

## POST COVID-19 EDUCATION STRATEGIES

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### ABSTRACT

*The Covid 19 pandemic has an impact on almost sectors of life; economic, social, political, religious and educational. One of the basic problems in dealing with the COVID-19 pandemic is the unpreparedness in analyzing the situation of an emergency and management dealing with the emergency. Experience in dealing with the pandemic, brings the world of education prepares educational management and strategies to provide education in the future. This careful planning is a preventive measure if an emergency occurs and is also in accordance with the times. This paper proposes a post-Covid 19 educational strategy based on the evaluation of Distance Learning and learning models according to advances in information technology for education (ICT for education).*

**Keywords:** Strategy, Education, Method, Pandemic

### INTRODUCTION

In 2019 the world is facing the Corona Virus Disease (Covid 19) pandemic. This pandemic started in China, spread to countries in Europe and then to Asia, including Indonesia. The world faces health problems, namely threats to the survival of life. Experts continue to conduct research and technology to overcome or at least minimize the impact of the pandemic. On January 13, 2021, the Indonesian government began to provide vaccines to citizens as a step to protect against the Covid virus (farmalkes.kemkes.go.id/). Currently,

the government is in the phase of preparing to change the status of the pandemic to a transitional period to endemic, after cases of the covid to decline and be controlled.

At first Covid 19 had an impact on human health, but as the pandemic progressed it brought many impacts, starting from the economy and business, politics, social, culture, religion and education. Education ranging from elementary to higher education has been impacted by the pandemic. Formal, non-formal and informal education institution cannot provide education as usual.

The government has taken many policies to overcome the impact of the pandemic. In the field of education, to protect citizens, avoid the spread of the virus and continue to serve the education rights of citizens, the government issued a Joint Decree of 4 ministers on August 7, 2020 regarding guidelines for the implementation of learning during the Covid 19. First, the government adopted a policy of diverting the learning path from learning face-to-face (PTM) to distance learning (PJJ). Second, the institution of education are encouraged to innovate curriculum. Schools can use the curriculum that has been set by the government, namely the 2013 curriculum or develop their own curriculum by taking only substance from the 2013 curriculum.

Along with the decline in cases due to the pandemic, the Government takes policies in areas with low emergency levels at levels 1 and 2, educational institutions can organize face-to-face learning while still paying attention to the status of the pandemic and using health protocols. The scenario prepared by the government, if cases continue to be under control and Covid is under control, educational institutions can resume face-to-face learning, but if there are still cases and emergencies, schools can provide education by distance.

#### Evaluation of education during Pandemic

During the Covid-19 pandemic, learning was carried out in three events. First, distance learning is carried out in real time and distance

learning is non-real time. Distance learning in real time is learning where educators and students interact directly through communication technology devices. This learning model is known as *synchronous*. The second learning model is that educators and students interact indirectly. Educators deliver material through technological devices and students can respond at any time. This learning model is known as *asynchronous*. The third learning model is a hybrid, combining synchronous and asynchronous (Fahmi, 2020: 146).

Theoretically, distance learning provides more open access for the people and also enriches learning resources. Juridically the purpose of distance learning a. provide higher education services to community groups who are unable to attend face-to-face or regular education; and b. expand access and facilitate higher education services in education and learning (Law No. 12 of 2012 ;31).

However, in practice, perhaps because this is the first experience for some educational institutions and the Indonesian people, distance learning during the Covid 19 pandemic between 2020 and 2022 experienced many obstacles, as follows.

#### a. Managerial readiness

So far, the government has not encouraged the strengthening of distance education systems and management for all types and levels of education. The new government regulates distance learning in universities (UU RI No 12 of 2012 article 31). Thus, almost all

educational institutions do not yet have the knowledge, experience and managerial readiness to carry out distance learning. Distance learning during the covid period was the first managerial experience for the world of Indonesian education.

b. Availability of technology

In distance learning, the facilities needed include internet networks, software and hardware such as computers and androids. For some schools these facilities are adequate, but for most schools, do not yet have these facilities adequately. Asmuni (2020:70) stated that schools in Indonesia do not yet have a *Learning Management System* (LMS) for distance learning.

