

IMPLEMENTATION OF ONLINE LEARNING POLICY IN INDONESIA

Kus Indarto, Susi Ratnawati, Nurul Umi Ati, Adheline Putriyanti

¹Program Studi Administrasi Negara, Fisip Universitas Mulawarman Kalimantan Timur Indonesia

²Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Bhayangkara Surabaya Indonesia

³Faculty of Administrative Sciences, Islamic University of Malang, Indonesia

⁴Mahasiswa Program Studi Administrasi Negara, Fisip Universitas Mulawarman Kalimantan Timur Indonesia

Email: Kus.indarto@fisip.unmul.ac.id, susiratna11@gmail.com,
Atiek.sulistiyono@gmail.com

Abstract

Online learning methods or distance learning are an unavoidable choice, during the Covid-19 pandemic. The teaching-learning process, which is usually carried out in the classroom, is shifted to homes using existing technology, using computers, laptops, or cellphones. This is done to prevent the spread of the Covid-19 virus so that educators and students are both safe. The purpose of this study is to describe and analyze the implementation of online learning policies in Indonesia, along with the inhibiting and supporting factors. This study uses a qualitative approach with a descriptive method. Data is collected by looking for journals and other sources on the internet or a literature study. Furthermore, the data obtained were analyzed using interactive model data analysis according to Miles, Huberman, and Saldana (2014). The results in this study are 1) communication has not fully worked well; 2) resources, it is still necessary to increase the capacity of human resources, facilities and infrastructure are still lacking; 3) disposition, there are still many teachers who are not committed to implementing online learning, some lecturers also do not understand the essence of online learning; 4) bureaucratic structure, most educational institutions already have standard operating procedures. The most dominant inhibiting factor is the poor internet network connection, while the supporting factors for some places have good human resources, as well as the facilities and infrastructure.

Keywords: implementation, policy, online learning.

Introduction

The Covid-19 pandemic has resulted in a shift from face-to-face learning to fully online learning (Ong et al. 2022). Online learning or distance learning is one of the learning solutions during the Covid-19 pandemic. This allows the implementation of the teaching and learning process without having to meet face to face at school or on campus. The Covid-19 pandemic situation has indeed made the government set a policy to limit the activities of residents in an area (Irwan, et al: 2021). The Covid-19 pandemic has had a global impact, including on the world's academics, consisting of millions of students and teachers, who previously entered regular classes, must carry out the teaching and learning process from home, and carry out

How to cite:	Kus Indarto, Susi Ratnawati, Nurul Umi Ati, Adheline Putriyanti (2022) Implementation Of Online Learning Policy In Indonesia, Syntax Literate: Jurnal Ilmiah Indonesia, (7) 10,
E-ISSN:	2548-1398
Published by:	Ridwan Institute

online learning activities. Online learning has indeed been introduced to overcome problems in the education sector that are constrained by the Covid-19 pandemic. In online learning, the teaching and learning process is carried out through electronic devices which are relatively new for the entire education community. (Selvaraj, et al: 2021).

Almost all sectors of life feel the negative impact of the Covid-19 pandemic, not only the health sector, but also the economic sector, education, and even religious activities. In order to break the chain of virus spread, the government has taken a policy to implement online learning, from kindergarten to university level. Online learning is carried out using computers, laptops, or smartphone facilities with special applications. The policy taken by the government to carry out online learning is proof that the government fulfills education for the community (Tedja, 2020).

During the 2020/2021 academic year, most universities in the UK quickly tried to develop learning materials as a blended learning movement, due to the Covid-19 pandemic. However, at certain times it is only done through online learning, given the national lockdowns (Finlay, Tinnion, and Simpson:2022). Some educational institutions do not only carry out online learning, but also blended learning, which is a combination of online and face-to-face learning. Research conducted by Batubara, et al (2022), showed that the implementation of the blended learning model during the Covid-19 pandemic had a significant impact on learning outcomes. In addition, the implementation of the blended learning model during the Covid-19 pandemic has been shown to improve students' critical thinking skills. With regard to online learning methods, the problem that often arises is the poor internet network connection. This does not only happen in areas, but sometimes urban areas also experience internet network connection problems.

