

OPTIMIZATION RELATED TO LEARNING TO REDUCE LEARNING LOSS DURING PPKM

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Abstract: At this time the pandemic has had an impact on educational inequalities across the World because it happened due to the temporary closure of some educational institutions in reducing the spread Covid-19 which is a problem for millions of students, not least in Indonesia. Disturbances in the face-to-face learning process between students and teachers as well as the cancellation of the assessment of the learning process resulted in the psychology of students accompanied by a decrease in the quality of skills and also student discipline. Therefore, this burden is the responsibility of all elements of education concerned, especially for the Indonesian state to facilitate the occurrence of school activities for all educational stakeholders in implementing distance learning programs. At this time, Indonesia is preparing, planning, and overcoming the recovery due to the COVID-19 pandemic, to reduce losses in the world of education in the future.

Keywords: Covid-19, Schools, Education Steak orders, Indonesia

1. Introduction

The COVID-19 pandemic is a disaster that makes all human beings on this earth miserable. All elements of human life on earth are affected, including the world of education. Several other countries have made decisions to close schools, colleges and universities, both private and public, including in Indonesia. The disaster came suddenly therefore, the government in the whole world including Indonesia had to make a very difficult decision because it had to close schools which were useful in cutting off people's indirect contact and to maintain life, or still have to open schools to keep the workers alive in order to maintain their economic sustainability. There are several impacts on the sustainability of an education, especially in Indonesia, caused by the current Covid-19 pandemic. First is short-term impact, which can be felt by several families throughout Indonesia, whether they are in the city or who live in the village. Because most people in Indonesia are still not familiar with the school learning process carried out from home. Homeschooling for some Indonesian families is a problem especially for parents who are usually productive or work at outside the home because most of them are farmers. Likewise with the psychology of students who always learn face to face directly with the teacher. Perhaps children have the lowest risk of exposure to COVID-19, as well as mild illness if exposed to the Covid-19 virus. However, they have suffered in some ways as a result of the school closures brought on by the pandemic and which causes primary and secondary school children to lose direct face-to-face access. Many elements of education are sick because of covid-19. Therefore, teaching takes place online. The process runs on a certain scale that has not been measured and tested, because it has never been done before this pandemic. Therefore, in remote or remote villages where there are many school-age children, things go awry too confusion, because information technology infrastructure is very limited, in fact there are some areas that have not been touched by information technology infrastructure. Student assessment online there is still a lot of trial and error because there is no definite system, in fact many assessments are not carried out. The second is the long-term impact. Many communities in Indonesia are affected in the long term from COVID-19, both economically and financially. The impact on education in the long term is on aspects of justice and increasing inequality between community groups and between regions throughout Indonesia.

2. Problems arising from the Covid-19 Pandemic

The learning process carried out in schools is the best public policy tool in efforts to increase and improve children's knowledge and skills. In addition, many students think that school is a very fun activity, they can interact with each other. Schools are also able to increase social relations and social awareness for all students. School is a medium for interaction between students and teachers in improve the ability of intelligence, skill and affection between the two. But now the activity called school stopped suddenly because Covid-19 disruption. What is the impact on the learning process at school? Special for Indonesia there is some evidence that a school greatly affects productivity and economic growth. In an article written by Carlsson explains where teenagers Sweden has a different number of days to prepare for important tests. These differences are conditionally random which the authors try assumes the same conditions in Indonesia. The teenagers in Sweden added study for ten days of school and the result they

get is improve scores on their knowledge test. Likewise, when we refer to Jonsson, that attending school will increase students' memory capacity. Refer to Carlsson if on the knowledge use test and it is assumed that every missing school for 10 days is 1 percent of the standard deviation then school students then in 12 weeks or 60 days of school, they will lose 6% of standard deviation. This condition is not a trivial matter. Students will be disturbed knowledge for the future with more complex knowledge problems. The same thing is supported by Lavy, who formulates impact on learning due to differences in teaching times across countries in the world. It stimulates that the total weekly teaching hours in math, language and science is 55% higher in Denmark than in Austria. This difference is important because the difference significant in the test scores of about 6% of the standard deviation as mentioned above. So, it is clear how many deviations are received by Indonesian students because Losing study time at school obviously ends in the student's loss will be loss of their knowledge.

The quantity and quality of parental support provided during the pandemic is more difficult to assess as well as to compare across social groups and across countries. Long-standing literature shows that parents with lower income and in the lower societal strata provide less activities and support for their children (e.g., Strietholt et al 2019) and spend generally less time with them (Sayer et al., 2004). During COVID-19 times, however, when educational support to students was required during working hours and families had to cope with particular difficulties and work-life conflicts (Blasko, 2020), the situation might have changed. Covid-19 surveys in the UK (Cullinane & Montacute, 2020) and Ireland (O. Doyle, 2020) found no, or at most minor differences in the overall time parents spent on supporting their children either by income level or by parental education.

