Photos of Learning During Pandemic Covid-19 on Frontier, Outermost, and Disadvantaged Areas East Nusa Tenggara

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Info Articles

Abstract

The COVID-19 pandemic has forced the education system to undertake distance learning (PJJ). This incident is vulnerable to students in the Frontier, Outermost, and Disadvantaged (3T) areas because they have the potential to lose their right to study. The purpose of this study is to provide an overview of online learning during the COVID-19 pandemic in the 3T area, especially in the province of East Nusa Tenggara. This study uses a descriptive content analysis study method. The analysis was carried out on international, national articles, books and similar sources related to the implementation of online learning during the pandemic. Virtual learning is a solution to activate teaching and learning activities even though educational institutions have implemented work from home, considering that time and place are at risk during this pandemic. However, this virtual learning technique is very important to evaluate, because the internet network connection is one of the obstacles faced by students whose living quarters are difficult to access the internet, especially those students who live in rural, remote and underdeveloped areas. The benefit of this research is to facilitate the teaching and learning process and improve the quality of education.

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INTRODUCTION

The Unitary State of the Republic of Indonesia (NKRI) with a wide and heterogeneous geographic and sociocultural area requires the right efforts to overcome various problems, including educational problems in the Frontier, Outermost, and Disadvantaged (3T) areas. Since independence, education has been one of the national goals, this is found in the preamble to the 1945 Constitution. The main basis for the existence of the national education system is stated in the body of the 1945 Constitution, namely Article 31, paragraph 1 which states that, every citizen has the right get education, (Sujatmoko, 2010).

In various parts of the world, the Corona virus outbreak is currently rife. Corona virus itself is a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of coronavirus that are known to cause illnesses that can cause severe symptoms, (Herliandry et al., 2020). Corona virus diseases 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough and shortness of breath. The average incubation period is 5- 6 days with the longest incubation period of 14 days, (Dewi, 2020). Since the outbreak of the pandemic caused by the Corona virus in Indonesia, many ways have been taken by the government to prevent its spread. One of them is through a circular from the Ministry of Education and Culture (Kemendikbud) regarding the prevention of the spread of Corona Virus Disease (Covid-19) in educational institutions. Through this circular, the Ministry of Education and Culture provides instructions for educational institutions to organize distance learning and advises students to learn from their respective homes,(Firman & Rahayu, 2020).

The Covid-19 pandemic has forced the education system to undertake distance learning (PJJ). This incident is vulnerable to students in the Frontier, Outermost, and Disadvantaged (3T) areas because they have the potential to lose their right to study. Distance learning in its various forms, both online which utilizes information and communication technology, and offline has been running for more than one semester since the Covid-19 pandemic. Finally, the distance education system was developed as the main choice for continuing teaching and learning activities amid the pandemic. The existence of this corona virus outbreak hinders teaching and learning activities that usually take place face-to-face. Even so, this pandemic was able to accelerate education 4.0. The learning system is carried out remotely by utilizing technology, information and communication (ICT).

The use of ICT for learning is a learning process that utilizes all types of electronic devices that can be used to support the learning process, so that learning becomes more interesting, effective, and efficient. For this reason, ICT assistance for 3T areas should continue to roll out and develop with the support of various elements of society at large. However, partnerships need to be well designed so that all parties involved can contribute as much as possible, (Warsihna & Kemdikbud, 2013). From this description, it is clear that the use of ICTs for education in 3T areas requires a special method in accordance with the character of the region. The utilization model cannot be generalized from one region to another. This happens because the problems in each region are not the same.

However, there are major challenges in implementing the distance learning model. One of them, educators are not yet accustomed to using a learning system that is blended and completely online. In the era of the industrial revolution 4.0, the world of education is facing challenges with various changes. In addition, the Covid-19 pandemic requires educational institutions to make adjustments in the provision of education. One of them is changing the face-to-face (offline) learning method to online during a pandemic.

