



Education Policy in a Post-Pandemic: Recovery and Strengthening of Learning in Indonesia

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Abstrak

Studi ini ingin menganalisis bagaimana kebijakan pendidikan di Indonesia dalam merespons gangguan pembelajaran setelah pandemic berlalu. Dampak kehilangan pembelajaran dan penurunan kemampuan belajar siswa mendorong dilakukannya upaya strategis dalam pemulihan pembelajaran di Indonesia. Hasil penelitian ini mendapati bahwa Indonesia memainkan peran sebagai penyelenggara negara merespons pemulihan pendidikan melalui berbagai kebijakan, di antaranya; Pertama, menetapkan asesmen nasional sebagai upaya pemetaan awal dampak dari learning lost. Kedua, melakukan pengembangan teknologi digital dalam pendidikan. Ketiga, memperbarui komitmen dunia di bidang pendidikan dalam mewujudkan transformasi pendidikan. Kebijakan pemulihan pembelajaran tersebut, jika diamati merupakan bagian dari posisi Indonesia di ranah internasional sebagai presidensi G20. Indonesia perlu merasa terlibat dan sharing ke sesama masyarakat dunia internasional bagaimana dalam proses penyelenggaraan kebijakan layanan publik dan perbaikan kembali setelah Covid-19, terutama dalam pendidikan.

Kata kunci: Learning Lost; Kebijakan Pendidikan; Transformasi.

Abstract

This study wants to analyze how education policy in Indonesia responds to learning disruptions after the pandemic has passed. The impact of loss of learning and a decrease in students' learning abilities has prompted strategic efforts to restore learning in Indonesia. The results of this study found that Indonesia played a role as a state administrator responding to the restoration of education through various policies, including; *First*, establish a national assessment as an effort to map the initial impact of learning lost. *Second*, developing digital technology in education. *Third*, renewing the world's commitment in the field of education in realizing educational transformation. The learning recovery policy, if observed, is part of Indonesia's position in the international sphere as the G20 presidency. Indonesia needs to feel involved and share with the international community how it is in the process of implementing public service policies and repairing them after Covid-19, especially in education.

Key words : Learning Lost; Education policy; Transformation.

INTRODUCTION

The Covid-19 pandemic has had a very significant impact on all public sectors. Education in Indonesia is one sector that is experiencing pressure, especially changes in the learning process. Among them, students experienced learning loss during the pandemic (Angrist et al. 2021). In a study conducted by the Ministry of Education and Culture (Kemendikbud), students in Indonesia experience learning lost which is equivalent to six months and five months of study for literacy and numeracy respectively (www.kemdikbud.go.id). This major impact gives attention to the recovery of learning conditions in Indonesia (Rizaldi & Fatimah, 2022), with the need to design more strategic education policies.

This study aims to analyze the policies implemented in Indonesia towards education after the pandemic. As a public service sector, education in Indonesia needs to be accommodated by policies that are more oriented towards aspects of recovery that can reinforce the learning process for students. Some of the latest research on post-pandemic education policy and management can be seen in various scientific publications. For example, Sari (2022), he reviews how madrasah leadership can improve learning after the pandemic. More specifically, Sparrow et al (2020) explained that post-pandemic education recovery in Indonesia needs to start from a more inclusive policy sector. Whereas Rahman (2019), according to him, the integration of education with technology is a must for education in the future. Especially in post-pandemic education recovery, the development of digital technology is an inevitability of being part of education.

RESEARCH METHODS

This study uses a qualitative approach with library techniques. Data was collected from various literary sources, especially from research results sourced from journal articles related to the topic of study of education policy and education recovery after the Covid-19 pandemic. After the data is collected, verification, triangulation is then carried out and finally analysis is given to be presented in the form of descriptive analysis.

RESULTS AND DISCUSSION

Learning Lost: The Impact of the Pandemic on Education

The challenges of post-pandemic education management are a common concern (Sari, 2022). Following school closures, learning took place fully online, as a result, causing significant disruption to the education system globally (Donnelly & Patrinos, 2021). In this regard, there is concern that during school closures of several months, students may experience learning losses for more than a full year (Kaffenberger, 2021; Dorn et al. 2020). Learning losses are estimated to occur in the millions of children who have dropped out of school due to the COVID-19 pandemic. Unfortunately, it is uncertain how much learning will be lost and how wide the gap may be for disadvantaged children (Sabates, 2021).

In Indonesia, the impact of the pandemic has also affected student learning attitudes and motivation, Hermanto et al (2021) released their findings that 52.5% did not like studying at home and 91.5% did not gain as much knowledge as using traditional methods, even though they still had the motivation higher to learn and have better relationships with their family members. Therefore, interesting materials and teaching methodologies are suggested as well as pleasant interactions.

One that is very possible in helping learning both during and after the pandemic is the use of interactive technology (Sousa et al. 2021). Interactive technology in learning is no longer an alternative, but rather the needs and challenges of learning in the future (Rapanta et al. 2021). Education must be integrated with technology by carrying out fundamental reforms (Rahman, 2016; 2017).

Loss of learning affects the future of education in Indonesia. Students at a certain level have difficulty catching up with learning. The existing curriculum had not designed learning responsive to the Covid-19 pandemic. Fortunately, the government tried to go through policies during Covid-19 which were oriented towards health, student and teacher safety, and took into account the growth and development of students and psychosocial conditions in an effort to fulfill educational services during the Covid-19 period (gtk.kemendikbud.go.id). Although in fact, the significant impact on education does not stand alone, because concerns about disruption to education are also influenced by shocks and economic disparities (Malahayati, 2021). Even though there are various relaxations, subsidies and CSR assistance from the government and companies in Indonesia (Irawan et al., 2022), many students from school to university continue to drop out, as a result of the cessation of parental and family income due to the closure of their workplaces. In our experience at the university, some students also have to take time off and even stop studying to help their family's economy and prioritize economic recovery.

