



ANALYSIS OF CIRCULAR NUMBER 4 OF 2020 ON IMPLEMENTATION OF EDUCATION POLICY IN EMERGENCY DURING COVID-19 SPREAD.

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ABSTRACT

This study aimed to determine the implementation of the learning process according to Circular No. 4 of 2020. This research used a qualitative descriptive research type with the literature method. The method used in this study was translated into steps according to the implementation stages such as : (1) data provision (2) data analysis and (3) the data analysis. The data sources used were from circulars, journals, and the internet. These results proved that the Circular No. 4 of 2020 concerning the implementation of educational policies in an emergency period of the spread of the corona virus disease (covid-19) was good for health and prevents transmission of covid-19 for students. But in the implementation, there are still many things that must be considered and improved. Based on the findings, the implementation of Circular No. 4 of 2020 is only good to conduct in urban areas that already have complete facilities with sophisticated tools that can support the learning process from home, while in some areas and villages that less understand or poor of facilities and infrastructure.

Keywords: Circular, Education Policy, Covid-19, Indonesia



INTRODUCTION

Education has a dynamic influence on future. Education can develop various potentials optimally, namely the development of the highest individual potential in physical, intellectual, emotional, social and spiritual aspects, according to the stage of development and the characteristics of the physical and socio-cultural environment in place they live.

One component of education that must be considered is school. School as formal education is one of the educational institutions that is capable of providing high knowledge, attitudes and skills for its graduates. It is to carry out their role in the future. The education process in Indonesia is included in one unit, namely National Education. In accordance with Law number 20 of 2003 chapter II article 3 that national education functions to develop capabilities and form a dignified national character and civilization in order to educate the nation life, aiming at developing the potential of students so that they become human beings who believe and fear God Almighty. noble, healthy, knowledgeable, capable, creative, independent, and a democratic, responsible citizen (Sisdiknas 2011: 7).

Education is a process of interaction that encourages learning. With learning there is physical and mental development, in the learning process we cannot only rely on teaching and learning activities in school to be able to get optimal learning outcomes, but we also have to study outside school hours, namely at home, because student time is spent more at home, so that many teachers always remind students to study a lot at home.

Different from the usual, generally studying at home means to repeat the lessons learned at school. But the fact that students now feel learning by themselves and repeating the learning at home. In accordance with Circular Number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of the corona virus disease (covid-19).

Due to a circular issued by the Minister of Education that requires students to study from home, all learning processes that are usually obtained by students at school have to be interrupted. Students who usually listen to teachers explain learning in front of the class, take exams at school, carry out extracurricular activities and interact with teachers and friends have to be eliminated by unsupportive conditions and circumstances that are being experienced in Indonesia, not only in this country but throughout the world are experiencing the same one.



Because of that, the learning process at home that all students are experiencing has both positive and negative impacts. One of the positive impacts is that students learn more and repeat the lessons given by the teacher, whether it's through video calls, SMS, WA, Zoom Meeting, Google Class Room, Email. While the negative impact obtained by students is the absence of good communication services for students and teachers, students who do not get information, there is no adequate network for face-to-face communication, there is no sense of student responsibility for learning materials and assignments given by the teacher. playing too much so that they forget about their study time, giving assignments from teachers that make students bored and so on.

There are many obstacles faced by teachers and students due to learning process at home that has been running for almost 1 year. Many complaints and challenges have an impact on student learning outcomes. Teachers always try to make learning reach students and can be understood by students easily, and students must also try to understand learning by themselves without being able to ask direct questions as usual, it is difficult to study together, in completing assignments they are often dishonest that is important for them to collect assignments, so that feelings of boredom arise during learning, many parents also complain about the costs incurred to facilitate their children to be able to take part in learning, and what is very detrimental is the difficulty of achieving and implementing the curriculum designed.

