The Impact of the Covid-19 Pandemic on the Possibility of Lost Generation

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ABSTRACT

The Covid-19 pandemic has created a dilemma not only between health and the economy but also between health and education. The government must make policies to prevent the spread of Covid-19 which can cause death. The Minister of Education and Culture has adopted a policy of prohibiting face-to-face learning and replacing it with online learning from home. Of course, this policy also has a negative impact on some students and parents, especially those from the lower classes. This paper is a critical study of the negative impacts caused by the policy. The data used are secondary data obtained from various information from various media or directly obtained from the public, especially those who feel disadvantaged by the policy. It seems that the policy is more elitist by using an urban perspective and only benefits those who have economic capacity. The policy also pays less attention to the condition of Indonesia's territory, which does not all have an internet network. Those who are outside Java as well as rural and remote areas do not get optimal education services. This can result in the possibility of a lost generation from some people.

Keywords: Covid-19, lost generation

1. INTRODUCTION

The Covid-19 pandemic not only poses a dilemma between health and the economy but also creates problems in education. Facing the Covid-19 pandemic, the Minister of Education and Culture has issued a circular letter number 36952? MPK.A/HK/2020 which, among other things, contains enforcing online learning from home for students. This policy is intended to prevent the spread, transmission, and emergence of new clusters in schools.

It is true that preventing the spread of COVID-19 which can result in death needs to be prioritized, but so that education continues to run according to its objectives, efforts also need to be made. On the one hand, online learning is also a solution in overcoming the dilemma between health and education. With the help of internet-based technology, the teaching and learning process can be carried out, so that it does not stop completely. In line with technological advances, the learning process must indeed be changed. Hybrid learning that combines face-to-face with online will be an alternative in the future. In this way, the learning process will be more effective and efficient.

But on the other hand, online learning also causes various problems that can have a negative impact on some people. Asmun research (1), shows that online learning causes many problems experienced by teachers, students, and parents. For teachers, the main problem is the weak mastery of IT and limited access to the supervision of students. For students, the problems are not being able to participate in full learning, limited supporting facilities, and internet network access. While the problem faced by parents is the limited time in accompanying their children when learning online.

The online learning process has been going on for three semesters. For almost three semesters, the learning process could not run optimally. For new students who have entered the 2020/2021 school year for more than one year, they have not entered school. Since being accepted as new students, they have never met the teachers and their new friends. New students and parents inevitably have to accept and obey the policy, although there are also students and people who feel aggrieved by the Ministry of Education and Culture's policy.

According to Dye: (2) public policy is whatever governments choose to do or not to do. The policy is a government statement about what will be done to public problems. Policies are not created in an empty space, but

there are conditions or context in the background. The online learning policy was made in the context of Covid-19 pandemic. This article is an analysis of the impact of online learning policies during the Covid-19 pandemic?

2. METHODS

In analysing the impact of this policy, the researcher uses secondary data from various sources, especially for those who feel disadvantaged by the policy. The data is then analysed critically by looking at the possible negative impacts that occur as a result of the policy. This is based on the theoretical assumption that every policy will inevitably have a positive impact as expected and a negative impact which needs to be anticipated.

3. RESULTS AND DISCUSSION

The policy of learning from home is not a problem, because the family is also an educational institution. The problem that is transferred to the home is not education, but the school system with a curriculum designed to achieve a certain competence. While the family is definitely not a school. Although it is the same as an educational institution, there are differences between education in the family and at school. According to the Basic Education Law, schools are formal educational institutions with a clear curriculum structure to achieve certain competencies. while the family is an informal education that does not have a curriculum structure and there is no target attainment of knowledge and skill competencies.

As an educational institution, the family is a place to instil values and norms so as to form behaviour that is in accordance with social norms (3). Education in the family is not intended to achieve a certain competence but is more aimed at bringing children into their social life (society). If there is a transfer of knowledge and skills limited to what is owned and controlled by parents.

In traditional society, children learn from their parents, so the profession (knowledge and skills) of children usually follows the profession of their parents. Parents will pass their experience and knowledge to their children. The child will also learn to imitate the knowledge and expertise of his parents. A child born in a carpenter's family, usually also becomes a carpenter. Likewise with other professions.

