The Impact of Covid-19 on the Implementation of Education In SMP PGRI-IX Percut Sei Tuan

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Abstract: This paper aims to see the extent of the impact of Covid-19 on the implementation of education at SMP PGRI-9 Percut Sei Tuan. The learning process in schools is the best public policy tool as an effort to increase knowledge and skills, but with the presence of the Covid-19 outbreak, the Indonesian education world needs to follow a path that can help school conditions in an emergency, thus the same thing was felt by SMP PGRI-IX Percut. Sei Tuan, schools need to force themselves to use online media. However, the use of technology is not without problems, there are many *variances of* problems that hinder the effectiveness of learning with online methods. Variants of problems that arise due to covid-19 in hampering the implementation of the effectiveness of learning at SMP PGRI-IX Percut Sei Tuan are the limitation in the author's research. The author conducts a search in the form of interviews with school objects in completing and perfecting this paper, while the intended interview objects are; principals, teachers, and parents of students who are in SMP PGRI-9 Percut Sei Tuan.

Keywords: impact of covid-19, implementation of education, variance of online problems.

Introduction

Education is an endless process in reporting good basic skills, thinking power, intellectual power and emotional feelings directed at human nature and towards others. Therefore, the learning process is the key to quality education which requires quality service management [1]. However, currently the world is shocked by the outbreak of a disease caused by a virus called corona or known as covid-19 *(corona virus diseases-19)*, a virus that allegedly began to plague December 31, 2019 in Wuhan City, Hubel Province, China, is currently very impactful. to all aspects of human life activities, including in the world of education itself[2].

Various ways and efforts by the government in dealing with and anticipating so that community activities can continue to run well even in this covid-19 situation, especially in the world of education. Through a Joint Decree: Minister of Education and Culture, Minister of

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[1] Jonatan A Lassa, Saut Sagala, and Adi Suryadini, "Conceptualizing an Established Network of a Community Based Flood Early Warning" (2013).

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

Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 03 / KB / 2020, Number 612 of 2020, Number HK.01.08 / Menkes / 502/2020, Number 119/4536 / SJ concerning Amendments to the joint decision of the minister of education and culture, minister of religion, minister of health, and minister of home affairs No.01 / KB / 2020, No 516 of 2020, No HK.03.01 / Menkes / 363/2020, number 440-882 years 2020 regarding the implementation guidelines for the 2020/2021 academic year and the 2020/2021 academic year during thepandemic *2019 coronavirus disease(covid-19),* namely; *Face-to-face learning in education units in the 2020/2021 academic year and 2020/2021 academic year is carried out in stages throughout Indonesia with the following conditions;*

a. Education units located in green and yellow zones based on data from the national covid-19 handling task force (http://covid-19.go.id/peta-resiko) can conduct face-to-face learning in education units after obtaining permission from the local government through the provincial or regency / city education office, the provincial office of the ministry of religion, and the district / city ministry of religion according to their respective authorities based on the approval of the local task force to accelerate the handling of covid-19;

b. Education units that are in the orange and red zone areas based on data from the National Covid-19 handling task force, are prohibited from carrying out face-to-face learning processes in education units and continue to learn from home (BDR) activities.

At least in broad outline there are two impacts on the sustainability of education caused by the Covid-19 pandemic[3]. *First is a short-term impact*, felt by many families in Indonesia, both in cities and in villages. In Indonesia, many families who are less familiar do school at home. Home schooling for Indonesian families is a big surprise especially for the productivity of parents who are usually busy with work outside the home. Likewise with the psychological problems of the children of students who are accustomed to learning face to face with their teachers. All elements of education in social life are "exposed" to illness due to Covid-19. The teaching takes place *online[4]*. This process runs on a scale that has never been measured and tested because it has never happened before. Inevitably, remote villages with very dense school-age populations are confused, because information technology infrastructure is very limited. Student assessments move *online* and there is a lot of *trial and errorunpredictable* with ansystem, in fact many assessments have been canceled a lot. *Second is the long-term impact*, many groups of people in Indonesia will be exposed to the long-term impact of Covid-19. The long-term impact of education is an aspect of justice and an increase in inequality between community groups and between regions in Indonesia[5].