The results of the author's provisional observations which are fundamental phenomena are:

- 1) Lack of adequate facilities for students and teacher to carry out learning from home.
- 2) Delay in receiving information from the teacher or from school.
- 3) The assignment given by the teacher is too much, so that it makes students bored.
- 4) The teacher does not provide material or explanation about learning. For example in the form of videos, power points or notes that can be easily understood by students.
- 5) There are still teachers who have not mastered the internet, so they cannot provide material well, as well as students who do not all understand.
- 6) Inadequate internet network for students living in remote areas.

With these problems, not only teachers, students are required to really study hard and work hard to realize the ideals and the better education.



LITERATURE REVIEW

Educational policy is an attitude and action taken by a person or with the agreement of a group of policy makers as an effort to solve the problem in the world of education. Rohman (2009:13) reveals education policy is a decision to guide action both simple and complex, general and specific, both detailed and simple, formulated with a political process accompanied by certain program actions and plans in carrying out education as a whole without a process stage followed by the results of the formulation of an educational strategy spelled out from the vision, mission, educational goals and facilities in order to realize superior national education within a certain decade.

Imron in Madjid (2018:13) states that the characteristics of educational policies have educational objectives, have formal legal aspects, have operational concepts. It is also in accordance with (eprints.uny.ac.id/9473/2/bab%2020%20NIM%202007110241019.pdf), education policy has special characteristics, namely: having educational objectives, having legal-formal aspects, having an operational concept, made by the competent authority, can be evaluated and has a systematics.

Meanwhile, according to Tilaar and Nugroho in Madjid (2018:15) state that the basis of educational policy in terms of sociology is that apart from being a social being, humans are creatures that can be educated and the educational process must be in accordance with the nature of free human beings.

Likewise with the objectives of the education policy according to Irianto in Madjid (2009: 15), stating that the formation of a policy design requires the formulation of policies in education, in order to focus views in accordance with the policy objectives, such as: policy objectives that can be seen from the level society, policy objectives that can be seen from the level of politicians, and policy objectives that can be seen from the economic level.

According to Dunn in Madjid (2018:33), public policy is a series of decisions and actions that have stages and are arranged according to the time of the series of decisions and actions which consist of the problem formulation stage, the agenda setting stage, the policy formulation phase, the policy adoption stage, the policy implementation stage and the policy assessment stage.



Education policy analysis is important in determining the direction and guidelines for the implementation of education in a country. Hanis in Arwildayanto, Arifin, and Warni (2018: 15), defines education policy analysis as a product of procedures that produces educational information using data as an input for the formulation of several policy alternatives in political decision making in order to solve educational problems. Meanwhile (<https://eprints.walisongo.ac.id/6651/3/BAB%20II.pdf>), the policy analysis function can be grouped into three broad categories, namely: the allocation function, inquiry function and communication function.

The Circular No. 4 of 2020 concerning the implementation of educational policies in an emergency period of the spread of the corona virus disease (Covid-19) is addressed to Governors and Regents / Mayors, which contains: regarding the increasing spread of Corona virus Disease (Covid-19), physical and mental health students, teachers, school principals and all school members are the main considerations in implementing education policy. In connection with this, it is conveyed: 1) The 2020 National Examination (UN) was canceled, including the 2020 Skills Competency Test for Vocational High Schools; 2) School exams for graduation conducted in the form of tests that collect students may not be carried out, except those that have been implemented before the issuance of this circular; 3) School exams can be carried out in the form of a portfolio of previously obtained reports and achievements, assignments, online tests, and / or other forms of remote assessment; 4) School exams are designed to encourage meaningful learning activities, and do not need to measure the completeness of the overall curriculum achievement; 5) Schools that have implemented School Exams can use the School Exam scores to determine student graduation;