Educational institutions in East Nusa Tenggara (NTT) since mid-March 2020 to date have replaced all academic activities and face-to-face teaching and learning activities in class with virtual / online learning. Online learning cannot be separated from the internet network. Internet network connection is one of the obstacles faced by students whose living quarters are difficult to access the internet, especially those students who live in rural, remote and underdeveloped areas. Even if someone uses a cellular network, sometimes the network is unstable, because the geographical location is still far from cellular signal coverage. This is also a problem that often occurs in students who take part in online learning so that its implementation is not optimal.

The problems that occur are not only in the learning media system, but the availability of quotas that require a fairly high price for students to meet online learning needs. The quota purchased for internet needs has increased and many parents of students are not ready to increase their budget in providing internet networks. In line with(Rahmadi, 2020) Education in the frontier, outermost, and disadvantaged (3T) regions of Indonesia is known to be unique with a variety of complex problems. Another study also explained the obstacles faced during the virtual learning process, namely: 1) internet connection problems, 2) adaptation to the use of online learning platforms, and 3) technical problems. The use of the right platform as a learning medium during the Covid-19 pandemic will greatly determine the success and meaning of the learning process. Therefore, the right platform is needed as a learning medium during the Covid-19 pandemic in order to overcome various obstacles that arise in the learning process,(Cipta Pramana, 2021).

As a solution so that the education process continues during the Covid-19 pandemic, Distance Learning (PJJ) in educational institutions still faces many obstacles. Starting from the uneven digital infrastructure, the unpreparedness of educators regarding teaching materials, to the unavailability of tools to carry out the online education process. The hope that the digitalization of education will be realized by implementing a climate of distance learning in educational institutions is still far from reality. Given, internet access alone is not evenly distributed throughout the country. Especially for us who are in the frontier region of Indonesia, the 3T region.

Based on this description, in highlighting this, an article review was conducted with the aim of research to provide an overview of online learning during the COVID-19 pandemic in East Nusa Tenggara. This is important in order to know the implementation and effectiveness of online learning for students in NTT with the aim of being able to provide information and improvements from policies taken by the Government.

METHOD

This study uses a descriptive content analysis study method. This method is a content analysis which is intended to describe the content of certain information or text, (Munirah, 2015). The analysis was carried out on various scientific articles related to online learning during the COVID-19 pandemic. Scientific articles are obtained from international, national journals, books and various other similar sources, (Herliandry et al., 2020). Researchers first conducted a study of government policies and conducted in-depth interviews with educators, parents, and students in the East Nusa Tenggara region online and offline.

DISCUSSION

Article 31 paragraph 4 of the 1945 Constitution states that the State prioritizes the education budget of at least 20% of the State Expenditure Budget (APBN) and Regional Revenue Expenditure Budget (APBD) to fulfill the implementation of national education. Furthermore, in Law no. 11 of 2003 states, "The central government and local governments are obliged to provide services and

facilities, as well as ensure the implementation of quality education for every citizen without discrimination". Not only paying attention to budget increases, but everything must be considered. Because it will be useless if the given budget is high but the achievement of improvements to the facilities is not carried out, it will cause problems. It is a pity that human resources and the quality of education are low,(Firdaus et al., 2019). It is further explained in Law No. 20 of 2003 article 5 paragraph 3 "more specifically for rural or underdeveloped communities, they have the right to receive special service education".

Indonesia is an archipelagic country, there are many challenges to be able to achieve equitable education easily, even though this country has guaranteed all its citizens can receive formal education as a whole, but still the 3T region will be the last place to get proper education, both physically and non-physically. The problem of education should be dealt with in a separate way. Improvements in facilities, teaching staff, remote areas, and others must be taken in a comprehensive manner,(Firdaus et al., 2019). Since the pandemic struck, formal education which should have been inclusive and public has become a private sector that is exclusive to 3T regions that have to carry out distance education (PJJ).

The 3T area is a disadvantaged, frontier and outermost area in Indonesia. Most of the 3T areas serve as gateways to Indonesia's borders. The location of the regions which are far from the provincial capital has hampered economic growth due to uneven infrastructure development. Education in 3T areas in the pre-pandemic era had experienced several obstacles. During this pandemic, conditions are getting more and more fragile, lest students in the 3T areas lose their right to get a good education. It is undeniable that the inequality of facilities experienced by students in 3T areas who do not have access to Distance Education at all makes them helpless during the pandemic. The difficulty of access in remote areas makes online learning difficult to enforce.

Meanwhile, more than half of the 3T areas already have an internet network, but it is not used properly. This could be due to weak signal strength, as well as a lack of human resources' ability to access technology. The Ministry of Education and Culture's records in 2020, in Indonesia, there are still 31.8 percent of regions that have not been touched by the internet network and 7.1 percent who have not enjoyed electricity. Of the regions that have not been connected to the internet, 16.6 percent are in 3T areas, while there are 5.9 percent without electricity. In its implementation, Distance Education has also created problem bias. From a geographical aspect, there is a bias between Java and outside Java. Then in terms of access to technology and availability of electricity, Learning from home has created a bias between areas with a smooth internet connection and areas that are not covered by the internet at all, or have not yet had electricity. Distance learning imbalances that occurred during the pandemicvery felt in disadvantaged, frontier and outermost (3T) areas of East Nusa Tenggara, Indonesia. The online learning system during the Covid-19 pandemic in East Nusa Tenggara was full of challenges because not all areas in NTT had adequate electricity and internet networks,(Manuleus, Y, 2020).

Based on the results of the analysis, it was found that since the middle of March educational institutions have replaced all academic activities and teaching and learning activities that are face-to-face in class with virtual learning. Although many students find it difficult to listen to lessons through an online system, learning methods using a virtual system cannot be avoided during the Covid-19 pandemic. The transfer of conventional learning systems to online systems was very sudden, without proper preparation. But all of this must continue to be carried out so that the learning process can run smoothly and students actively follow even in the conditions of the Covid-19 pandemic. The simplest thing that educators and students can do is by using the WhatsApp Group (WAG). The WhatsApp application is suitable for use by students for online learning, because its operation is very simple and easy to access. This finding is corroborated by (Arsendy, S., 2020) his survey, "Our survey shows that there is an inequality in access to learning media, which is

getting deeper between children from economically well-off and underprivileged families. In East Nusa Tenggara, 71 percent use offline learning media such as books and student worksheets, 4 percent use online learning media that require networking, and 25 percent have no material provided by the teacher ".
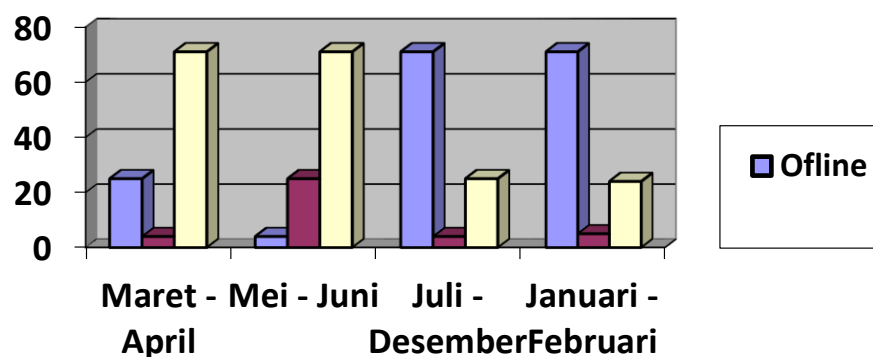