For some students, they already have a computer and can access learning from their homes. For some others, they do not have a computer or android and experience problems in accessing distance learning resources and activities.

c. Teacher skills in managing class

So far, teachers are accustomed to managing face-to-face learning. Various trainings and workshops on learning management that are attended by teachers are face-to-face learning management. Very few or even no virtual learning workshop activities. Because of these conditions, some or almost all teachers in Indonesia do not yet have the skills to manage distance learning. Due to this unpreparedness, distance learning communication and interaction have not been effective.

d. Teacher skills in preparing media

So far, teachers are familiar with the learning media used in face-to-face learning. Teachers are skilled in making and operating media, both visual, audio, audiovisual and other media. In face-to-face learning, the teacher can also provide a direct explanation of an object or material.

In distance learning, many teaching activities use media. The function of the media is also very important for teachers and students. Media aims to reducing verblality is also to make it easier for students to understand a concept. Video tutorial media can increase children's motivation and attractiveness in learning (Dewi, 2020:57).

Evaluation of learning media shows that the skills of teachers in compiling and using distance learning media have not been maximized. There are still few teachers who are able to design learning media and operate them. Many teachers use other people's learning media available on the internet as their teaching media.

e. Feelings of boredom and decreased focus on learning

Some students experience boredom in distance learning. One of the causes of boredom is changes in patterns of social interaction. In distance learning, students cannot interact with their schoolmates and teachers. Saturation is also caused by the interaction patterns between teachers and students virtually not being interactive and close. Virtual learning is still more perceived as a one-way

communication from teacher to student.

f. Character education doesn't work

Character habituation and culture activities which are usually carried out in schools, in distance learning cannot be carried out properly. Factors that cause include an unsupportive environment, learning independence has not yet grown and monitoring of children's behavior and character cannot be done directly.

Evaluation of character habituation results also cannot be done visually directly, so the resulting assessment tends to be less valid and authentic. Some assessed that during distance learning the habit of good character in students' lives did not show better results than through face-to-face learning.

g. Parent participation is not maximized

Theoretically, children grow up in an environment of education, society and family. The environment greatly affects the color of student's personality (Anwar, 2017: 123). The role of parents in education is also very important, not just a complement to education in schools, therefore the function of the home and parents as educational institutions needs to be strong.

In virtual learning during the pandemic, the role of parents is very much needed. Parents become learning companions and motivators for children, and even become teachers and counselors. However, there are many assessments that this

role has not been seen optimally. Many parents have difficulty in accompanying their children to learn virtually. Meanwhile, school programs really need the cooperation of parents. Due to these conditions, some educational programs could not be implemented.

Post-Covid 19 Education Strategy

Currently, cases due to the COVID-19 pandemic internationally to be declining. This can be seen from several countries that have taken a policy of easing health protocols and have begun to take recovery steps, both in terms of the economic sector - as the most affected - as well as other strategic matters.

In the field of education, countries in the world have begun to take policies to reopen schools and campuses, for face-to-face learning. In Indonesia, the government has a face-to-face learning policy taking into account the status of the pandemic. At a high emergency level learning is carried out distanced and at a low emergency level learning is carried out face to face. Under these conditions, and for the future, the government and institutions need to develop the following educational strategies.

1. Dual education management

Education management is a system for managing education. The scope of education management is planning, implementation, leadership, supervision and management information systems (Mustari, 2013:8). Educational planning starts

from the preparation of the education system, educational objectives, learning models, evaluation systems, human resources, budgets and educational facilities. In the implementation phase is the implementation of the concept that has been planned in the practice of education management. The focus of the implementation phase of education management is to implement all the plans that have been set. In the evaluation phase, the focus of activities is to measure and assess the conformity between planning and implementation.

After the Covid 19 pandemic, educational institutions need to prepare dual education management, namely conventional education management and distance education management. This dual management needs to be prepared so that education can still be carried out properly in the midst of two conditions, normal conditions and emergency conditions.

## 2. Infrastructure setup

Infrastructure is a very important part in the implementation of education. Adequate infrastructure will facilitate the implementation of educational programs and activities.

After the COVID-19 pandemic, educational institutions need to prepare infrastructure for conventional learning and distance learning. The need for conventional learning infrastructure is different with distance learning infrastructure. Conventional learning requires learning tools, learning media and governance systems that are physical, while distance learning requires non-

physical and information technology-based media, systems and learning tools, including the Learning Management System.

