

Optimizing the Role of Nganjuk Government in Online Learning during the Pandemic

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Abstract : The article aims to identify the role of the Nganjuk district government toward Online learning in the pandemic. The author uses descriptive qualitative methods by describing and explaining comprehensively and specifically related to current events or phenomena, so that the role of the government can be done to the maximum. As a result of the discussion found that in its implementation, the role of the government brings a significant impact both for children as students and teachers as teachers, especially in addressing the lack of adequate supporting facilities and limited understanding of technology access and internet networks become the main obstacles felt by both parties. The policy can be analyzed based on Van Meter and Van Horn theories. The theory in policy implementation is to look at the implementation achievements of 6 variables, including: (1). Standards and Policy Objectives, (2) Resources, (3) Characteristics of Implementing Organizations, (4) Communication, (5) Attitudes of Implementers, (6). Social, economic, and political environment. All variables show the achievement of online learning implementation during the Covid-19 pandemic in Nganjuk Regency.

Keywords: Online learning, pandemic, Government Policy

INTRODUCTION

This online learning policy for students aims to implement also the government policy for Social Distancing where in this case limited face-to-face meetings between students and teachers. Although, this policy is sure to have a positive impact as well as negative. Another policy in this regard, the elimination of the National Examination (UN)¹. Many obstacles are found in the application of this online learning. Students love cleanliness and also take care of the environment, but students learn at home sometimes even cause a sense of laziness in themselves, and many more

¹ Muh Barid Nizarudin Wajdi et al., "Education Policy Overcome Coronavirus, A Study of Indonesians," *EDUTECH: Journal of Education And Technology* 3, no. 2 (2020): 96–106.

obstacles that may be felt by students today. One of them who feels the impact of online learning is in Nganjuk Regency.

All students feel the consequences of the coronavirus pandemic. Various kinds or models of learning are carried out by the school or teachers of each subject. It is adapted to the environmental conditions and conditions of the students². In terms of online learning, also look at the side of the environment where online requires signals to access online learning. If the environment does not support signal strength it also has an impact on online learning. The policy carried out by the Government is solely to anticipate the spread of the Covid-19 virus, where it is hoped that the policy in this emergency situation can break the chain of spread of the Covid-19 virus or corona virus. The government hopes that all forms of anticipation implemented can prevent this virus. This situation makes us to better maintain cleanliness and health and to know how education in Indonesia in the face of the Covid-19 virus is conducted research that discusses how to implement the learning model conducted by schools in Nganjuk. This study was analyzed using Van Meter and Van Horn implementation theory consisting of Standards and Objectives of Policy, Resources, Organizational Characteristics, Communication, Attitudes of Implementers, and Social, Economic, and Political Environment³. The theory used is considered relevant because it is related to the research on the implementation of online learning models in Nganjuk Regency.

METHOD

The type of research used in this study is descriptive research with qualitative approach. This study intends to describe the implementation of online learning during the Covid pandemic at SMAN 1 Prambon. The focus used in this review is the theory of implementation according to Van Meter and Van Horn which includes, Standards and Objectives of Policy, Resources, Characteristics of Implementing Organizations, Communication, Attitudes of Implementers, and social, economic, and political environment. The research used is descriptive research with qualitative approach. Data collection techniques with interviews. Data analysis techniques are used by means of data collection, data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Nganjuk regency is a district located in East Java Province and became a red zone area of Covid-19 with positive patient details of 9 people and 2 others in the area of recovery. The spread of Covid-19 has had a very important impact on Indonesia, in social, economic, and educational aspects. One of the impacts of Covid-19 resulted in all teaching and learning activities being diverted into online or online learning. All educational institutions have implemented this online

² Muh Barid Nizarudin Wajdi et al., "Pendampingan Redesign Pembelajaran Masa Pandemi Covid-19 Bagi Tenaga Pendidik Di Lembaga Pendidikan Berbasis Pesantren Di Jawa Timur," *Engagement: Jurnal Pengabdian Kepada Masyarakat* 4, no. 1 (2020): 266–277.

³ Maya Puspita Dewi et al., "Ensuring Service Quality in Education for Indonesia's Sustainable Education," *Journal of Social Studies Education Research* 9, no. 4 (2018): 65–81.