This study will analyze the implementation of online learning policies in Indonesia by using the policy implementation model according to Edward III. According to him, there are crucial factors or variables in the implementation of public policy, which will affect the success of the implementation of public policy. These factors are communication, sources, disposition (tendency/behavior), and bureaucratic structure as quoted by Winarno (2012:177-206). The purpose of this study is to describe and analyze the implementation of online learning policies in Indonesia, the inhibiting factors, and the supporting factors for the implementation of these policies.

Research Method

This study uses a qualitative approach. The research aims to understand the phenomena experienced by the research subjects, such as perceptions, motivations, actions, behavior, and so on holistically by describing them in the form of words and language, in a natural context and utilizing various natural methods (Moleong 2014:16); Indarto and Ratnawati (2021). Meanwhile, the method used is the descriptive method. The descriptive method is a method used to examine a group of people, an object, a system of thought, or an event in the present. The descriptive research method aims to make a systematic, factual, and accurate description, picture, or painting of the facts, characteristics, and relationships between the phenomena investigated (Nazir, 2003: 54) and Indarto and Ratnawati (2021). The data obtained is secondary data, because this research is a literature study. According to Zed (2008) as quoted

by Kartiningrum (2015); Indarto and Ratnawati (2021), is a series of activities related to the methods of collecting library data, reading, and taking notes, and managing research materials.

The data was obtained by searching for journals and other sources on the internet. Then the data is analyzed using an interactive model analysis technique according to Miles, Huberman, and Saldana (2014), which includes: 1. Data condensation refers to the process of selecting, focusing, simplifying, describing, and or changing data obtained from field notes, interview transcripts, documents, and other empirical materials; 2. Data display refers to the display of organized and dense data, which allows for drawing conclusions and actions; 3. Conclusion drawing/verification, draw conclusions based on the data that has been obtained.

Results And Discussion

The results of the research based on the model of implementation of public policy according to Edward III are as follows:

Communication

Research conducted by (Harlis, Rizqi, and Ramdhani: 2022) found that communication has not gone well, because there are still many teachers who do not understand communication media, namely, communication is done by sending Circulars sent with electronic messages.

Meanwhile, Rosmiati (2021) found that socialization regarding online lectures was carried out in detail regarding the implementation mechanism. The parties involved are given the socialization directly or indirectly. Online chats that are used to prepare for teaching and learning activities are WhatsApp applications, zoom, and others. Communication is seen as a very important form of interaction during a pandemic. The communication that is developed is two-way communication so that lecturers and students both understand policies or programs related to online learning. The platforms used for online learning are Google Meet, Zoom Meeting and Whatsapp, Google Classroom, E-Learning, Ms. Team, etc. Next, Rahmawati, Fatchuriza, Afiful (2022) stated that socialization related to learning during the Covid-19 pandemic was carried out through meetings held by the sub-district education and culture office to school principals. Furthermore, the teachers and the school committee received socialization from the principal. And the teachers will socialize with the parents of the students through the WhatsApp group. The allowed learning methods are online, offline, and home visits. However, in an even semester, the home visit learning method was abolished due to an increase in the number of Covid-19 cases.

Apart from Edward III, experts who state that communication is an important variable for the success of policy implementation are Hogwood and Gunn (1984). They say that a perfect policy implementation requires perfect communication and coordination as well. There is a need for a single administrative system, which only has one command, so that there is no internal conflict, although it is difficult to implement because in general organizations are characterized by departmentalization, professionalization, and various activities of various groups that protect the values, goals, and objectives of the organization. their respective interests. Then Van Meter and Van Horn, as quoted by Wahab (2005:78-81) said that good communication between related organizations is needed.

Resources

Harlis, Rizqi, and Ramdhani (2022) say that human resources are teachers. Teachers are still not able to carry out online learning well, because they are not ready to switch to online

learning, from face-to-face learning. This is because they have not been able to create online learning content, so they need the help of a third party and that adds to the cost burden. Another finding shows that there are still many students who do not have mobile phones to do online learning. In addition, there are still many areas that have poor internet networks.

Rosmiati's research (2021) finds that the resources that are trying to be maximized are human resources, as well as other resources. The available resources are not only lecturers but also non-educational staff, such as the administration and technicians whose roles are very important for the success of online learning policies and programs. The E-Learning platform was developed by the management to support online learning programs.