6) Class promotion is carried out with the provision that the Final Semester Examination in the form of a test that collects students may not be carried out, except those that have been implemented before the issuance of this Circular Letter, can be done in the form of a portfolio of report card scores and previously obtained achievements, assignments, online tests, and / or other forms of remote assessment; 7) New Student Admission (PPDB) is carried out provided that the Education Office and schools are asked to prepare a PPDB mechanism that follows health protocols to prevent the spread of Covid-19, including preventing the physical gathering of students and parents in schools, PPDB on the Achievement Pathway is carried out based on accumulated grades report cards are determined based on the value of the last five



semesters, and / or academic and non-academic achievements outside of school reports, the Data and Information Center (Pusdatin) of the Ministry of Education and Culture provides technical assistance for regions that need online PPDB mechanisms, School Operational Assistance funds or Assistance Educational operations can be used to procure goods according to school needs including to finance needs in preventing the Covid19 pandemic such as the provision of cleaning tools, hand sanitizers, disinfectants, and masks for school residents as well as to finance online / distance learning, copies to all nutmeg from the Provincial Education Office and all Heads of District / City Education Offices.

While the coronavirus is a large family of viruses that cause disease in humans and animals. In humans, it usually causes respiratory infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The disease is mainly spread between people through respiratory droplets from coughs and sneezes. This virus can last up to three days with plastic and stainless steel SARS CoV-2 can last up to three days, or in aerosols for three hours. The virus has also been found in feces, but as of March 2020 it is not known whether fecal transmission is possible, and the risk is thought to be low.

RESEARCH METHODOLOGY

This research is a descriptive study, to describe thoroughly and systematically the Circular Number 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of the corona virus disease (covid-19), through the library approach, and data obtained from / through the literature studied various documents related to circular number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of the corona virus qa disease (covid-19).

Data analysis was carried out in this study with the initial stage of data reduction, then the presentation of the data and concluding the data (verification). The data validity technique in this study used triangulation. The triangulation used includes source triangulation, time triangulation, technical triangulation. So that it can get data up to the saturation point.



RESULTS AND DISCUSSION

1) Lack of adequate facilities for students and teachers to carry out learning from home. By doing this system, automatically all activities that are usually done in school are transferred to an online and offline system. The problems experienced now in terms of facilities are not whiteboards, markers or infocus, but rather communication tools that can connect one another. Communication tools in the form of cellphones and laptops are very much needed in teaching and learning activities both online and offline during the learning process from home due to Covid-19. There are still many students and parents and teachers who do not have adequate facilities to support this online learning process. The number of children complaints the learning process, such as absences, receiving material, accepting assignments from the teacher and giving answers or results done by children. Not only students, parents also experience difficulties due to the facilities, including preparing what children need to attend lessons from school, such as providing cellphones, laptops, internet quotas. Likewise, not all teachers are able to operate gadgets or laptops as online or offline learning media, including having to learn to understand new things that they have never previously learned or known about. Likewise, schools as places for the implementation of teaching and learning processes must also prepare complete supporting facilities to make the online learning process successful.

2) Delays in receiving information from the teacher from school. This delay is not caused by one party but is related to each other. Teachers who do not try to provide information to students and students who are ignorant of information about learning and information from schools. The information referred is, for example, when the teacher provides material online, but it is not scheduled in advance, so that students do not know and do not follow the learning that is taking place, further information, there is no structured schedule agreed upon by the teacher and students in alternation when teaching different material, Very limited information can be felt by students and they find it difficult to carry out consultations with teachers, especially for lessons that are considered to require deeper explanation and understanding, for example Economics in the material of analyzes market prices that require more detailed explanation.

3) The teacher gives too many assignments, it makes students bored. As the learning from home program continued due to Covid-19, the complaints and impacts that were felt were already felt by students, parents and teachers.