Table : 1  
Facility  
Conventional and Distance Learning

Conventio nal	Model of Learning	Virtual Learning
Physical classroom	Room	Virtual classroom
Verbal interaction	Communicati on	Informati on technolog y
Laboratory , Practical Kit	Practicum	student home base, Practical Kit
Show physical work	Monitoring	Show visual work
Handbook of Learning	Learning Resources	E-book
Direct Media	Media	Visual Media
Manual service	Administrati on system	IT system service

## 3. Human Resources

To prepare educational management in accordance with the needs in the global era, it is necessary to have human resources who have adequate competence. Adequate competence is based on two criteria. The first is competence in accordance with the laws and regulations and the second is competence according to the dynamics of needs.

The legislation states that professional educators are required to have four competencies, namely pedagogic competence, professional competence, personality competence

and social competence (UU RI No. 14 of 2005:10).

In the context of competence according to the times, professional educators not only have the skills required in the regulations, but have more skills. These skills include skills in using information technology in implementing and improving the quality of education.

In preparation of these human resources can be done by conducting workshops or training as follows.

Table : 2  
Competency improvement workshop  
In Distance Learning

Workshop	Participant
Virtual Learning Management	1. School manager 2. Educator 3. Staff IT
Virtual learning strategies	Educator
Media Design	Educator
Administration System	1. School manager 2. IT Staff

#### 4. School collaboration with parents

The fourth strategy that needs to be prepared in providing post-pandemic education is to prepare a more effective model of school relationships and collaboration with parents. First, schools need to design a model for effective collaboration with parents. Forums between schools and parents to be functioned as a medium for parents' feedback on educational services provided to students.

Second, communication and cooperation between schools and parents, apart from relating to education financing or cooperation for the need for physical facilities, is enhanced in collaboration in the academic field, such as the preparation of academic activities, development of academic culture, counseling, evaluation of continuous learning outcomes and so on.

In the virtual learning system, students have new habits and ways of learning that are different from conventional learning. In virtual learning there is no direct face to face interaction between students and teachers (Munir, 2012:25). This new way of learning makes students able to face new problems as well. The problems include; Children spend more time individually than in groups, so it has the potential to have an impact on individuality behavior. Students are more active independently than the interaction of social groups. This condition often leads to boredom and decreased learning power of students.

In virtual learning, it is also possible to decrease learning discipline. Things that appear include some students being late in the virtual room, not ready to take part in learning and focusing on participating in learning is easy to decline. In classroom learning, due to direct interaction and a more real atmosphere, these conditions are minimal. If there are students who lose focus and discipline, educators can immediately provide reinforcement of motivation again. This is where the role of the teacher needs to be assisted by parents

in carrying out supervision, assistance and encouragement to learn while at home.

Table : 3  
School collaboration with parents  
In Distance Learning

Problems Virtual learning	the Role of parents
Virtual learning is considered only a distraction and less serious	Changing the view that virtual learning is a method, the substance is the same as face-to-face learning
The focus and discipline of student learning is not monitored directly	Monitoring student learning discipline
Students experience fatigue and boredom	Accompany and create a comfortable virtual learning atmosphere
Parental communication and counseling with the school is ineffective	1. Organizing parenting events 2. Create a communication forum and virtual consultation between parents and schools

## CONCLUSION

After the COVID-19 pandemic, educational institutions need to prepare appropriate educational plans and strategies so that if an emergency occurs, education can still be carried out. This educational plan and strategy is designed not only as an anticipation of an emergency, but also as a system that is in accordance with the current development of

information technology. There are four strategies that need to be developed in managing education after the COVID-19 pandemic, as follows:

### 1. Dual education management

In accordance with the development of information technology and to anticipate the occurrence of emergencies, educational institutions need to develop dual education management, namely face-to-face learning management and distance learning management.

Distance education management is prepared for two purposes, firstly to increase the expansion of access to education and to improve the quality of education. Distance learning provides more open access for rural communities to obtain educational services in an easier way and does not need to mobilize to education centers. Distance learning also makes it easier to present richer and varied learning resources from an unlimited distance. Distance education has even become a model in the midst of today's advances in information technology.

### 2. Infrastructure setup

Aspects that need to be prepared in managing dual-track education are (1) the preparation of distance learning software, such as the Learning Management System (2) the preparation of hardware infrastructure such as an adequate internet network and other hardware.

### 3. Up-grading of HR competencies

Educational institutions need to immediately prepare resources that have competencies in accordance

with the four main competencies of educators and additional competencies, namely skills to manage virtual learning, by conducting education, training, and continuous self-development.

#### 4. School-parent partnership development

Educational institutions need to develop a partnership model between schools and parents with a focus on academic activities, supervision, counseling and mentoring children's learning at home.

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