tries to study some available literature to get an explanation relevant to the problem so that the problems in this paper can easily be answered. This is as stated by Sujarweni (2014: 57) that by using the research method of literature study the author can easily solve the problem to be researched.

## Result and Discussion

### 1. Distance Learning in Education Perspectives in Indonesia

Distance Learning as an implementation of Distance Education in the perspective of education in Indonesia, can be seen from the Regulation of the Minister of Education and Culture Republic of Indonesia Number 24 Year 2012 About Implementation of Distance Education in Higher Education. In the regulation is stated among others as follows.

- a. Understanding: Distance Education hereinafter referred to as distance learning is an education whose learners are separated from educators and whose learning uses various learning resources through information and communication technology, and other media (Article 1 paragraph 1).
- b. Functions and Objectives: distance learning serves as a form of education for learners who cannot attend face-to-face education without compromising the quality of education (Article 2 paragraph 1). distance learning aims to increase the expansion and equitable access to quality and relevant education as needed (Article 2 paragraph 2).
- c. Characteristics: distance learning has open characteristics, independent learning, complete learning, using information and communication technology, using other educational technologies and/or integrated learning of universities (Article 3)

Scope of Implementation: distance learning can be held in the scope of (1) study programs; or (2) courses (Article 5 paragraph 1).

Distance Education (distance learning) is an educational study that continues to grow in line with the rapid advances in communication and information technology. Therefore, distance education is often perceived as an innovation in 21st century learning methods that have cross-space, time, and socioeconomic reach. With this innovation, people have alternative options to access education. In general, distance education has the following principles, characteristics, weaknesses and advantages, as well as the future.

#### a. Principles of distance learning

- a. Access, which is related to the desire to expand public access to education through the implementation of education based on communication and information technology, is mass, economical, and minimizes distance and time constraints.
- b. Equality which refers to the principle of justice and equality of the right for anyone to get an education without being limited by various constraints.
- c. Quality, which is related to the guarantee of teacher standards, teaching materials and exams, and interactive learning processes based on communication and information technology. (DIKTI, 2011).

#### b. Characteristics of distance learning

1. Teachers and learners are not in the same space during the teaching and learning process.
2. Delivery of teaching materials and learning process is carried out by utilizing communication and information media.
3. Emphasize on how to learn independently but there are institutions that regulate it.
4. Limitations on face-to-face meetings. Usually face-to-face meetings are held periodically between students and teachers or tutors.

5. Flexibility in the learning process. In other words, each student can manage their own learning time according to the availability of time and readiness (Kemdikbud, 2011).

c. Advantages and Weaknesses of distance learning

1) The advantages of distance learning include:

The learning process can be done without being limited by the necessity of teachers and learners to be in the same space and time.

The use of communication and information technology as a learning medium incurs lower costs for both distance education providers and learners.

Teaching materials and various interactions in the form of digitally packaged writing allow learners to be able to reread repeatedly the information recorded in it. (Azeem et al., 2019)

2) The disadvantages of distance learning include:

a. The lack of direct contact between teachers and learners slows down the process of building social relationships and values that are the basic objectives of education.

b. Low control of the learning process as an implication of how to learn independently which becomes the focal point of distance education.

c. Limitations of communication and information technology that cannot completely replace the process of communication and direct interaction that occurs in conventional education.

d. The future of distance learning

As communication and information technology continues to evolve, computer and internet mediated education methods in particular are no longer considered experimental technologies because higher education needs to consider the growth of learners in this digital and knowledge-based competitive era. Distance education can serve more learners so it is expected that this education system will continue to grow in many higher education institutions. Its success will also be determined not only by the availability of communication and information technology, but also by the quality of teaching materials, teachers, learners, pedagogy methods, accommodable interactions, and other support systems built by remote education providers (Portugal, Lisa Marie, 2006).

