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SYSTEM OF EDUCATION CHANGES DUE TO COVID-19 PANDEMIC

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AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration among all authors. Authors Rohana, AA, MT, AK and DP designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors Rohana, AA, DP and AK managed the analyses of the study. All authors read and approved the final manuscript.

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Short Communication

ABSTRACT

The COVID-19 pandemic is a devastating disaster for all inhabitants of the earth. All segments of human life on earth, without exception of education. Many countries have decided to close schools, colleges and universities, including Indonesia. The crisis really came, governments in any part of the world and Indonesia government, had to make a hard decision to close schools to reduce people's contact massively and to save lives or still have to open schools 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 in villages. In Indonesia, many families that are less familiar do school at home. Home schooling for Indonesian families is a big challenge especially for the productivity of parents that are usually busy with work outside the home. Likewise with the psychological problems of the children of students who accustomed to learning face to face with their teachers in the classroom, learning by online it could increase bored, stress, depressions for the students.

Keywords: Pandemic Covid-19; changes; educations system.

1. INTRODUCTION

A. Impact of Covid-19 on Learning Process in Schools

Information on November 13, 2020 regarding pandemic Covid-19 of 220 countries spread across the

world were infected as many as 52,177,708 and 1,286 who died. Of the 063 people, in Indonesia, there were 457,735 infected who recovered 385,094 and 15,037 who died [1].

Data from some province in Indonesia there are 3 place are more was died, first North of Java, whose

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was died about 3982 persons, Second about 2428 persons there was died because of Corona Virus or Covid-19 in Jakarta of Capital of Indonesia and third the middle of Java whose was died about 1950. It compare from 24 provinces

The COVID-19 pandemic has changed everyone's daily activities, such as discussions, seminars, work, and learning using virtual online, online activities cause a lot of fatigue, boredom, and stress, based on the results of a survey of students' perceptions in East Java about pandemic Covid-19, the majority of students experiencing burnout and stress due to studying online, Data from the survey results are 480 junior high and high school students in East Java, around 88.75% of respondents who consider the system of learning activities online to be very boring, boring and stressful.

Dr. Diah Setia Utami SpKj Mars conducted a study on community psychology and found 5 facts that occurred during the epidemic period 19, the first factors finding, 68% of respondents experienced psychological problems from 5,661 self-examiners, second, 67.4% experienced symptoms of anxiety experienced by the age group under 30 years from 2,506 respondents, she conducted a study on community psychology and found 5 facts that occurred during the epidemic period 19, the first fact she is finding, 68% of students experienced psychological problems from 5,661 self-examiners, second, 67.4% experienced symptoms of anxiety experienced by the age group under 30 years from 2,506 respondents Many people also experience stress and depression with a percentage of 67.3% of respondents. Even very ironic among those who are depressed 48% think it is better to die or injure themselves they are average about 18-29 years old which 2294 respondents (Campus.Com)

Furthermore, the community who experienced psychological trauma reached 74,%, and the most was the age group under 30 years of 761 respondents. the fact they belong to 5 is bad thinking that suicide reached as much as 68% of the 110 respondents. The world Health Organization (WHO) and Indonesian Government have issued an appeal to work from home and carry out social distancing. But for many people, the concept of WFH can be very challenging, especially for worker who have children or workers whose do not have adequate facilitate to work from home, this novelty also increase stress., that kinds of stress, whether exited or even panicked, depends on the workers, the cause by many things one of them the lack of facilities needed. For example some workers have computes in the office, and don't have laptop to work at home, or they have a Laptop but the internet connection is not good. This can cause stress.

Weak quality human resources will not be able to bring education to a more advanced direction. Therefore, education plays an important role in the process of improving the quality of human resources. With advances in technology, humans will deliberately or unintentionally interact with technology. Education is an important means of improving the quality of human resources as a whole in ensuring the sustainability of a nation's development. Through education, various aspects of life are developed through the learning process. Various problems in the learning process need to be stabilized so that learning conditions can be created in accordance with the objectives to be achieved. Based on the national education [2] goals stipulated in Law no. 20 of 2003 concerning the National Education System that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills himself, society, nation and state. 2 It is in line with the opinioned to Covid-19.

The teaching takes place online. This process is running on a scale that has never been measured and tested because it has never happened before. Inevitably, remote villages with very dense school-age population become confused, because information technology infrastructure is very limited. Student assessments move online and there is a lot of trial and error with an unpredictable system, in fact many assessments have been canceled a lot. The second is the long term impact. Many community groups in Indonesia will be exposed to the long-term impact of Covid-19. The long-term impact of education is an aspect of justice and an increase in inequality between communities of that the purpose of education is a combination of educational goals which are the development of optimal personal abilities with social goals that are completely human in nature who can play their role as citizens in various environments of life associations and social groups. The development of science and technology brings changes in almost all aspects of life. Education from time to time continues to experience developments both in infrastructure and in the curriculum.

The learning process in schools is the best public policy tool as an effort to increase knowledge and skills.2 In addition, many students think that school is a very fun activity; they can interact with one another. Schools can improve students' social skills and social class awareness. The school as a whole is a medium of interaction between students and teachers to improve their integrity, skills and affection between them. But now the activity has stopped suddenly

because of the Covid-19 interference. there is a lot of evidence when schools greatly affect productivity and economic growth.

In an article written by Carlsson describes teenagers in Sweden have a different number of days to prepare for the important test. These differences are conditional randomness which the authors try to assume the same conditions in Indonesia. The Swedish youths increase their learning over ten school days and the result they get is an increase in their scores 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 knowledge use test and it is assumed that every loss of not attending school for 10 days is 1 percent of the standard deviation of school students then in 12 weeks or 60 school days they will lose 6% of the standard deviation. This condition is not a trivial matter. Students will be disturbed by knowledge for the future with more complex knowledge problems. A similar point is supported by Lavy [3] who formulates the impact on learning due to differences in teaching time across countries of 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 results of the test scores is about 6% of the standard deviation stated above. So it is clear that whatever deviation is accepted by Indonesian students due to the loss of learning time at school, it will clearly end in the loss of students' knowledge, which will erode their knowledge. The similarity in the situation between Indonesia and other countries in the world must be addressed 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 job opportunities when they graduate from a school. However, with the emergence of the very sudden Covid-19 outbreak, the Indonesian education world needs to follow a path that can help school conditions in an emergency. Schools need to force themselves to use online media. However, the use of technology is not without a problem, there are many variances of problems that hinder the effective implementation of learning with online methods, including: 1. Limitations of Information Technology Mastery by Teachers and Students The condition of teachers in Indonesia do not fully understand the use of technology, this can be seen from the teachers who born before the 1980s. Information technology constraints limit their use of online media. Likewise

with students whose conditions are almost the same as the teachers who are meant by understanding the use of technology. 2. Inadequate Facilities and Infrastructure Technological support equipment is clearly expensive. Many in Indonesia who are teachers are still in dire economic condition. The welfare of teachers and students has prevented them from being completely limited in enjoying the information technology facilities and infrastructure that were very much needed by the Covid-19 disaster. 3. Limited Internet access. The internet network is not evenly distributed throughout the country. Not all educational institutions, both primary and secondary schools, can enjoy the internet. Even if there is an internet network the condition is still unable to cover online media.

The lack of readiness to provide the Budget is also an obstacle because the aspects of the welfare of teachers and students are still far from expectations. When they use their internet quota to meet their online media needs, they obviously can't afford it. There is a dilemma in the use of online media, when the minister of education encourages productivity to move forward, but on the other hand the financial skills and abilities of teachers and students have not moved in the same direction. The state has not yet been fully present in facilitating the said financial needs.

B. Student Losses in the Assessment Process

There are fundamental disadvantages for students when there is a school or campus closure. There are many exams that should be done by students in normal conditions, now suddenly because of the impact of Covid-19, the exams are canceled or postponed. Internal assessments for schools may be considered less urgent but for students' families, information on assessment is very important. There are those who consider the loss of student assessment information to be very meaningful for the sustainability of the student's future. For example, students who have been able to master many skills this year but did not get the assessment they should have this year so that it will have an impact on treatment for the coming year. Another case for students in college, many colleges overseas are replacing traditional exams with online tools. This is a new condition for lecturers and students. Assessment for students may have measurement errors, unlike measurement as is usually done. Research in European countries shows that employers use different assessments, namely by means of educational credentials such as degree classifications and average grades to select applicants from college alumni. 8 Thus influencing how new applicants from college alumni can fit in the job market and be

accepted in accordance with the expected wages. Likewise in Indonesia there has not been a single company that has 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.

C. Impact on School Graduates

University or secondary education graduates looking for work this year have experienced severe disruption due to the Covid-19 pandemic. Students and students who graduate this year experience teaching disruption at the end of their studies. The immediate impact on them is a major distraction in their due final judgment. But no matter what condition they still pass through this heartbreaking global recession. Labor market conditions that tend to be difficult are a new obstacle for graduates. Competition in the job market is very "rowdy" and coincides with workers who have also experienced Termination of Employment (PHK) from the company where they work. As if they are new graduates of the University, they inevitably will receive lower wages and they will have an effect on career competition [4,2,5-7]. 9 University graduates who initially predict that they will get adequate jobs and wages, but in reality in Indonesia because Covid-19 resulted in them having to rethink the education they took and get the expected wages.

D. Strategic Steps and Solutions for Indonesian Education

In handling the impact of Covid-19 on the world of education, all stakeholders must work hand in hand. This condition cannot be separated from the perspective of government policy and its implementation in the field. The things that must be done by all educational stakeholders are; 1. Government The role of government is very important and fundamental. The budget allocation that has been decided by Presidential Instruction Number 4 of 2020 concerning refocusing of activities, relocation of budgets, and procurement of goods and services in order to accelerate the handling of Covid-19 must be implemented immediately. 2. Parents as primary educators in the household must carry out their functions. Even so, teacher assistance in schools needs to be present door to door for all students. This should open up the horizons and [8-10,3,11] responsibilities of parents that their children's education must be returned to the parents' efforts in educating their children's mental, attitude and knowledge. 3. Teacher Online learning steps must be as effective as possible. The teacher does not burden

students with tasks that are delivered in studying at home. If necessary, the teacher comes with ideas in the door to door of students. The teacher is not only positioned as a transfer of knowledge, but still prioritizes *ingngarso sung tulada, ingmadyamangunkarsa, tut wurihandayani*. 4. Schools as educational providers must be prepared to facilitate any changes concerning the education of their students. Behavioral education must become a strong foothold in the midst of technological developments and the accelerated flow of information. Educational programs carried out by schools must really be conveyed to students, especially with online media, but the school must really pay attention to ethics as an educational institution. Emphasis on learning at home to students must be properly controlled so that teachers who teach through crisp media remain smooth and smart in delivering lessons that must be understood by students.

E. Education Solution during Pandemic

The government implements a policy, namely Work From Home (WFH). This policy is an effort applied to community so that they can complete all the work at home. Education in Indonesia is also one of the affected fields. There is only a consequence of this demicovid-19. There is limitations interaction, the Ministry of Education in Indonesia also issued policy, namely by dismissing schools and changing processes Teaching and Learning Activities (KBM) using internal systems network (online). By using a learning system online, sometimes there are various problems that are faced by him students, such as lessons that have not been completed are delivered by good worms replace with another task became a headache for women due to the fact that it was given by more teachers Lots.

Another problem of the online learning system. This is access to information constrained by the signal that causes slow access to information. Students sometimes lag behind with information resulting from inadequate signals they were late in collecting any given task Not yet to the teachers who checked how many times they had given to students, making gadget storage space more and more The application of online learning also makes educators think return, identify the learning models and methods that will be used. Initially, the members [12-13] of the class had already prepared a learning model which will be used, then must change the learning model.

Behind these problems and complaints, there are also problems sharing wisdom for educators in Indonesia. Among them, students too teachers can master

technology to support learning this online. Disrupting this very advanced technology, teacher as well as students are required to have skills in the field of technology. Student and teacher mastery of technology learning is very varied, becomes a challenge in itself. With the Work From Home (WFH) policy, they are able to force and accelerate them to master technology digital learning is a necessity for them.

The demands of these needs make them know online media that can serve as a substitute for learning class immediately, without reducing the quality of the learning material and achievement targets in learning.

A variety of long-distance learning trials are used. Suggestions that can be used as an intermediate online learning method others, e-learning, zoom applications, Google classroom, YouTube, and media social what Sapp. These means can be used maximum, as a medium in carrying out such learning class. By using the online media, then not direct the ability to use and access technology is increasing controlled by Teacher and students. After educators are able to master various means online learning, it will create thinking about the method and method more varied learning models that have never been carried out educators. For example, the teacher makes creative video content as material.

In this case, teachers are more persuasive because they make participants. The students are interested in the material provided by teachers through the video is creative. Participants can certainly understand who is explained by the teacher through the creative videos created by the sequence. So with the application of this home learning model, make students not feel bored in following the lesson by online.

The use of technology in completing assignments in students, can also lead to creativity among students in develop the knowledge they already have. With the method learning that varies from teacher, they can create something creative learning products that can develop thinking through their own analysis, without being exempt from material subjects which were conveyed by the teacher. The existence of demicovid-19 also provides other lessons. Learning that is done at home, can make people easier to monitor or keep an eye on developments learning directly. Individuals find it easier to guide and keep an eye on the lessons at home. It causes more intensive communication and will lead to relationships greater closeness between children and parents. Parents can provide direct guidance to the child on the material learning that has not been understood by children. Where exactly

parents are the first institution in children's education online learning activities provided by teachers, and then people the parents can momentarily delay the competence and abilities of the child. Then the obscurity of the material given by the teacher, communication between parents and the team is well interconnected.

2. PARENTS CAN HELP WITH MATERIAL DIFFICULTIES FACING THEIR CHILDREN

The next lesson is the use of media such as mobile phones or gadgets can be controlled for children's learning needs parents are increasingly needed to supervise use of gadgets. It has a positive impact on children, although education in Indonesia has also been affected by a pandemic Covid-19, but behind all this, there are lessons and lessons can be taken. There is a government policy to do long distance learning through online, and then it can be beneficial which is increasing awareness to master current technological advances this and solve the problems of the educational process in Indonesia.

The Covid-19 pandemic that hit the world, one of them is the country of Indonesia gives real visible effects in a wide range fields, including economic, social, tourism, and education. Implementation of education in Indonesia during the Covid-19 pandemic experienced some changes that seem real. This complaint, it turns out that there are also many benefits for education. Among them, students can also master technology to support this online learning.

The use of technology in completing assignments in students, can also lead to creativity among students in develop the knowledge they already have. With the method learning that varies from teacher, they can create something creative learning products that can develop thinking through their own analysis, without being exempt from material subjects which were conveyed by the teacher.

3. CONCLUSION

The home study policy at educational institutions clearly causes major disruptions, such as student learning, disruption 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 to address. Schools need resources to rebuild lost in learning, when they re-open learning activities. Recoveries for recovery must be carried out quickly

and accurately with budget allocations from the government for education. Trimming the education bureaucracy must be carried out immediately to deal with the impact of Covid-19 on the world of education. An important policy that must be carried out by the minister of education is to recover assessments for learning, not eliminate, due to the importance of the assessment factor for students, so that a better policy is to postpone assessments instead of skipping internal school assessments. For new graduates, policies should support the entry of graduates (fresh graduates) into the labor market to avoid longer periods of unemployment. The education ministry must coordinate with relevant ministers so that labor-intensive employment opportunities can be re-opened and refreshed.

COMPETING INTERESTS

⁵ Authors have declared that no competing interests exist.

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