The learning process in schools is the best public policy tool as an effort to increase knowledge and skills, but with the presence of the Covid-19 outbreak, the Indonesian education

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[3] "UNESCO: 850 Juta Pelajar Tidak Sekolah Karena Virus Corona - Kumparan.Com," accessed April 5, 2020, https://kumparan.com/millennial/unesco-850-juta-pelajar-tidak-sekolah-karena-virus-corona-1t3QM1XZjqW.

[4] Henny Yulia, "Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia," *ETERNAL (English Teaching Journal)* 11, no. 1 (2020): 48–56.

[5] Kemdikbud, "Kementerian Pendidikan Dan Kebudayaan » Republik Indonesia," last modified 2020, accessed April 6, 2020, https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pencegahan-dan-penanganan-corona-virus-disease-covid19-di-kemendikbud.

world needs to follow a path that can help school conditions in an emergency, thus the same thing was felt by SMP PGRI-IX Percut. Sei Tuan, schools need to force themselves to use online media. However, the use of technology is not without problems, there are many *variances of* problems that hinder the effectiveness of learning with online methods, including; *limited mastery of information technology by teachers and students, inadequate facilities and infrastructure, limited internet access, inadequate budget provision.*

Variants of problems that arise due to covid-19 in hampering the implementation of the effectiveness of learning at SMP PGRI-IX Percut Sei Tuan are the limitation in the author's research. The author conducts a search in the form of interviews with school objects in completing and perfecting this paper, while the intended interview objects are; principals, teachers, and parents of students who are in SMP PGRI-IX Percut Sei Tuan.

Methods
1. Observational: In the study, the authors made direct observations about the impact and feel of the Covid-19 Pandemic at this time.
2. Literature: In this writing the author reads and listens to the development of the Covid-19 pandemic from Social Media and from television information which is continuously updated by the Covi-19 Task Force Office

Result And Discussion
SMP (Junior High School) is formal education at the primary education level. Education and learning at the junior high school level emphasizes laying the foundations in preparing generations to become humans capable of facing an increasingly tough era. According to the National Education System Law No. 20 of 2003 article 17 on basic education, it is stated that basic education consists of SD (Elementary School) / equivalent and SMP (Junior High School) / equivalent[6].

According to Azhari[7] states that education determines the development and realization of human resources, especially the development of the nation and state. Education has an important role in shaping human resources who are intelligent, capable, creative, faithful, and have noble character. Primary school education is the initial education of children to develop knowledge [8]. In learning activities, basically, it is an effort to direct students into the learning process so that they can achieve learning objectives in accordance with what is expected so that teaching and learning activities can run properly.

Teaching and Learning Activities (KBM) is a process where teachers and students interact with each other which later will have a reciprocal relationship that affects and is influenced. The success of a teaching and learning activity can be seen from many factors from within the teacher and the students themselves. Learning activities are also interpreted as the interaction of

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[6] R I Undang-Undang, "Nomor 20 Tahun 2003 Tentang Sisdiknas Dan Peraturan Pemerintah RI Nomor 47 Tahun 2008 Tentang Wajib Belajar," *Bandung: Citra Umbara* (2008).

[7] Ulpha Lisni Azhari and Dedy Achmad Kurniady, "Manajemen Pembiayaan Pendidikan, Fasilitas Pembelajaran, Dan Mutu Sekolah," *Jurnal Administrasi Pendidikan* (2016).

[8] Muhroji Muhroji and Husna Yusrina, "Penggunaan Modul Pada Pembelajaran Tematik Di Sdn 1 Jimbung Klaten," *Profesi Pendidikan Dasar* 5, no. 1 (2018): 1–9.