Apart from digital technology can overcome geographical distance constraints in order to hold the teaching and learning process, but there is communication that can not be replaced by the use of digital technology. There is a type of communication that still requires communicators and communiques to sit in the same room and interact with each other. Even high definition video display technology or three-dimensional holograms will not be able to completely replace conventional communication face-to-face. In other words, in-person meetings are still required under certain conditions, including in the teaching and learning process. That is why distance education methods will not replace learning or direct and personal communication. Distance education will improve conventional education systems, but will not eliminate them (Cohen, Steven, 2012).

The low participation rate of universities in Indonesia, which is the implication of limited capacity of universities and uneven financial capability factors, encourages the Indonesian government to seek to expand access to education for communities in various regions. Distance education is seen as one of the possible solutions to increase the equalization of higher education opportunities in Indonesia. The distance education system has high flexibility, broad reach, and is more affordable than conventional education. The seriousness of the Indonesian government in developing distance education as part of the education system in Indonesia is demonstrated by the issuance of various legal products that help regulate distance education.

Efforts to improve equal access to higher education in Indonesia were also responded well by conventional education providers. Some conventional education providers began to develop this distance education system. One of the challenges faced in the development of distance education in Indonesia is the readiness of communication and information technology infrastructure, especially the availability of internet connections. Although internet network connectivity in various regions of

Indonesia is quite good, but there are still areas that are still unable to connect to the internet. The Indonesian government is trying to get around it through a satellite procurement program that is targeted to be completed and usable in 2016.

The implementation of distance education in Indonesia is not intended to replace the conventional education system face-to-face because the purpose of its implementation is to provide higher education services to people who cannot attend education face-to-face and expand access and facilitate higher education services as stated in Permendikbud number 109 year 2013.

## 2. Distance Learning during the Covid-19 Pandemic

Originally distance learning was not intended to replace the conventional education system face-to-face because the purpose of its implementation was to provide higher education services to people who could not follow education face-to-face and expand access and facilitate higher education services, but during the current Covid-19 period distance learning is temporarily applied widely at all levels of education, from elementary school level to higher education, because the education system is not possible face-to-face in connection with the threat of the Covid-19 pandemic. What is the policy of applying Distance Learning in our education system during the Covid-19 pandemic?

Referring to distance learning guidelines based on Circular Letter No. 15 of 2020 issued by the Ministry of Education, distance learning guidelines contain principles, concepts, and methods of implementing teaching and learning activities during the new normal period which are essentially as follows. (Learning, 2020)

### a. Principles of Distance Learning

The distance learning guide released by the Ministry of Education contains the learning steps of Learning From Home (learning online), a reference for the Ministry of Education and Local Government in managing the implementation of online learning, which can be applied by education units, teachers, students, and parents in running online learning. The main principle in the distance learning guide is to ensure that the safety and mental health of students, teachers, and all school residents are the main considerations in the implementation of online learning. Online learning activities are also carried out to provide a meaningful experience for students, without being burdened with the demands of completing all curriculum achievements. Thus, online learning can be focused on life skills education, among others regarding the COVID-19 pandemic. Students' activities and assignments during online learning can also vary according to the interests and conditions of the child. Therefore, these guidelines promote a pattern of positive interaction and communication between teachers and parents or guardians of children. Assessment of learning in the network is qualitative, not quantitative score.

### b. Distance Learning Implementation Method

There are at least two methods of running online learning during a pandemic, including:

- a. Distance learning in the network (online) or online. This method uses gadgets and laptops through several portals and online learning applications.
- b. Distance learning outside the network (off the grid) or offline. The trick is to use television, radio, self-learning modules as well as worksheets, print teaching materials, props, and learning media from objects in the surrounding environment.