Education Policy for Learning Recovery

The disruption of Covid-19 has made education as a public service worrying. After two years, the effects of the pandemic have left a big question mark whether similar cycles and events will occur. Therefore learning from experience, education in Indonesia began to implement a mitigation system for education. Learning recovery needs to map out in detail and systematically what damage needs to be fixed.

Harmey and Moss (2021) state in their findings that in order to re-prepare the post-pandemic education system it is necessary to pay attention to the following three things: a) that the local knowledge of school leaders is very important in leading back to school; b) the curriculum must be responsive to the needs of children and; c) that schools are very important in supporting children's mental health. Regarding school leadership, Sari et al (2022) stated that in the Indonesian context it is necessary to develop a post-pandemic educational leadership pattern with three characteristics that are collaborative, flexible-adaptive, and social justice.

To respond to the recovery of learning and Indonesia's role in the global sphere, through the G20 forum, the Indonesian government as the G20 presidency in 2022 said that there are three areas that must be considered to improve and restore learning to recovery, namely: *First*, is to present a National Assessment as a substitute for the National Examination which focuses on the development and improvement of learning outcomes and the school environment. This assessment was carried out as an initial mapping effort to the impact of learning lost that occurred. *Second*, it is necessary to develop digital technology in education. In this case, of course, technology cannot replace the teacher's role as the spearhead of education. Thus, school digitalization policies need to be balanced with programs to improve teacher

competence, especially in the field of information and communication technology mastery. *Third*, the importance of renewing the world's commitment to education in the education transformation conference (kemdikbud.go.id).

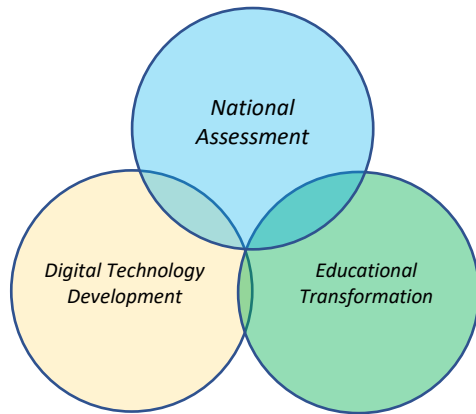


Figure 1. Indonesia's policy on learning recovery through its role as the G20 Presidency

If we look at the government's policies, from the perspective of public interest, especially Indonesia's position as the G20 Presidency seems to have a strategic role. While Indonesia is also simultaneously carrying out post-pandemic learning recovery, Indonesia's role can be central in efforts to jointly commit to restoring learning, especially for G20 member countries. Even though Indonesia has its own problems and affairs, once again the global role is important in the sustainable development of a region. Indonesia's inclusion in various world forums has an interest in the process of improving public service systems and policies in a sustainable manner. In fact, Reid (2012) assesses that Indonesia's rise is predicted to be a repositioning of Asia's third giant in the international arena.

Included in efforts to restore learning, each country should not feel independent. Cross-sectoral and even inter-country

support plays a role in making improvements to all sectors. As education will always be supported by various instruments such as social, political, economic and cultural as part of the educational process itself. I myself see that education must go hand in hand with the journey of every civilization. If civilization is advanced, let's say with the support of its political and economic systems, then education is a part that encourages the birth of a strong political system and a healthy economy. Likewise, if civilization produces good cultural and social system results, it is certain that education is always present and takes part in the process of forming culture that is born in society.

Educational Transformation Gradually

The Covid-19 pandemic has presented an opportunity to rethink assumptions about education in general (Rapanta, 2021). In response, schools around the world are experimenting with blended learning and alternative teaching methods, leveraging technology and working with educators to meet student needs, with varying degrees of success. A ray of light in the midst of adversity is an opportunity for policy makers and educators to review, rethink and reinvent existing educational theories, models and practices to improve student well-being (Tan, 2021). With various considerations and going through the Covid-19 period, educational transformation is considered very urgent in Indonesia. In fact, during school closures and the implementation of distance learning, many teachers in Indonesia were unable to directly utilize various Information and Communication Technology (ICT) tools and online learning platforms that were widely available to support remote implementation due to the teacher's ability to operate (Azhari & Fajri, 2022).

Educational transformation that is carried out periodically and continuously is the action of the pillars of the development of Indonesia 2045 (library.bappenas.go.id). The spirit of nation building also looks at human development and science and technology development. Among them is by accelerating the education of the Indonesian people evenly and increasing the contribution of science and technology in development. Until now, education transformation in Indonesia continues to develop in the process of integration of education and technology. Competence in preparing future teachers is becoming a priority in accelerating education in Indonesia. Learning recovery is a joint reflection of all components of education to integrate all efforts, including the central role of science and technology in learning.

CONCLUSION

The significant impact of the pandemic has made education policies in Indonesia begin to change. Disruption to learning caused by the closure of schools and problems in online learning has been the reason for immediate recovery. The three directions of education policy in Indonesia in the restoration of education are carried out in three ways, namely; 1) presenting a national assessment as initial mapping; 2) development of digital technology in education; 3) shared commitment in educational transformation. The three directions of Indonesia's policy are aimed at making the recovery of education and learning go well again. Especially to improve student learning disorders who experience a decrease in learning abilities and knowledge both specifically and generally.

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