individuals with their environment, the environment in this case is other objects that allow individuals to gain experiences or knowledge, either new experiences or knowledge or something that has been obtained or discovered before but raises attention again for the individual. thus allowing interaction to occur [9]. According to Fathoni & Suyahman[10], learning is a planned, directed, programmed and sustainable process. Learning and learning is a form of education that creates interaction between teachers and students. Teaching and learning activities carried out in this case are directed to achieve certain goals that have been formulated before teaching is carried out [11]. Learning is defined as a process of behavior change as a result of individual interactions with their environment. Learning is the interaction of educators with students [12]. Learning is essentially a process of regulating directing, organizing the environment around students so that it can grow and encourage students to carry out the learning process and in accordance with the student-centered or student-centered curriculum 2013. Entering the 21st century, students are required to be able to master skills, namely 4C including; Communication, Collaboration, Critical Thinking and problem solving, and Creative and Innovative[13]. Therefore it is necessary to have learning activities that are able to provide a pleasant and meaningful learning experience that can make students able to achieve predetermined learning goals.

In 2020, the whole world will experience an outbreak, namely the Covid-19 pandemic. The Covid-19 pandemic is a health crisis that has hit almost all corners of the world [14]. This pandemic has an impact on various fields, one of which is in education. Many countries have decided to temporarily close schools and campuses during the Covid-19 pandemic[15]. Each country makes policies to solve the problems that are happening. To overcome the Covid-19 pandemic outbreak, all countries have implemented an action, one of which is by carrying out a social distancing movement, namely social distancing designed to reduce the interaction of people

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[9] Aunurrahman Aunurrahman, Fuad Abdul Hamied Hamied, and Emi Emilia, "EXPLORING THE TERTIARY EFL STUDENTS'ACADEMIC WRITING COMPETENCIES," *Indonesian Journal of Applied Linguistics* 7, no. 1 (2017): 72–79.

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[14] Maman Suryaman et al., "COVID-19 Pandemic and Home Online Learning System: Does It Affect the Quality of Pharmacy School Learning?," *Syst. Rev. Pharm* 11 (2020): 524–530.

[15] 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.

in the wider community [16]. With social distancing, learning in schools is hampered and cannot be done directly. This also affects the implementation of educational activities.

Because with the Covid-19 pandemic an Extraordinary Event (KLB) announcement was issued, there was a chaos, especially in the field of education, schools were closed, teaching and learning activities in schools were disrupted, learning that was initially carried out face-to-face for a while could not be done. To overcome this problem, it is necessary to change the model design in teaching and learning activities to avoid face-to-face learning as an effort to reduce the spread of the Covid-19 virus outbreak. The Ministry of Education and Culture issued a circular No. 4 of 2020 concerning the implementation of educational policies in the emergency period of the spread of the corona virus disease (Covid-19), one of which is learning from home with online or distance learning activities. During the pandemic, now online learning has been carried out almost all over the world [17]. So during the Covid-19 pandemic every school carried out educational activities with distance learning.

Online learning is needed in learning in the era of the industrial revolution 4.0 [18]. The use of mobile technology has a major contribution in educational institutions, including the achievement of distance learning goals [19]. Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services [20], and instant messaging applications such as WhatsApp[21]. Online learning can even be done through social media such as Facebook and Instagram [22].

Prof. Dr. H. Said Agil Husin Al Munawar, MA (2003) Normatively, the goals to be achieved in the process of actualizing the values of the Koran in education include three dimensions of aspects of life that education must foster and develop. First, the spiritual dimension, namely faith, piety and noble character (which is reflected in worship and muamalah).

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[16] Annelies Wilder-Smith and David O Freedman, "Isolation, Quarantine, Social Distancing and Community Containment: Pivotal Role for Old-Style Public Health Measures in the Novel Coronavirus (2019-NCoV) Outbreak," *Journal of travel medicine* 27, no. 2 (2020): taaa020.

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[20] Mark Angelo S Enriquez, "Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning," in *DLSU Research Congress*, 2014, 1–6; Shampa Iftakhar, "Google Classroom: What Works and How," *Journal of Education and Social Sciences* 3, no. 1 (2016): 12–18; Alvin S Sicat and M A Ed, "Enhancing College Students' Proficiency in Business Writing via Schoology," *International Journal of Education and Research* 3, no. 1 (2015): 159–178.

[21] Al-Mothana M Gasaymeh, "University Students Use of WhatsApp and Their Perceptions Regarding Its Possible Integration into Their Education," *Global Journal of Computer Science and Technology* (2017).