One of the most common complaints is that the teacher gives too many assignments so that it makes students bored and bored. The assignment given by the teacher will continue to burden the students. Online learning should not burden students in learning. Students should have freedom in their learning activities. Not stressed by the number of tasks and short assignments. It includes being chased by the deadlines for collecting assignments given by the teacher. It means that the material and type of assignment should be given wise timing and as much as possible related to awareness of the dangers of the Covid-19 outbreak. Learning from home is not something new for the State of Indonesia, but in these circumstances many do not understand how the teaching and learning system from home should be carried out. As stated by KPAI, there are many complaints received, one of which is complaints about the large number of assignments given by the teacher in a short time, it is suspected that many teachers do not understand the concept of home learning or home learning. It makes the teacher assign many assignments to students. Likewise, Haris Iskandar as Plt. Dirjen Paud Dikdasmen Kemendikbud that: In the learning process at home, teachers and parents are expected to be able to realize meaningful education, not only focusing on academic or cognitive achievements. It must be conveyed to the child so that he understands. Provide meaningful education, including life skills and understanding of the Covid-19 pandemic. He also explained that teachers do not have to focus on online learning and assignments. Teachers are expected to be creative and innovative in exploring fun learning activities, especially due to limited technology and internet connection. For example, learning through the project of making hand sanitizers made from traditional spices that can be used directly by students.

4) The teacher does not provide material or explanation about learning, for example in the form of videos, power points or notes that can be easily understood by students. Providing material in the form of videos, powerpoints or notes that are easy to understand by students is needed in this home learning program, providing materials that help students will make it easier for students to understand learning. One of the negative impacts of the program from home is the explanation of the material obtained is not as optimal as the explanation of the material carried out at school. The application of online learning also makes educators think about the learning models and methods to be used. For PAUD or kindergarten school teachers, something is required to be fun with their creativity.



Video facilities, voice notes, and YouTube can be used as learning media. Elementary school (SD) children also use these media coupled with the use of online applications. Secretary General of the Federation of Indonesian Teachers' Unions (FSGI) Heru Purnomo, said that the learning strategy at home was correct, at least from a health perspective. However, for the effectiveness of learning, he considered that schools and teachers need to prepare something. According to him, teachers must be proactive and creative in order to hold teaching and learning activities as effectively as face-to-face

5) Teachers who do not master the internet, they cannot provide material properly, so not all students understand. There are still many teachers who have limitations in terms of access and utilization. Not all teachers have the ability to operate and take advantage of their sophistication. For technology literate teachers, of course this is not a problem. Conversely, for teachers who are still not technologically illiterate, this is a problem. In fact, online learning requires creativity in the learning process. This creativity is not only in terms of creating interesting material content, but also creativity in utilizing the advantages of online media used. It means that teachers must be smart in creating subject matter so that it is easily understood by students by utilizing existing online media. Google is committed to helping improve learning for everyone. Schools can use Hangouts Meet, a video conferencing tool available to all G Suite users, and Google Classroom, to take classes and continue learning remotely from home.

6) Inadequate internet directives for students living in remote areas. Online learning is constrained by unstable internet signals and expensive pulses (data quota). We know that Indonesia has various geographical conditions. The variety of geographical conditions of the student's home is a problem, especially related to the stability of the internet signal. There are student houses in the lowlands, such as ordinary plains and seaside. There are also students who live in the highlands, such as in the mountains or on the slopes of a mountain. Some students live in the city and there are also students who live in the village. The stability of the internet signal is needed so that the learning process is not disturbed and the students can participate in learning well. However, not only the signal, internet pulse (data quota) must also be sufficiently available. Even though purchasing data pulses (quota) requires a cost that is not cheap. Another negative impact of this online learning system is access to information for students living in remote areas.



7) They are constrained by signals which cause slow access to information. They have to survive with all the limitations. For no reason, local students must remain active in online learning in order to meet the predetermined assessment standards. Most local students have to travel several kilometers for an internet connection, some even have to enter an internet cafe (internet cafe) to get communication equipment and network connections. It is not uncommon for students not to be able to do assignments because they cannot afford a data package quota. Limited Internet access. Not all educational institutions, both primary and secondary schools, can enjoy the internet properly. Especially in rural areas where there is sometimes no internet signal.

CONCLUSION

With the Circular No.4 of 2020, it is good for health and prevents transmission of Covid-19 for students. But in its implementation, there are still many things that must be considered and improved. From several findings made by researchers the implementation of Circular No. 4 of 2020 is only good to conduct in urban areas with complete and sophisticated facilities that can support the learning process from home, while in suburban and rural areas it is still not optimal and they also do not have supporting facilities and infrastructure.

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