Furthermore, the distance learning guide mentions several site options that can be used by students as a learning resource for children during the pandemic, including:

- a. Learning House by Pusdatin Kemendikbud (<https://belajar.kemdikbud.go.id>)
- b. Kemendikbud Education TV
- c. (<https://tve.kemdikbud.go.id/live/>)
- d. In-network application for package A,B,C (<http://setara.kemdikbud.go.id>)
- e. Teacher Sharing

- f. (<http://guruberbagi.kemdikbud.go.id> )
- g. Digital Reading
- h. (<http://aksi.puspendik.kemdikbud.go.id/membacadigital> )
- i. Video Learning
- j. (<http://video.kemdikbud.go.id> )
- k. Source of teaching materials for elementary school, junior high school, high school, and vocational high school (<https://sumberbelajar.seamolec.org/> ).
- l. Online classes for students and students (<http://elearning.seamolec.org/> )

In addition to the government's in-network learning resources above, it can also take advantage of a more flexible and comprehensive online learning platform. Kelas Pintar as a digital education platform that offers complete learning solutions for elementary, junior high, and high school students that can be accessed daily.

Simply put, Smart Classroom provides complete literacy. All materials and the number of subjects are in accordance with applicable curriculum standards. Interestingly, the subject matter is also not only provided in the form of electronic books, but also presented in presentation, audio, and video formats. Using Learning, Practice, and Test (LPT) method, the student's learning process will begin with learning the material, then followed by practicing the problem, and then taking the test. The resulting output is that students will get grades, and the grades will be listed in the report card like the offline school system. Interesting, isn't it?

#### c. Parent's Role During online learning

The role of parents in the implementation of distance learning through online learning is very important and decisive, among others as follows.

- a. Agree on ways to communicate with the school;
- b. Discuss inclusive learning plans with teachers according to students' conditions;
- c. Preparing learning tools;
- d. Ensuring students are ready for learning;
- e. Prepare time to support the learning process in the network;
- f. Encourage children to be active during the learning process;
- g. The child's parent or guardian ensures that the child fills out the activity sheet as a daily learning monitoring material;
- h. Collect photos of activity sheets and assignments daily;
- i. Actively discuss with teachers about the challenges and obstacles faced during the online learning process;
- j. Ensuring comfortable learning places and facilities;
- k. For offline learning, parents need to take teaching materials to school according to the scheduled time;
- l. Daily activity monitoring sheets are collected every weekend while taking schedules and assignments for the following week, when you choose offline methods as a child learning method.

#### 3. Problems, Alternative Solutions, and Challenges

Distance learning systems through the network and outside the network that must be done in the midst of the COVID-19 pandemic have caused problems, among others:

- a. A slow internet network. Online and off-network learning systems can run effectively if the internet network is good. On the contrary, when the internet network is bad, then automatically the process of teaching and learning activities online must be hampered.
- b. Internet quota is limited. Parents affected by COVID-19 will find it difficult to purchase internet quota. Especially parents who are economically inadequate. This needs to be considered carefully by the school and the Ministry of Education and Culture. Poor old man too. They are already

burdened because they get termination of employment by the company, overwritten again by the burden of having to buy internet quota.

- c. Teaching and Learning Activities are not effective. Online and off-network learning systems are certainly not as effective as learning in schools. This happens due to several factors. For example, a reduction in teaching hours. Teachers who usually teach 4 hours in school, are forced to teach for only one hour. Furthermore, learners will have difficulty understanding a lot of material in a relatively short time. Moreover, dealing with the subjects of Mathematics and Natural Monitoring Sciences program: Mathematics, Physics and Chemistry and Biology. These four lessons certainly take a long time because of the many decreases in the formula. That means, an hour is not enough.

The above difficulties must be immediately sought solutions so that the quality of education does not decrease. Possible solutions to reduce the above problems include:

- a. Government and school assistance. Related to parents who have difficulty getting internet quota, the government needs to attend and even provide an injection of funds. That is, the government does not only make regulations and policies of learning through the system In the network and Outside the network in each school. However, the government inevitably has to provide a special budget for the purchase of internet quota for students whose parents cannot afford it. So is the school. There needs to be special help for economically incapable parents. Moreover, for students whose parents are affected by corona. Such as getting termination of employment by the company, the place where they are looking nahkah.
- b. Problems of teaching and learning activities are less effective. The school and its staff need to find their own way so that the material learned as much as possible can be understood by the learners. Not having to force students to live 100% of learning materials, 50-70% is enough. At least they still understand the material being studied.