[22] Vikas Kumar and Pooja Nanda, "Social Media in Higher Education: A Framework for Continuous Engagement," *International Journal of Information and Communication Technology Education (IJICTE)* 15, no. 1 (2019): 97–108.

This spiritual dimension is summed up in one word, namely morals. Moral education in Islam is encapsulated in the principle of "holding fast to goodness and virtue and avoiding evil and evil".

The Impact of Covid-19 on Education

The learning process in schools is the best public policy tool as an effort to increase knowledge and skills.2 In addition, many students think that school is a very fun activity, they can interact with one another. Schools can improve students' social skills and social class awareness. The school as a whole is a medium of interaction between students and teachers to improve their integrity, skills and affection between them. But now the activity called school has stopped suddenly because of the Covid-19 interference. To what extent is the impact on the learning process in schools? Especially for Indonesia there is a lot of evidence when schools greatly affect productivity and economic growth.

At this time technology disruption occurred in the world of education, face-to-face learning which was carried out 100 percent in schools, suddenly experienced a very drastic change. And, it is undeniable that more than 50 percent of students and students come from low and middle income communities.

As a result of the Covid-19 pandemic, various policies were implemented to break the chain of spread of the Covid-19 virus in Indonesia. One of the efforts made by the government in Indonesia is by applying an appeal to the public to carry out physical distancing, namely an appeal to maintain distance between people, stay away from activities in all forms of crowds, associations, and avoid meetings that involve many people. This effort is aimed at the community so that it can be done to break the chain of spreading the Covid-19 pandemic that is currently happening.

The government implements a policy, namely Work From Home (WFH). This policy is an effort applied to the community in order to complete all work at home. Education in Indonesia has also become one of the areas affected by the covid-19 pandemic. With the existence of restrictions on interaction, the Ministry of Education in Indonesia also issued a policy, namely by dismissing schools and replacing the Teaching and Learning Activities (KBM) process by using an online system. However, with the emergence of the very sudden Covid-19 outbreak, the Indonesian education world needs to follow the path if it can help school conditions in an emergency. Schools need to force themselves to use online media. However, the use of technology is not without a problem, there are many *variances of* problems that hinder the implementation of the effectiveness of learning with online methods, including:

1. *Limitations of Information Technology Mastery by Teachers and Students The*
   condition of teachers in Indonesia do not fully understand the use of technology, this can be seen from teachers who were born in before the 1980s. Information technology constraints limit their use of online media. Likewise with students whose conditions are almost the same as the teachers who are meant by understanding the use of technology.

2. *Inadequate Facilities and Infrastructure*
   Technological support equipment is clearly expensive. Many in Indonesia who are teachers are still in dire economic condition. The welfare of teachers and students has prevented them

from being completely limited in enjoying the information technology facilities and infrastructure that were very much needed by the Covid-19 disaster.

3. *Limited Internet access.*

The internet network is really still uneven in all corners of the country. Not all educational institutions, both primary and secondary schools, can enjoy the internet. Even if there is an internet network the condition is still unable to cover online media.

4. *The lack of readiness in providing the Budget is*

also an obstacle because aspects of the welfare of teachers and students are still far from expectations. When they use their internet quota to meet their online media needs, it is clear that they cannot afford to pay for it. There is a dilemma in the use of online media, when the minister of education encourages productivity to move forward, but on the other hand the financial skills and abilities of teachers and students have not moved in the same direction. The state has not been fully present in facilitating the financial needs in question.