Furthermore, research conducted by Rahmati, Fatchuriza and Afiful (2022) found that facilities and infrastructure were still lacking and the teachers who taught had graduated from S1. With regard to resources, Hogwood and Gunn (1984) also argue that perfect implementation requires the presence of resources, which are often referred to as resources. According to them, successful policy implementation requires adequate resources. The act of limiting or cutting the financing of programs and activities will jeopardize the program's objectives, due to inadequate resources. In addition, there is a need for a combination of these sources to be truly available. There must be assurance that there are no constraints on the resources required for each stage of the implementation process.

Disposition

Disposition, is related to the character or characteristics of the implementor. Good character/characteristics will make policy implementation successful. For this reason, teachers should have a high commitment to implementing online learning. Data in the field shows that there are still many teachers who have not committed to running online learning, in order to provide the material needed by students (Harlis, Rizqi, and Ramdhani: 2022).

The parties acting as implementers are management, lecturers, students, non-educational staff and technicians. It turns out that not all lecturers are committed to transferring their knowledge so that it is easily understood by students. Some lecturers do not understand the essence of online lectures, so they only give assignments and do not provide explanations or discussions after assignments are collected. This could be due to the fact that the lecturer does not understand the application of technology from the available platforms (Rosmiati, 2021).

Research conducted by Rahmati, Fatchuriza, and Afiful (2022) found that there was a tendency for different views and responses to policies; (incentive given in the form of internet quota).

With regard to dispositions or tendencies, Edward III as quoted by Winarno (2012: 177-206) said that if public policy implementers have a good attitude towards public policy, they will provide support and will implement the policy in accordance with policymakers.

Bureaucratic structure

The bureaucratic structure, among others, relates to standard operating procedures. However, there are still schools that do not have standard operating procedures, as a result, there are differences between schools in conducting online learning. This makes the implementation of online learning policies less than optimal, and there are differences in the views of the community and students (Harlis, Rizqi, and Ramdhani:2022).

Then the research conducted by Rosmiati (2021) also found that the bureaucratic structure, among others, is related to the Standard Operating Procedure (SOP). Management

refers to the Circular of the Ministry of Education and Culture No. 4 of 2020 concerning the Implementation of Education in the Covid-19 Emergency Period. Then the Bandung State Polytechnic made a Decree taking into account the latest developments of the Covid-19 Virus. Furthermore (Rahmati, Fatchuriza, and Afiful (2022) found that there was less objective monitoring and evaluation. The standard operating procedure carried out on the implementation of Education policies during the Covid-19 pandemic was in accordance with the Circular Letter of the Ministry of Education and Culture No. 15 of 2020, regarding Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19). Meanwhile, the parents of students followed the directions of the teachers.

The standard operating procedure becomes a reference for policy implementers to implement existing policies, in this right it is an online learning policy. With the standard operating procedure, there will be no deviation or bias in implementation.

Inhibiting factors in online learning in Indonesia

Sari, Rifki and Karmila (2020) found that the inhibiting factor in online learning was the internet network connection which often experienced disturbances or technical problems such as server downs or errors. Meanwhile, research conducted by Ishak (2020) found that virtually, the infrastructure for conducting online learning has been formed, but there are still some obstacles, such as teaching staff who do not understand technology. Parents also do not understand the process of distance learning/online learning. The internet network is also often an obstacle in the teaching and learning process. Research conducted by Magdalena, et al (2021) found that the inhibiting factors in the implementation of online learning were the lack of effectiveness and time efficiency, students did not participate in the teaching and learning process, and students did not understand the material provided.

Another inhibiting factor to the implementation of online learning policies is that there are still students who do not have smartphones, students who live far away, and whose internet networks are not good (Kasaria, Annas and Liana. 2021). In addition, practicum activities are difficult to do when learning is done online (Triayomi and Indriasari: 2022).

The research of Irwan, et al (2021) found that the obstacle experienced in distance learning or online learning is that many still think that the responsibilities of teachers are lighter, but on the contrary. The use of internet/e-learning media is prone to poor network connections, and technical errors, such as server downtime or errors. It all hinders the implementation of online learning. In addition, students also often experience a lack of internet quota (Amini, Mardhiah and Akrim, 2022).

Internet network problems are also an obstacle to online learning in Afghanistan. Research conducted by Noori (2021) found that students did not follow the online learning process constantly during the Covid-19 pandemic. The obstacle is because of the internet and learning technology facilities. Therefore, it is suggested that the government should design and introduce an online platform that is practical and free, and accessible with a poor internet connection because some students live in areas where internet speed is very slow.