policy since the issuance of Circular Letter No. 36962/MPK. A/HK/2020 so that all teaching and learning activities both schools and college campuses use online or online methods as an effort to prevent the spread and spread of Covid-19⁴. Circular letter that goes down that learning is done at home with internet access. This policy is implemented for all classes ranging from Elementary School, Junior High School, High School, to Higher Education. The circular stated one of them is about the implementation of online learning, class increase plenary meeting, graduation plenary meeting, and graduation announcement announced through the school's website. The implementation of online learning models during the Covid-19 virus pandemic has its own advantages and disadvantages. The advantages of using online learning can be done at home, more relaxed, and can increase knowledge about technology, while weaknesses can be felt if in some places still constrained by signals that do not support to follow online learning that requires internet access, still stuttering technology especially for teachers who are elderly, more facing gadgets that can break eyes, and others. The online learning policy in Nganjuk Regency is based on the suitability of teachers in giving materials or exams. Learning is done through Google Classrom, Whatsapp Group, and Google Form apps. All learning models are implemented in several classes with details of online discussions, daily tasks, daily replays, and others. Online learning when materials or assignments are delivered through Google Classroom and Whatsapp Group, with attendance presence seen from attendance in following learning. If it is found that students who have not been caught presensi will be rechecked and the reason for not following the learning. As for the Daily Deuteronomy or Exams are conducted using Google Form that has been provided by the school or teachers of their respective subjects. The focus of this research is the implementation model according to Van Meter and Van Horn⁵ which consists of Standards and Objectives of Policy, Resources, Characteristics of Implementing Organizations, Communication, Attitudes of Implementers, and social, economic, and political environment. Here's a breakdown of these indicators;

1. Standards and Policy Objectives. The standard of online learning policy has actually been set out in Permendikbud No. 22, 2016 on The Standard Of Education Process but still failed to implement it⁶. The purpose of this policy is to enter the digital age or industrial revolution 4.0. The Covid-19 pandemic is not an online learning lighter in the current situation. This policy is carried out as a suppressor of outdoor activities to prevent the spread of Covid-19.
2. Resources. Resources that determine the success of the implementation and among others Human Resources, Time Resources, and Fund Resources. The implementation of online learning requires qualified resources, but not because online learning in the current situation of

⁴ "Surat Edaran – Bersama Hadapi Korona," accessed June 9, 2021, <https://bersamahadapikorona.kemdikbud.go.id/category/berita/surat-edaran/>.

⁵ Riki Kurniawan, M. Benny Alexandria, and Heru Nurasa, "Implementasi Kebijakan Publik Model Van Meter Dan Van Horn," *Responsive* (2018).

⁶ Bahgie Mahtonami, "ANALISIS IMPLEMENTASI KEBIJAKAN PERMENDIKBUD NOMOR 28 TAHUN 2016 TENTANG SISTEM PENJAMINAN MUTU PENDIDIKAN DASAR DAN MENENGAH DI KOTA MEDAN (Studi Kasus Di Dinas Pendidikan Provinsi Sumatera Utara Dan SMK Swasta)" (UNIMED, 2018).

the Covid-19 pandemic can be carried out because of qualified resources, because the situation requires online learning. In its implementation during the situation, there are still many resources that are needed, such as competent human beings, the right time, and also funds as internet access.

3. Characteristics of implementing organizations So far the implementing organization has been running strictly and disciplined in carrying out online learning policies to reduce the number of spread of the Covid-19 virus. The entire organization has also implemented Work From Home (WFH).
4. Communication. Communication between the implementing agent and the actor involved to be disciplined online learning policy rules in education has been carried out well. No misunderstandings or misunderstandings occurred during the online shopper-ran policy.
5. The attitude of the Implementersintesisitas disposition of implementors can affect the pelaksa-na (performance) policy. Assertiveness and discipline are the key to the successful implementation of this online learning.
6. Social, economic, and political environment. The environment conducive to the existence of online learning policies during the Covid-19 pandemic shows the implementation of this online defense model runs on purpose. However, the social, economic and political environment that is sometimes still not conducive can be constrained by the application of online learning.

In response to this pandemic, The Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter No. 4 of 2020 on the Implementation of Education in the Emergency Period of Corona Virus Disease (Covid-19) which one of them discussed related to home learning policy⁷. The Minister of Education emphasizes that online/distance learning is implemented to provide a meaningful learning experience for students, without the burden of completing all curriculum achievements for class upgrades and graduations. Educators / Teachers must ensure that teaching and learning activities continue to run even though the students are at home, learning innovation is a solution that needs to be designed and implemented by teachers by maximizing existing media such as online media. Teachers can do learning using E-Learning methods, such as teaching and utilizing information and communication technology. The learning system is carried out through a computer device (PC) or laptop connected to an internet connection, teachers can do learning together at the same time using groups on social media such as Whatsapp (WA), Telegram, Zoom applications or other social media as a means of learning so as to ensure students learn at the same time even in different places. Teachers can also provide measurable tasks but still ensure that each day of student learning is carried out step by step of the task. The implementation of home learning policy during the Covid 19 pandemic for elementary school students in Nganjuk District itself also refers to Circular Letter No. 4 of 2020 concerning the Implementation of Education in the Covid 19 Emergency Period. All student learning activities in Nganjuk District are diverted with home learning activities. The concept of learning itself is to make

⁷ "Surat Edaran – Bersama Hadapi Korona."

use of online technology. Elementary school students get school materials and assignments through their parents' whatsapp groups that have been provided by teachers from their respective schools. The process of collecting tasks and assessments was conducted online, so that there was no direct activity during the Covid 19 pandemic to minimize the ramps of the Covid 19 spread curve, especially in Nganjuk Regency. In this case, the Nganjuk Regency Government continues to supervise and strive to maximize the policy of learning at home during this pandemic. All schools in Nganjuk District have been diverted with home learning activities since the release of the circular from the central government. The existence of a policy of home learning during the Covid 19 pandemic has an impact on students, educators, related agencies and also the guardians. The impacts are varied, both those that are classified as negative impacts and positive impacts. The positive impact is that elementary school students in Nganjuk District do not need to come to school to carry out the teaching and learning process, the materials are more simple because they are directly provided by teachers through the online system, as well as some other positive impacts. This home learning policy also brings some negative impacts, both felt by students, educators, and parents. One of them is that the teaching and learning process is considered less effective because of the lack of 2-way interaction between students and their teachers, teachers can not freely explain the material to their students as during the teaching and learning process in school as usual so that the material obtained by students is also less acceptable to the maximum. In addition, the teaching and learning process is also often hampered by external factors such as the internet network that is often constrained in some villages in Nganjuk Regency, in addition not all students and their parents have adequate mobile phones as well as economic conditions that often make it difficult for them to buy internet quotas to access learning with online systems. Another negative impact that is also often complained by some parents of elementary school students in the current condition that forces their children to learn from home is the difficulty of parents in replacing the role of teachers to explain the material to their children, children also seem more stretched and tend to be lazy because learning only from home. So many tasks given by teachers are actually done by their parents. Such conditions if continuously done will actually aggravate other adverse impacts and can also affect the mindset and absorption of the students, especially at the elementary level. Because at this age, they should get a defense in school with the method of explanation directly by the father of the teacher and socialize with friends around, so that it will bring influence to the development and mindset of students at the elementary level. To get around some of these negative impacts, the Ministry of Education is trying to make new innovations for learning during the covid 19 pandemic. One of them is by working with one of the national tv to air learning on paid students up to high school. This is done for easy access and also so as to create learning that is not monotonous for students and educators.

The Ministry of Education and Culture (Kemendikbud) launched a Learning from Home program that will cooperate with one of the national television stations. The program was designated as an effort to expand access to learning to students who have difficulty in obtaining online learning in the emergency of COVID-19, especially helping people who have limitations on internet access,

both because of economic challenges and geographical location. This program is a form of quick response conducted by the Ministry of Education after holding a meeting and getting input from Commission X dpr ri at the end of March which is also in line with the spirit of Merdeka Belajar which continues to be encouraged by the Ministry of Education. In this case the Ministry of Education makes every effort in providing quality and meaningful educational content, not only to the students, but also to the parents of students and there will be non-government institutions that will conduct supervision and evaluation related to the content of the program. The content or learning materials presented will focus on improving the literacy, numeration, and character growth of learners. The program has been accessible to the public on Monday, April 13, 2020 starting at 08 00 WIB. The program, which is planned to air for the next three months, will also contain tutoring materials for teachers and parents. This program is expected to be a comprehensive learning tool between students, teachers, and parents.

Analysis of learning policy at home using implementation theory according to George Edward⁸, as follows:

1. Communication Learning program at home can be seen implementation from the communication side through 3 things, namely the dimensions of transmission, clarity, and consistency of information. Dimensionally the transmission of this policy is based on the Ministerial circular whose information is then submitted to the Nganjuk district government. Then, information to do teaching and learning activities at home is conveyed to teachers as educators to continue teaching online, to students and to the parents to always accompany their children during the study period in this house. The Nganjuk District Government also told teachers to prepare several Whatsapp groups related to subjects to facilitate the learning process online later as well as using other digital platforms, so that clarity of information can be conveyed through briefings conducted through online-based mass media. The target of this policy is teachers and students as the main target, so that the Nganjuk district government also through the Education office in collaboration with the central government in providing briefings and leeway in the application of home learning related to the task and provision of materials made simpler, so that it can be understood by each student. In addition, the Nganjuk district government also urges parents to continue to provide teaching also through mentoring to children in absorbing learning materials and doing tasks.
2. Resources. In this resource factor can be seen from 4 things, namely human resources, budget, equipment, and authority. Based on human resources, the policy of learning at home can be said to be enough. This can be seen from the human resources teachers who are qualified in providing teaching, because it is used to use online-based mass media to be used as a means of teaching, but this is constrained in elementary school students. There are still many children who do not understand the material delivered, especially in science and mathematics subjects,