On this occasion the author also conducted a search in the form of interviews with school objects in completing and perfecting this paper, while the intended interview objects were; principals, teachers, and parents of students who are in SMP PGRI-IX Percut Sei Tuan. In general, SMP PGRI-IX Percut Sei Tuan has carried out online implementation during the Covid-19 period even though it has not been maximized, so it must be carried out continuous evaluation. When asked about the principal's perceptions in the implementation of online learning during the Covid-19 period, he explained that; *Maintaining health through health protocols is the main thing in carrying out the online learning process (PJJ), then he said learning activities are carried out according to a determined schedule by maximizing the learning facilities that have been prepared by the school.* When asked about what learning challenges faced by school principals in implementing online learning during the Covid-19 period, he explained that; *HR teachers who are not yet accustomed to using online media learning patterns in the operation of learning applications, such as; zoom meet, webex meet, google classroom and so on. So that schools make efforts to strengthen teachers in the form of workshops and training on the use of online learning applications by calling the North Sumatra Provincial Education Office curriculum team and IT professionals. Furthermore, the challenge is the lack of supporting devices for students, both Android and the data package used to access the Internet, is still very limited, considering that the students of SMP PGRI-IX Percut Sei Tuan are economically in the middle-to-lower economic level.*

Furthermore, the author also asked the same question representing the teachers of SMP PGRI-IX Percut Sei Tuan about teacher perceptions in the implementation of online learning during the Covid-19 period, he explained that; *He has difficulty in the learning process properly in accordance with the learning implementation plan that he has compiled such as presence, apperception, presenting learning material and has difficulty measuring the challenges of students' abilities in absorbing material and developing student knowledge of the material being studied.* When asked about what learning challenges faced by teachers in the implementation of online learning during the Covid-19 period, he explained that; *The students 'and students' lack of understanding in the use of technology and the limited access to internet networks experienced by students was caused by some of the students of SMP PGRI-IX Percut Sei Tuan residing in villages with limited internet network access.*

On the other hand, the writer presents the same question to those representing the parents of SMP PGRI-IX Percut Sei Tuan about the perceptions of parents of students in the

implementation of online learning during the Covid-19 period, he answered; *Parents of students feel confused about what to do, on the one hand they also have to work for the family economy, on the other hand they have to start learning with new habits by accompanying their children in facing online learning, not to mention being constrained by ondroid devices and additional costs for the data packages used to access the internet during their children's learning while parents often complain when in one family there are at least two to three people who go to school.* When asked about what learning challenges parents faced in the implementation of online learning during the Covid-19 period, he explained that; *as parents have a lot to learn more, because there are several applications about children's learning that parents themselves do not understand how to use it.*

Of the several problems above that have arisen due to the impact of Covid-19 on the implementation of education, at least it becomes an evaluation material for all stakeholders. One of them is determining the most effective method of learning during the Covid-19 period. There are at least 6 (six) methods used in the learning implementation process during the Covid-19 period, namely; *Project Based Learning (project-based learning), online methods (internet-based interactive methods), offline methods (offline methods outside of school), Home Visit Methods (home visit methods), Integrated Curriculum (lessons focused on a specific problem), Blended Learning (Mixed learning).*

Of the six methods used in the learning process during the Covid-19 period, there are at least some of the most effective and very familiarto use, including *methodsonline methods (internet-based interactive methods).* Finally, given the pandemic outbreak that does not know for sure when it will end, this learning method might be an option for school students. With these methods, it is hoped that education in Indonesia will continue to run well and run smoothly.

Behind these problems and complaints, it turns out that there are also various lessons for education in Indonesia. Among them, students and teachers can master technology to support this online learning. In this era of increasingly sophisticated technological disruption, teachers and students are required to have abilities in the field of learning technology. Mastery of students and teachers of learning technology is very varied, a challenge for them. With the Work From Home (WFH) policy, it is able to force and accelerate them to master digital learning technology as a necessity for them. The demands of these needs enable them to find online media that can support as a substitute for direct learning in class, without reducing the quality of learning materials and achievement targets in learning. Various distance learning media were tried and used. Facilities that can be used as online learning media include e-learning, zoom applications, google classroom, youtube, and whatsapp social media. These facilities can be used optimally, as a medium in carrying out learning such as in class. By using this online media, students and teachers have indirectly mastered the ability to use and access technology.

After educators are able to master various online learning tools, it will create thoughts about more varied learning methods and models that have never been done by educators. For example, teachers make creative video content as teaching materials. In this case, the teacher is more persuasive because it makes students more interested in the material provided by the teacher through the creative video. Students will certainly be able to understand what is explained by the teacher through the creative videos made by the teacher. So that with the application of the learning model at home, students do not feel bored in participating in online learning.

The use of technology in completing assignments for students can also lead to creativity among students in developing the knowledge they already have. With a variety of learning methods from the teacher, they can create a creative learning product that can develop thinking through their own analysis, without leaving the subject matter that has been conveyed by the teacher. The existence of the Covid-19 pandemic also provides another lesson. Learning that is carried out at home, can make it easier for parents to directly monitor or supervise the development of children's learning. Parents find it easier to guide and supervise children's learning at home. This will lead to more intensive communication and will lead to a closer relationship between children and parents. Parents can provide direct guidance to children regarding learning material that is not understood by children. Where actually parents are the first institution in children's education. In online learning activities provided by the teacher, parents can monitor the extent of their children's competence and abilities. Then the unclearness of the material provided by the teacher makes communication between parents and children more well-established. Parents can help with material difficulties faced by children.

The next lesson is that the use of media such as cellphones or gadgets can be controlled for children's learning needs. The role of parents is increasingly needed in supervising the use of gadgets. This has a positive impact on children, in utilizing technology for useful things. Children tend to use cellphones to access various learning sources from assignments given by the teacher. So that it will make children avoid using gadgets on things that are less useful or negative.

Although education in Indonesia has been affected by the Covid-19 pandemic, behind all of this there are lessons and lessons that can be taken. The existence of a government policy to conduct distance learning via online can provide benefits, namely increasing awareness to master current technological advances and overcoming problems in the education process in Indonesia.

Strategic Steps and Solutions for Indonesian Education

In handling the impact of Covid-19 on the world of education, all *steakholders* must work hand in hand. This condition cannot be separated from the perspective of government policies and the implementation of operationalization in the field. The things that must be done by all educational steakholders are;

1. Government

   The role of government is very important and fundamental. The budget allocation that has been decided by Presidential Instruction No. 4 of 2020 concerning refocussing of activities, relocation of budgets, and procurement of goods and services in order to accelerate the handling of Covid-19 must be implemented immediately.

2. Parents Parents

   as primary educators in the household must carry out their functions. Even so, teacher assistance in schools needs to be present door to door for all students. This must open up the horizons and responsibilities of parents that their children's education must be returned to the parents' efforts in educating their children's mental, attitude and knowledge.

3. Teacher

   Online learning steps must be as effective as possible. The teacher does not burden students with tasks that are delivered in studying at home. If necessary, the teacher comes with ideas in

the door to door of the students. The teacher is not only positioned as a transfer of knowledge, but still prioritizes ing ngarso sung tulada, ing madya mangun karsa, tut wuri handayani.

4. Schools

Schools as educational providers must be prepared to facilitate any changes regarding the education of their students. Behavioral education must become a strong foothold in the midst of technological developments and the accelerated flow of information. Educational programs carried out by schools must really be conveyed to students, especially with online media, but the school must really pay attention to ethics as an educational institution. Emphasis on learning at home to students must be properly monitored so that teachers who teach through crisp media remain smooth and smart in delivering lessons that must be understood by students.

CONCLUSION

The home study policy of educational institutions clearly causes major disruptions, such as student learning, disruption in assessments, cancellation of assessments, opportunities to get a job after graduating from education, cancellation of public assessments for qualifications in job selection. How should the Indonesian government do its best to address this? Schools need resources to rebuild lost in learning, when they re-open learning activities. Recoveries for recovery must be carried out quickly and accurately with budget allocations from the government for education.

Even though there are many educators, students and people who are not ready to face the era of the industrial revolution 4.0, online learning in the midst of the Covid-19 pandemic seems to force all humans to be ready for current technological developments. When viewed from a sociological perspective, this policy is the right step to take in these conditions. Like there is an acceleration so that people can advance more quickly, with current internet technology, for example by shopping with an online system, the community prefers and reduces transportation time and costs, especially during the Covid-19 period. Because it's safer and healthier. Kita harapkan semoga pandemi covid-19 lekas berakhir, semua warga bangsa senantiasa sehat dan proses kehidupan dapat berjalan normal kembali dengan menciptakan manusia manusia baru yang memiliki pola pikir positif yang sarat solidaritas sosial,

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