Adequate facilities and infrastructure are needed to implement online learning methods. According to the Ministry of Education and Culture as quoted by Fatmawati, Mappincara, and Habibah (2019), the function of educational facilities in the form of learning tools, teaching aids, and educational media in the learning process is very important in order to achieve

educational goals. Educational facilities and infrastructure play a direct role in the learning process in the classroom so that they function to facilitate and facilitate the process of transferring knowledge from educators to students.

Supporting factors in online learning in Indonesia

The supporting factor in implementing government policies in the Covid-19 pandemic situation is human resources, consisting of teachers and students. Then there are adequate facilities and infrastructure (smartphones, laptops, and internet network connections), as well as good management (Kasaria, Annas, and Liana. 2021). Supporting factors include schools facilitating wifi for teachers in schools and students being given free internet quota. (Magdalena, et al, 2021).

Conclusion

Based on the data above, it can be concluded that: the implementation of online learning policies in Indonesia is as follows: 1) Communication has not been fully running well, this is because not all teachers understand the communication media sent via electronic messages; 2) resources, human resource skills still need to be improved, facilities and infrastructure are still lacking; 3) disposition, there are still many teachers who are not committed to implementing online learning, some lecturers also do not understand the essence of online learning; 4) bureaucratic structure, most of them already have standard operating procedures. The inhibiting factors in online learning are dominated by poor internet network connections, teachers who do not understand technology, parents who do not understand distance learning/online learning, students are less enthusiastic about participating in learning, and there are still students who do not have mobile phones, students do not understand learning materials, students also often experience a lack of internet quota. In terms of supporting factors, although some places are inhibiting factors, in other places they can be supporting factors, namely: adequate human resources, both teachers and students; adequate facilities and infrastructure, good management, and provision of free quotas.

BIBLIOGRAPHY

- Amini; Mardhiah, Ainun; Akrim. 2022. The Implementation Of Online Learning Policy During The Covid-19 Pandemic At Dharmawangsa University. *Jurnal Tarbiyah*. Vol. 28, No.2: 123-136.
- Batubara, Hendra Saputra; Riyanda, Afif Rahman; Rahmawati; Ambiyar; Samala, Agariadne Dwinggo. 2022. Implementasi Model Pembelajaran Blended Learning di Masa Pandemi Covid-19: Meta-Analisis. *Jurnal Basicedu*. Vol.6, No. 3:4629-4637.
- Fatmawati, Nur; Mappincara, Andi; Habibah, Sitti. 2019. Pemanfaatan Dan Pemeliharaan Sarana Dan Prasarana Pendidikan. *Pembelajar: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran*. Vol. 3, No.2: 115-121.
- Finlay, Mitchell J; Tinnion, Daniel J dan Simpsons, Thomas. 2022. A Virtual Versus Blended Learning Approach to Higher Education During The COVID-19 Pandemic: The Experiences Of A Sport And Exercise Science Student Cohort. *Journal of Hospitality, Leisure, Sport & Tourism Education*. Vol. 30: 1-10.
- Harlis, Friska Prastya; Rizqi, Muhammad dan Ramdhani, Abdullah. 2022. Implementasi Kebijakan Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19 (Studi Kasus Di SMP N Kabupaten Garut. *Jurnal Pemikiran Dan Penelitian Bidang Administrasi, Sosial, Humaniora Dan Kebijakan Publik*. Vol. 5 No.1 : 1 – 6.
- Hogwood, Brian W dan Gunn, Lewis A. 1984. *Policy Analysis for The Real-world*. New York: Oxford University Press.
- Indarto, Kus dan Ratnawati, Susi. 2021. Collaborative Governance (Collaborative Study of Actors in Handling the Spread of Covid-19 in Indonesia). *Journal of Research in Social Science and Humanities* Vol.1 No.2: 49-52.
- Irwan; Ichsan, Fauqa Nuri; Gistituati, Nurhizrah; Marsidin, Sufyarma. 2021. Analisis Kebijakan Pendidikan Terkait Implementasi Pembelajaran Pada Masa Darurat Covid 19. *Jurnal Penelitian Bidang Pendidikan*. 43-58.
- Ishak, Diding. 2020. Implementasi Kebijakan Pendidikan Online selama Masa Pandemi Covid-19. *Jurnal Kelola: Jurnal Ilmu Sosial*. Vol.3, No. 1:8-18.
- Kartiningrum, Eka Diah. 2015. *Panduan Penyusunan Studi Literatur*. Lembaga Penelitian dan Pengabdian Masyarakat Politeknik Kesehatan Majapahit Mojokerto.
- Kasaria, Mutmainna; Annas, Suwardi; Liana, Alin. 2021. Implementasi Pembelajaran Daring Sebagai Realisasi Kebijakan Pemerintah Dalam Situasi Pandemi Covid-19 Di Man 1 Bulukumba. *Jurnal Guru Membangun*. Vol.40, No. 2:80-87.
- Magdalena, Ina; Salsabila, Azza; Krianasari, Diah Ajeng; Apsarini, Shabira Fairuza. 2021. Implementasi Model Pembelajaran Daring Pada Masa Pandemi Covid-19 Di Kelas III Sdn Sindangsari III. *Pandawa: Jurnal Pendidikan dan Dakwah*. Vol.3, No.1:119-128.
- Miles, Matthew B.; Huberman, A. Michael; Saldana, Johnny. 2014. *Qualitative Data Analysis: A Methods Sourcebook*. Editon 3. USA: SAGE Publication, Inc.