The similarity of Indonesia's situation with other countries in the world must be be dealt with promptly. Under normal circumstances, there are many discrepancies occurs between regions. The Ministry of Education under the leadership of the bright young Minister, Nadiem Makarim, echoed the spirit of increasing productivity for students to increase job opportunities when you graduate from a school. However, due to the sudden onset of the Covid-19 pandemic, the entire world of Indonesian education must choose a path that is able to help the school's conditions when the situation is emergency. Therefore, schools are forcing themselves to use online media at this time. However, the use of technology has a lot of problems, there is a lot of problem variance hindering the effectiveness of online learning among others are:

1. Limitations of Mastery of Information Technology by Teachers and Students

Because the condition of teachers in Indonesia, most of them do not understand the use of technology, this can be done found from several teachers who were born before the 1980s. Then the technology problem information limits them from using online media, namely the infrastructure that does not yet exist. Likewise with students whose conditions are almost the same as teachers, most of whom are not yet able to understand the use of technology.

2. Insufficient Facilities and Infrastructure

Technology support devices are obviously very expensive. In many parts of Indonesia, the teachers are still in a very worrying economic condition. Therefore, the welfare of teachers as well as students who limit them from all limitations to enjoy Information technology facilities and infrastructure that are indispensable during a pandemic this Covid-19.

3. Limited Internet access

The internet network in Indonesia is really still not evenly distributed in remote parts of the country. Because some educational institutions, both primary and secondary schools, can enjoy internet access, especially in remote and outermost areas. Even if there is an internet network, the condition is still not able to cover online media used for the learning process during the pandemic. For some areas, the government may have improved overall educational outcomes by supporting rural schools and schools with low average achievements.

4. Unprepared budget provision

Cost is an obstacle because the welfare aspect of teachers and students is still far from what is expected. When they use internet quota or data packages when doing online learning, it's clear they can't afford to pay for it. there are several problems in the use of online media, when the minister of education encourages productivity to be advanced, but on the other hand the financial skills and abilities of teachers and students have not moved in the right direction. Even the state has not been fully present in facilitating the needs. The cost in question is even though there is quota assistance from the Ministry of Education and Culture, but another obstacle is the purchase of cellphones

3. Problems That Occur during the Student Assessment Process

With regard to the UN, since the issuance of PP No. 13 of 2015 concerning National Education Standards, the second revision of PP No. 19 of 2005, the UN does not determine student graduation. Graduation is determined by the assessment of learning outcomes carried out by schools. However, the National Examination is carried out to evaluate the achievement of graduate competency standards nationally.

This evaluation is also in the context of controlling the quality of national education as a form of accountability of the organizers to interested parties. In accordance with article 57, paragraph 1 of Law No. 20 of 2003 on National Education System. The government organized the National Education System, namely the mandate of Law No. 20/2003 on National Education System and PP 19/2005 on National Education Standards. In PP 19/2005, Article 63 Paragraph 1 it is stated that the assessment of learning outcomes is carried out by educators, education units and by the government. Assessment by the government aims to assess the achievement of graduate competence nationally in certain subjects in the science and technology subject group. This is done in the form of a national exam (Article 66 Paragraph 1). So juridically this UN has not been abolished because PP 19/2005 which has undergone two revisions is still valid. The UN will be officially abolished if the new PP on National Education Standards (SNP) has been issued and it no longer contains the UN. The UN which was abolished (not deleted) in 2020 and 2021 based on the Minister of Education and Culture's SE was more because of the Covid-19 pandemic. This is what makes the UN cannot be held.

There are some basic losses for students at the time of closing schools or campuses. Some forms of exams that should be carried out by students under normal conditions, the exams are canceled or postponed now suddenly because of the impact of covid-19. Internal assessment for schools may be considered less important but for Student family assessment information is very important because it affects the assessment of their children during school. There are also those who consider the loss Student assessment information is very influential for the future sustainability of students. For example, the target skills and certain skills of students who should be years old. This is getting an assessment so that it has an impact on treatment for the next year comes, then it's gone for students who have studied for a long time and are even able to master a lot skills this year but did not receive the proper assessment.

Another problem for students in Indonesian universities. Many colleges in abroad replace traditional exams with virtual aids. This is a new condition for lecturers and students in selecting applicants from college alumni. So that it affects new applicants from college alumni to get a match in the job market and received in accordance with the expected wages. Likewise, companies in Indonesia will choose from the point of view of the college assessor and the aspect of the student's value so that they can participate in the selection in the job market. However, at this time the Indonesian government offers pre-employment card to retrain college graduate skills that are useful in preparing university graduates before working in the future post-Covid-19

4. Problems That Arise After Graduation

Graduated from university or secondary education in search of work. This year has experienced great disruption due to the Covid-19 pandemic. Because many companies are currently out of business due to not being able to bear the operational burden and pay their employees. as well as students who graduated this year experienced teaching disorders at the end their studies. The direct impact experienced by them is a major annoyance in the final assessment they deserve. But under any conditions they are still graduating in this wrenching global recession. Competition in the job market very tight because it competes with workers who have also experienced break ups Employment Relations (PHK) from the company where they work and already have work experience. As for if they as fresh graduates of the University then they will inevitably receive wages lower and they will have an effect on career competition (Bobonis & Morrow, 2014)