Figure 1. The results of the presentation of learning during the pandemic

Covid-19 continues to threaten, this can be seen from the trend that the number of cases nationally continues to rise. So that vigilance needs to be maintained, including in NTT, which has limited facilities and infrastructure. The success of an educator in conducting online learning in the Covid-19 pandemic situation is the ability to innovate in designing and concocting materials, learning methods, and what applications are in accordance with the materials and methods. Creativity is the key to the success of an educator to be able to motivate their students to stay enthusiastic about learning online and not become a psychological burden. From the research results (Untari, 2020) stated that "the creativity of educators in welcoming learning during the Covid-19 pandemic is still at a stage where it needs to be addressed and more intense coaching is carried out in an effort to improve the ability of each educator who can refer to the formulation of learning indicators for the Covid-19 pandemic period that the author has compiled".

The solution to this problem is that the government must provide a policy by opening free online application services in collaboration with internet providers and applications to help this online learning process. And the condition of the 3T area which has limited access to technology can be overcome with a mini server. As for the city center, students' concerns about accessing negative and irrelevant content can be filtered by the existenc,(Ganefri et al., 2019). The government must also prepare an online-based learning curriculum and syllabus. For educational institutions it is necessary to carry out technical guidance (bimtek) online for the online implementation process and to socialize to parents and students about the procedures for implementing online learning, in relation to their roles and duties.

Infrastructure is very important in the learning of students in the midst of the Covid-19 pandemic. Given that many students have difficulty buying data pulses, accessing television channels as a learning medium, and accessing the internet because the signal quality is inadequate to support the online learning system, it is hoped that the government will be more active in taking action to ensure the availability of internet signal quality. especially in remote areas, as well as paying attention to the flow of PLN electricity in these areas. Government programs such as the SM3T and the Regional Development program have become a strategic rarity. Even so, it must be supported by the participation of the community as a Civil Society. The community must also move to develop education, (Ahmad Syafii, 2018).

If the online learning method is to be used as the basis for learning patterns in the education system in Indonesia, the government must carefully prepare reliable educational personnel. Thus the teaching and learning process runs smoothly and the learning mechanism becomes effective and our

education can run smoothly and ultimately reach maturity in thinking freely and independently.Distance learning encourages the emergence of social distancing behavior and minimizes the appearance of crowds, so that it is considered to reduce the potential for the spread of Covid-19. Weak supervision, lack of strong signals in remote areas, and high quota fees are challenges in online learning. Increasing independent learning, interest and motivation, courage to present ideas and questions are other advantages of online learning, (Sadikin & Hamidah, 2020).

The outbreak of Covid-19 has caused a decline in the quality of education in the country, especially in 3T areas, it can even be said that home learning and online learning programs are not effective enough. So it is hoped that the government needs to revitalize and remodify the education system in Indonesia during the Covid-19 pandemic, so that even in conditions of online learning, education in Indonesia remains attractive, effective, intensive, productive, and continues to motivate students to continue learning. Educators' competencies and skills must be continuously enriched, supported by government policies that encourage educators to continue learning. Related parties also need to evaluate online learning so that learning objectives can be achieved optimally. The learning load of students, of course, must be calculated, measured, both materially and in time. Educators should not simply give assignments, but must take into account carefully. Educators must not forget to appreciate the achievements of students. A curriculum that is flexible and ready to face a pandemic is also needed, (Wahyono & Husamah, 2020).

CONCLUSION

The success of online learning during the Covid-19 period depends on the discipline of all parties. Therefore, the school / madrasah / tertiary institution here needs to make a scheme by compiling good management in regulating the online learning system. This is done by creating a systematic, structured and simple schedule to facilitate communication between parents and educational institutions so that their children studying at home can be monitored effectively.

Based on the percentage of use, the WhatsApp platform was most widely used in virtual learning during the COVID-19 pandemic. And there is a lesson learned from the world of education in the midst of the Covid-19 pandemic, namely face-to-face learning activities with teachers / lecturers have proven to be more effective than online.

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