- Moleong, Lexy J. 2014. *Metode Penelitian Kualitatif*. Bandung: PT Remaja
- Noori, Abdul Qawi. 2021. The Impact Of COVID-19 Pandemic On Students' Learning In Higher Education In Afghanistan. *Jurnal Heliyon*. Volume 7, 1-9.
- Ong, Ardvin Kester S; Prasetyo, Yogi Tri; Chuenyindee, Thanatorn; Young, Michael Nayat; Doma, Bonifacio T; Caballes, Dennis G; Centeno, Raffy S; Morfe, Anthony S; Bautista, Christine S. 2022. Preference Analysis On The Online Learning Attributes Among Senior High School Students During The COVID-19 Pandemic: A Conjoint Analysis Approach. *Journal Evaluation and Program Planning*. Vol.92:1-9.
- Rahmati, Maulida Putri; Fatchuriza, Muhammad; Afiful, Muhammad. 2022. Implementasi Kebijakan Pendidikan Pada Masa Pandemi Covid-19 Di Sekolah Dasar Negeri Penjalin Desa Penjalin Kecamatan Brangsong Kabupaten Kendal. *Journal of Social and Political Science/JUSTICE*. Vol.1, No.1:31-42.
- Rosmiati, Mia. 2021. Analisis Implementasi Kebijakan Kuliah Daring (Online) Selama Pandemi Covid-19 di Politeknik Negeri Bandung. *Jurnal Administrasi Publik (JAP)*. Vol. 12, No.1: 32-97.
- Sari, Widya; Rifki, Andi Muhammad; Karmila, Mila. 2020. Analisis Kebijakan Pendidikan Terkait Implementasi Pembelajaran Jarak Jauh Pada Masa Darurat Covid 19. *Jurnal MAPPESONA*. No.3, No.2:1-13.
- Selvaraj, Ambika; Vishnu, Radhin; Nithin KA; Benson, Noel; Mathew, Arun Jo. 2021. Effect Of Pandemic Based Online Education On Teaching And Learning System. *International Journal of Educational Development*. Vol. 85:1-11.
- Tedja, Jeanne Noveline. 2020. The Implementation of Distance Learning Policy During the Covid-19 Pandemic. *Indonesian Journal Of Digital Society*. Vol.1, No.2: 18-28).
- Triayomi, Ria dan Indriasari, B.A. 2022. Pembelajaran Daring Masa Pandemi Covid-19 pada Mahasiswa Pendidikan Guru Sekolah Dasar. *Jurnal Basicedu*. Vol. 6, No. 3: 3334-3342.
- Wahab, Solichin Abdul. 2005. *Analisis Kebijaksanaan: Dari Formulasi ke Implementasi Kebijaksanaan Negara*. Jakarta: Bumi Aksara.
- Winarno, Budi. 2012. *Kebijakan Publik: Teori, Proses dan Studi Kasus*. Yogyakarta: CAPS.

Copyright holder:

Kus Indarto, Susi Ratnawati, Nurul Umi Ati, Adheline Putriyanti (2022)

First publication right:

Syntax Literate: Jurnal Ilmiah Indonesia

This article is licensed under:

