Impact of the COVID-19 Pandemic on the Education Sector in Indonesia

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> *Abstract*---This study examines the impact of the COVID-19 pandemic on the education sector in Indonesia. This study sees the COVID-19 pandemic bringing enormous changes in the world of education, starting from the curriculum, learning media, and the social behavior of teachers and students. This type of research is qualitative research. Data is collected from documentation. The findings of this study: first, the lack of mastery of technology is an obstacle in the educational process in the midst of a pandemic. Second, there is the problem of limited facilities and infrastructure. Third, the weakness of the internet network for online learning. This research contributes to two disciplines of education. With the case raised.
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> *Keywords*---COVID-19, education, impact, pandemic, sector.

Introduction

Corona Virus Disease 2019 (COVID-19) is a pandemic that has a major impact on the world of education and human resource development (HRD) in Indonesia. One of them is in the form of the importance of maintaining social and physical distance (social-physical distancing) in order to break the chain of transmission of this pandemic, so the world of education needs to do online learning to maintain

the quality of human resources in order to remain qualified(Anshori and Illiyyin, 2020). However, distance learning by relying on internal networks is considered not optimal, due to the lack of infrastructure and the weakness of the internet network itself. Although it has been running, but the impact is small and less effective. Such policies are considered problematic, especially in the context of education in Indonesia (Sari et al., 2020).

In addition to infrastructure and internet network constraints, distance learning as an effort to implement social-physical distancing policies also encountered other obstacles in the form of the low quality of human resources in the world of education (Sarnoto et al., 2022). Students and teachers experience a lot of unpreparedness, where the students find it easier to understand the material if they receive a direct explanation face-to-face from their teacher. More than that, the students also objected, because they were forced to prepare extra fees to prepare internet quota, in order to participate in online learning. So are teachers. They must prepare the materials in an effective way to be easily accessible via remote (Yuangga & Sunarsi, 2020). The low quality of human resources in our education sector during this pandemic requires various kinds of training and development, as an alternative solution. HR training and development such as using online media, e-learning, the use of various applications (zoom, goolem meeting, etc.) is very important (Mustopa et al., 2021).

As a result, the main problem in the world of education during this pandemic lies in unequal human resources, so that inequality in the world of education in the era before the pandemic and during the pandemic continues. Educational institutions with insufficient facilities/infrastructure as well as low human resources will continue to suffer before the pandemic. Therefore, the development of educational human resources, especially teachers, is the concern of many observers. The solutions offered include knowledge management to improve teacher performance. Teachers who stutter with technology should be taken more seriously, given training and the like, in order to increase the contribution of their performance to the quality of educational institutions (Sudargini, 2021). Another solution is to organize training, such as the application of the 'Constructive Learning' method, which emphasizes the activeness of participants by delivering virtual learning to meet the goals of the organization/educational institution. Through this training, teachers will be educated to be proficient in the world of technology (Choiriyah & Riyanto, 2020).

Another solution that can be applied to students is the motivation of their learning spirit. When the COVID-19 pandemic causes massive changes to the education system, learning patterns, materials and others, obstacles often also arise from human personality, not merely external factors such as infrastructure constraints (Sarnoto et al., 2021). When these internal obstacles arise, raising the spirit of learning is a solution that is considered effective for maintaining the quality of education and building human resources in the midst of a pandemic (Bakry et al., 2020) . At this level, we see the importance of character education for students during the pandemic, especially when students' learning motivation has decreased due to various impacts of online learning. To grow this character, the teacher and the families of the students are expected to cooperate with each other (Santosoa et al., 2020).

Students and educators are the main subjects in education (Sarnoto, 2019). Both must be on the same frequency; where educators are expected to be able to become good facilitators by having the appropriate qualifications for the pandemic situation. At the same time, students are also expected to show similar qualifications, be able to overcome internal obstacles such as boredom and laziness or external conditions such as possessing and mastering learning technology. The synergy of students and educators is a factor in the success of the teaching and learning process, especially in the pandemic era. Improving teacher professionalism and developing human resources is a very urgent program (Sarnoto, 2017), especially entering the era of the industrial revolution 4.0, especially the emergence of the COVID-19 pandemic incident (Effendy et al., 2020). This synergy can be started by equipping students and teachers to be equally capable and knowing the direction of learning, and to minimize misunderstandings between teachers and students.

For example, while students are at home, studying is assisted and supervised by their parents, to avoid fraud, laziness and cheating during exams, and so that ethics, values and norms are still upheld in the academic world (Bahri & Arafah, 2021). This study sees the COVID-19 pandemic bringing enormous changes in the world of education, starting from the curriculum, learning media, and the social behavior of teachers and students. These changes are accepted and responded to differently, some feel able to adapt and innovate, while others face obstacles and challenges. The uneven quality of education before the pandemic became even more lame after the pandemic broke out.

Materials and Methods

This type of research is library research (Beasley, 2000), which made it possible for researchers to examine literature related to the impact of COVID-19 on education and human resource development in Indonesia. Several previous research results, both in the form of journals, books, and official government reports, and mass media reports, became the primary data for this research. The approach used is the human resource development approach (Aguinis and Kraiger, 2009), which opened the door for this research to see the further impact of COVID-19 on the world of education and transformed into a challenge for human resource development. For this reason, the data used in this study is information that provides a complete picture of changes in the world of education due to the pandemic and the dynamics of human resource development itself.

To analyze the data on the development of educational human resources, this study uses David McGuire's HRD theory of assessing the effectiveness of training solutions. In general, David McGuire mentions six important aspects that must be studied regarding the assessment of the effectiveness of this training solution, namely: mix of knowledge and skills, transferability of training, level of student interaction, locus of initiation, level of reflection, and cost (McGuire, 2011). These six aspects are important to look at, especially when the COVID-19 pandemic has a negative impact on the world of education, so that several solutions in the world of education are taken to maintain its quality. The extent to which solutions are effective in improving and developing educational human resources is the main topic of this research.

To facilitate the limitations of the problems studied in this study, the following is the formulation of the research problem: how is the impact of the COVID-19 pandemic on education and human resource development in Indonesia? How are the solutions made by the government and those implemented by educational institutions in overcoming the bad effects of COVID-19? How successful is the solution? From these three problem formulations, an overview of the impact of the COVID-19 pandemic and human resource development in Indonesia can be described.

Results and Discussions

Since this corona virus spread on December 19, 2020 in Wuhan China, then the World Health Organization (WHO) declared COVID-19 a global pandemic on March 11, 2020, many Indonesian government policies have been implemented, starting from vacating/moving the learning process from school /madrasah being at home, causing many parties/school/madr asah stakeholders who are not ready to carry out online learning, many problems are raised by government solutions, especially the use of technology as an online learning medium. There are four major problems that arise in the solution from the government, namely: mastery of technology, limited facilities and infrastructure, internet network, and network costs (Nuryana, 2020).

First, the mastery of technology is still low, because not all teachers are technology literate. Not only teachers, many students are also technologically savvy. This is also in line with what was conveyed by Hadion Wijoyo, who said that the effectiveness of the learning process during the pandemic was experiencing obstacles. Mastery of technology that is still low is experienced by both teachers and students. This is because many teachers and students are not used to using technology in their daily lives. Not to mention the problem of teacher and student ownership of technology (Wijoyo, 2021) When the COVID-19 pandemic forces social and physical distance, the use of technology becomes unavoidable, but the ability of the world of education is uneven. A survey states that only 8% of teachers understand distance learning (Bona, 2020).

Second, the problem of limited facilities and infrastructure, in addition to the low welfare of teachers, especially in meeting the basic needs of their families. The limitations of these facilities and infrastructure cannot be separated from the lack of family welfare levels. Many teachers find it difficult to provide technology facilities to students(Farah and Nasution, 2020). Online learning does not only cause problems in the world of e ducation, but also causes problems in society. Parents are forced to go into debt in order to provide the technological facilities their children need to take lessons from school. Social poverty is increasing due to online learning, and society rejects this impoverished online learning model (Tribunnewswiki, 2020).

Third, the internet network for online learning, which many do not have, is even far from the reach of cellular signals. Regarding the difficulty of this internet signal, there are many stories that are detrimental to the community. For example, students have to climb a hill to study online(Tambunan, 2021); some are forced to study on the side of the road, under the hot sun, and immediately

take shelter under a tree(Kompas, 2020); study by the river because there happens to be a singal internet network (Azhar, 2021); even have to climb onto the roof of a tall building(Gunawan, 2021). All unreasonable risks must be taken in order to pursue the implementation of government policies that are difficult and without consideration of their impact on society.

Fourth, the cost of the internet network is soaring, and many teachers and students are not ready to increase the budget for providing the network. There is a unique incident related to being able to buy internet quota, namely the presence of a teacher at SDN 1 Balerejo, Kebonsari District, Madiun Regency, East Java, using handy talky (HT) technology. the teacher innovated to be able to do online learning, because the teacher saw that his students could not afford Internet quota. This inability does not mean that students do not have smartphones. They have it but really can't afford the quota. Ironically, the Elementary School only has two HT units, and students take turns using one HT to listen to the teacher's lessons with the other (Jalil, 2020).

With various obstacles to providing education during this pandemic, the quality of Indonesia's Human Resources (HR) is also low. This can be seen from data quoted by the Ministry of Finance from the World Bank, which published a report entitled The Human Capital Index 2020 Update: The Human Capital in the Time of COVID-19". In the report, the HCI value or Indonesian Human Resources Index 2020 is 0.54, up from 0.53 in 2018. Even though it is still low, the government claims to have succeeded in making improvements(Kemenkeu, 2020). This claim will look inconsistent when viewed from another side, especially Indonesia's ranking in the Program for International Student Assessment (PISA).

Regarding the PISA ranking for Indonesia, the Minister of Education, Culture, Research and Technology Nadiem Makarim acknowledged that Indonesia is one of the countries with the lowest PISA results ranking, where Indonesia's PISA score results have been stagnant in the last 10-15 years. Change for Nadiem is a challenge as well as an opportunity for the world of education to prepare future human resources who are ready to adapt and conquer change (Arbar, 2021). With the low quality of human resources in Indonesia, competitiveness is also low. Based on the World Economic Forum (WEF) report, Indonesia's global competitiveness index in the 2019 Global Competitiveness Index is ranked 50 out of 141 countries(Purnamasari, 2011) . In other words, the development of Indonesian human resources has fallen in the midst of the downturn in the world of education because several solutions offered have contributed to the emergence of many derivative problems.

Conclusion

COVID-19 has had a major and negative impact on the world of education. The massive changes that have taken place in the world of education have also had a negative impact on its derivatives, namely the failure of efforts to develop human resources. A bigger problem than just the destruction of the world of education due to the COVID-19 pandemic is the fact that all efforts made by educational institutions and the government to overcome the negative impacts of COVID-19 as well as the decline in the quality of education human resources in Indonesia, are

also not running optimally. The development and development of Indonesian education human resources leaves more new problems than overcoming old problems. Government solutions cannot be fully implemented by stakeholders, including actors in the educational institutions themselves.

There are two main reasons why efforts to overcome the problems of the world of education and human resource development are experiencing obstacles, namely: first, the education infrastructure that has been running so far is unable to keep up with the development of new government policies, especially in order to adapt to the effects of the COVID-19 pandemic. Apart from infrastructure issues, there are other factors that are social in nature, namely the low quality of human resources in educational institutions, making it difficult to implement government policies. Second, the difficulty of implementing government policies is due to the carelessness of the government itself which does not consider the derivative impacts of the policies it makes itself, and the policies that were made when implemented failed to realize the big vision of education that it was carrying. In other words.

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