⁸ Syahrul Mubarak et al., "Policy Implementation Analysis: Exploration of George Edward III, Marilee S Grindle, and Mazmanian and Sabatier Theories in the Policy Analysis Triangle Framework," *Journal of Public Administration Studies* (2020).

because basically they are always accompanied by teachers directly. Resource budget, Nganjuk government districts provide a budget of 6.5 billion for handling during this pandemic, and some budgeted for education. Equipment can still be considered enough, because there are many people who already use smart-phones, but there are still people who do not use smartphones, so that parents know information through their neighbors. In addition, the government also provides interactive programs of home learning through the central government in collaboration with TVRI in providing teaching materials as well. In authority, the Nganjuk district government has the right to determine how the Education agenda during this pandemic, but in the authority of teaching and learning, decisions are determined by teachers and parents regarding the teaching system in what way and through what mass media through discussions between teachers and parents that are adjusted to the state of their respective regions.

3. Disposition. In this disposition factor can be seen from the attitude of policy implementers and incentives used by the Nganjuk district government given to educators. In the attitude of the policy implementers, namely the Nganjuk district government through the Education office of Nganjuk district is cooperative and follows the instructions of the central government. This they prefer how social distancing success can be run. In addition, the Nganjuk district government can also give the authority to learn to teach in accordance with the conditions of each school in each district to regulate how the teaching and learning activities should be conducted. In incentives, the Nganjuk district government is considered to pay less attention to honorer teachers, because the incentives provided are still too small and insufficient for these honorer teachers to fulfill facilities in teaching and learning activities. As happened in, Nganjuk. Honorer teachers must ride Wi-Fi in the local village hall to still be able to do teaching activities, because it is considered more efficient in terms of costs incurred.
4. Bureaucratic Structure. In this bureaucratic structure can be seen from 2 sides, namely from standard operational Procedures and Fragmentation carried out. Sop, in this case using Circular Letter No. 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period of Corona Virus Disease (Covid-19). This circular letter contains about the process of organizing home learning activities are as follows:
 - a. Learning from Home through online/distance learning is implemented to provide a meaningful learning experience for students, without the burden of completing all curriculum achievements for class as well as seriousness
 - b. Learning from Home can be focused on life skills education, among others, about the Covid-19 pandemic
 - c. Learning from Home activities and assignments can vary between students, according to their interests and conditions, including considering the gap in access / learning facilities at home.
 - d. Evidence or products of Learning from Home activities are given a qualitative and useful baik bait from the teacher, without the need to give a quantitative score / value. Then

fragmentism, which is related to the distribution of responsibilities in the policy of learning at home is the Nganjuk district government and the Education and culture office of Nganjuk district is responsible as implementers who continue to coordinate with schools in Nganjuk district and under the auspices of the Education and Culture office of Nganjuk district. They ensure the smooth learning activities at home optimally and answer the various obstacles that occur during the implementation of this policy. Responsibly, home learning activities have been given to each school in accordance with the conditions of each district and school.

CONCLUSION

This online learning policy for students aims to implement also the government policy for Social Distancing where in this case limited face-to-face meetings between students and teachers. The online learning policy in Nganjuk Regency is based on the suitability of teachers in giving materials or exams. Learning is done through Google Classroom, Whatsapp Group, and Google Form apps. All learning models are implemented in several classes with details of online discussions, daily tasks, daily replays, and others. Online learning when materials or assignments are delivered through Google Classroom and Whatsapp Group, with the presence of presence in following learning. If it is found that students who have not been caught presence will be rechecked and the reason for not following the learning. As for the Daily Deuteronomy or Exams conducted using Google Forms that have been provided by the school or teachers of their respective subjects. Based on the implementation of online learning during the Covid-19 pandemic situation, the policy can be analyzed based on Van Meter and Van Horn theory. The theory in policy implementation is to look at the implementation achievements of 6 variables, including; (1). Standards and Policy Objectives, (2) Resources, (3) Characteristics of Implementing Organizations, (4) Communication, (5) Attitudes of Implementers, (6). Social, economic, and political environment. All variables show the achievement of online learning implementation during the Covid-19 pandemic in Nganjuk Regency.

The current condition provides many complex problems, this covid 19 pandemic affects also in all aspects, one of which is the field of Education. Policy changes are made by the government, one of which is the Education policy of the Nganjuk district government, namely Learning at home on the instruction of a circular letter from the Minister of Policy and Education. This policy was analyzed using the theory of implementation of George Edward III. In communication this policy applies it quite well and consistently, the resources used are still considered capable in carrying out this policy. Various elemns that support each other are key in the implementation of home learning policy. In addition, bureaucratically still spurred on the SE Minister of Education and culture, but this implementation is considered less in terms of incentives, because it is still considered less concerned about honorer teachers on facilities issues during the activities of worshiper.

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