5. Considerations for overcoming education problems in Indonesia during Covid 19

From the early days of this pandemic, experts have been concerned that enforced distance learning could lead to massive learning losses in the affected student populations. Moreover, it was also noted that this learning loss will be uneven, leading to a significant increase in the pre-existing socio-economic gaps in education (Blasko & Schnepf, 2020; Blundell et al., 2020; Di Pietro et al., 2020; Hanuschek & Woessmann, 2020). Research comparing the knowledge level of students before and after summer breaks often find a significant reduction in students' achievement – particularly so in mathematics (for the USA: Cooper et al., 1996; Downey et al., 2004; for Europe: Paechter et al., 2015; Shinwell & Defeyter, 2017),

and it is argued that beside stagnation, an actual loss of knowledge is also taking place when education is discontinued. Studies on school-closures due to teacher-strikes lead to similar conclusions. (Belot & Webbink, 2010 and Baker, 2011).

However, school closures do not only decrease overall levels of students' knowledge but lead to increasing social gaps in education outcomes. Studies in the US consistently find the summer learning loss in mathematics but especially in reading skills to be highly heterogeneous by social background (Cooper et al., 1996; Downey et al., 2004). These summer-break effects in primary school continue to widen the social gap between high and low socio-economic background students in grade 9 and can even influence high school achievements (Alexander et al., 2007). School learning reduces socio-economic inequality in achievement because instruction time in schools tends to be more beneficial for children from families with lower income and socioeconomic background than for the more socially advantaged ones (Lavy 2015, Burger 2016).

6. The things that must be done by all educational stakeholders are;

1. Government

The role of government is very important and fundamental. Appropriate budget allocation has been decided by Presidential Instruction No. 4 of 2020 concerning refocusing activities, relocating budgets, and procuring goods and services in order to accelerate the handling of Covid-19, it must be implemented immediately.

2. Parents

Parents as the main educators in the household must carry out function. As a parent, you have to master all the lessons in your child's school. This is important because children at the elementary school level do not yet have an effective way of learning for themselves. Because of that, parents are obliged to guide all children's lessons at school. Even so, teacher assistance at school needs to be present door to door for all students. This should open up horizons and the responsibility of parents that their children's education must be returned to efforts of parents in educating their children's mental, attitude and knowledge. Good two-way communication by parents and teachers is able to create good achievements during the child's learning process.

3. Teacher

Optimizing teaching and learning supports and resources during school closures. Steps of online learning should be as effective as possible. The teacher is not a burden student in the tasks that are delivered in learning at home. Designing varied learning, according to the abilities, talents and interests of students is also quite effective when done online or distance learning. If necessary, teachers present ideas in door-to-door students. Teachers not only positioning as a transfer of knowledge, but still prioritizing wanting to ngarso sung tulada, ing madya mangu karsa, tut wuri handayani.

4. School

Schools as educational institutions must be vigilant facilitate any changes regarding the education of its students. Behavioral education must be a strong foothold in the midst of development technology and accelerated flow of information. Educational programs that what the school does must really be conveyed to students, especially with online media, the school still has to really attention to ethics as an educational institution. Emphasis on studying at homestudents must really get control so that teachers who teaching through dry media remains smooth and smart in delivering lessons that students must understand. coordination and communication between school and parents to ensure that students are involved in learning, task completion including parental control

7. Conclusion

The policy of studying at home in educational institutions clearly causes major disturbances, such as student learning, impairments in grading, cancellations assessment, opportunity to get a job after graduation, cancellation public assessment of qualifications in job selection. How should it be the Indonesian government is doing its best to handle this? School need resources to rebuild lost in learning, when they re-open learning activities. In order to support today's children overcoming Covid-related learning loss and limited future chances related to them, effective policy support is needed. This should consist both in short-term and longer-term interventions. Short-term programs should help the most disadvantaged students and their teachers to make the unavoidable distance learning periods more efficient, and also to help them to catch up once children return to schools. Longerterm interventions on the other hand should consist not only of monitoring and supporting the progress of this age-group but also of preparing schools and teachers for possible lockdowns in the future. As discussed above, countries at high risk of learning loss are generally those lacking important education system features combatting unequal learning outcomes. Adapting education systems to serve all students (i.e. as discussed in Volante

et al., 2019) is also an important long term strategy. Recovery for this recovery must be done quickly and precisely with the allocation of the budget from the government for education. Cutting education bureaucracy must be immediately implemented to deal with the impact of Covid-19 on the world of education. Policy The important thing that must be done by the minister of education is to review the assessment for learning, not eliminating, due to the importance of the assessment factor for students, so the better policy is to postpone assessment instead skip school internal assessments. For new graduates, policies must support entry of graduates (fresh graduates) into the job market to avoid periods longer unemployment. The Ministry of Education must coordinate with relevant ministers so that labor-intensive jobs are reopened and refreshed.

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