All countries affected by Covid-19 have tried to make their best policy in maintaining the continuity of pendidkan services. Indonesia also faces several real challenges that must be urgently sought solutions: (1) technological inequality between schools in big cities and regions, (2) limited competence of teachers in the utilization of learning applications, (3) limited resources for the use of educational technologies such as internet and quotas, (4) teacher-parent relationships in learning in a network that is not yet integral.

The implementation of physical distancing policy that later became the basis of the implementation of learning from home, with the use of information technology that applies suddenly, not infrequently make educators and students surprised including parents and even everyone who is in the house. Information technology learning has been implemented in recent years in the education system in Indonesia. However, the online learning that took place as a surprise from the Covid-19 pandemic, shocked almost all lines, from districts / cities, provinces, centers and even the international world.

As the spearhead at the very bottom level of an educational institution, the headmaster as education manager is required to make quick decisions in response to the Circular of the Minister of Education and Culture requiring schools to enforce home learning. Educators are shocked to have to change the system, syllabus and learning process quickly. Students are stammering because they get piles of assignments while studying from home. Meanwhile, parents feel stressed when accompanying the learning process with tasks, in addition to having to think about the sustainability of their lives and work in the midst of a crisis.

These constraints become an important record of our education world that must pursue online learning quickly. In fact, technically and the system is not all ready. So far online learning is only as a concept, as a technical device, not yet as a way of thinking, as a learning paradigm. In fact, online learning is not a method to change face-to-face learning with digital applications, nor does it burden students with tasks that stack up every day. Online learning should encourage students to be creative in

accessing as many sources of knowledge as possible, producing work, honing insights and ending up shaping students into lifelong learners. (Mkwizu & Ngaruko, 2019)

From the above challenges, we must dare to step up to make online learning an opportunity to transform our education. There are several steps that can be a joint reflection in improving our education system, especially related to online learning, namely:

- a. All teachers should be able to teach remotely which in fact must use technology.
- b. The use of technology is also not original, there is a special science so that the use of technology can be a tool to realize the purpose of education, namely education technology.
- c. Online learning patterns should be part of all learning even if only as complements.
- d. Teachers must have online learning equipment.
- e. The inequality of digital infrastructure between major cities and regions must be bridged by affirmative technology policies for deprived areas. (Branekova, 2020)

The Covid-19 pandemic is indeed a shock effect for all of us. The world seems to be slowing down and even pausing. Large and modern countries were hit by the rapid spread of coronavirus, resulting in thousands of deaths spread across various countries. Indonesia has many challenges from Covid-19, which makes us all have to take care of each other together. The five important issues above will determine how quickly we will be able to flatten the anxiety curve of students, teachers, principals, parents, and all of us.

In the midst of the Covid-19 pandemic, our education system must be ready to make the leap to transform learning online for all students and by all teachers. We are entering a new era to build creativity, hone students' skills, and improve self-quality with changes in our systems, perspectives and patterns of interaction with technology

## Conclusion

Distance Learning in an educational perspective in Indonesia, is the implementation of education whose learners are separated from educators and their learning using various learning resources through information and communication technology, and other media, which serves as a form of education for learners who cannot attend face-to-face education without compromising the quality of education and aims to increase the expansion and equitable access to quality and relevant education as needed

Distance learning during the covid-19 pandemic through learning in its main network of principles ensures that the safety and mental health of students, teachers, and all school residents are the main considerations in the implementation of online learning. Online learning is focused on life skills education with distance learning methods online or online.

The system of distance learning through the network and outside the network that must be done in the midst of the covid-19 pandemic has its own problems and challenges that must be addressed cooperatively and collaboratively by all relevant parties, namely the government, schools, students, parents, and the community.

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