This is different from schools that are indeed threatened in a curriculum to achieve a certain competency or skill. What should be taught and what students should learn is already regulated in the curriculum. Teachers run the curriculum that has been made by the government. In addition, at school children are taught how to think which is not taught at home. At all levels of education, from elementary school to high

school, there are mathematics subjects, which teach deductive thinking processes. Although so far, mathematics has become a scourge for most students, because it is considered a difficult subject. While not all parents understand math, so when children have difficulty understanding math, they can't help explain it either.

The problem is that not all parents can become teachers, due to various limitations. The role of teachers cannot be completely replaced by parents. Not all parents have an education level up to a bachelors. Even if they have a bachelor's degree, they may not necessarily be able to become teachers, especially if their fields of knowledge are different. For parents who master the field of science, they do not necessarily have other competencies such as pedagogy. In addition, parents do not necessarily have the spirit of educators related to understanding the child's soul.

On the other hand, schools are also equipped with infrastructure and teachers to deliver students to achieve predetermined competencies. At school, the learning of scientific thinking processes is supported by laboratories to prove the truth. While at home there is clearly no laboratory designed to prove scientific thinking processes. Vocational school students are increasingly faced with more complicated problems when studying from home because there are no workshops to hone their skills.

Therefore, the transfer of the teaching and learning process from school to home creates problems, especially in economically disadvantaged families. These problems include, first of all, not all parents can become teachers, because they do not have the competencies required for teachers. Second, not all parents are able to provide facilities and means for the teaching and learning process. This certainly does not happen in economically well-off families. They are able to provide the facilities and infrastructure needed to study at home.

A. Elite policy

The policy to implement online learning is an elitist policy. The policy is based more on the interests of some parents from the upper class (who are economically and educated). For them, children are clearly future savings, so they are very afraid that their children will be exposed to Covid-19. Therefore, they strongly support online learning.

They are also able to provide the facilities needed for online learning, such as computers, internet networks, and the required books. At home, there is also a comfortable study room for children. If children have difficulty with a subject, they can also afford to pay and invite a private tutor to their home. Thus, for those who are rich, online learning is no problem.

Meanwhile, for economically disadvantaged families and parents with low levels of education, online learning is more of a problem. Even though the government has given internet packages to every student, it is not necessarily possible to use them because there is no network and limited facilities (computers or cell phones). Not all families can provide a laptop or cell phone for every child. The limited facilities are felt by the lower classes of society, especially if they have more than one child who is still in school, they cannot provide the necessary facilities for online learning. They also cannot afford to invite and pay tutors. They also cannot provide books and a comfortable study room for their children.

This policy also does not pay attention to the condition of the Indonesian territory. Some parts of Indonesia do not yet have urban facilities. Schools are spread throughout the region, some of which still do not have an internet network. Conditions certainly become obstacles in the implementation of online learning. Therefore, the online learning policy cannot actually be applied based on the spread of COVID-19, because it will have an impact on decreasing the quality of education in rural areas, including outside Java.

For students who are outside Java, or in remote areas feel very disadvantaged by the policies of the Ministry of Education and Culture. Although it is only a circular letter, in practice local policies also follow and prohibit schools from conducting face-to-face learning. As a result, children cannot access teaching materials and tutors from teachers.

For teachers who have concern and feel sorry for their students, there are those who carry out learning by visiting their students' homes. In this way, the teacher can prevent the possibility of a lost generation. However, not many teachers do and not all schools have teachers who visit students' homes to conduct tutoring

This condition was voiced by a group of students who actually live in Jakarta, but they represent what is felt and expected by their friends who live in rural areas or in remote areas. They hope that the online learning policy does not apply to all regions, because not all regions have internet facilities and not all parents are able to provide the facilities.

Meanwhile, people who are underprivileged and have a low level of education prefer to do face-to-face learning as usual. Therefore, when there is a requirement to carry out face-to-face learning, there must be permission from parents, those in the lower classes allow their children to take part in face-to-face learning.

In practice, there are also private schools in the Gresik area of East Java, which continue to conduct face-to-face learning, by implementing health protocols. According to one of the teachers (5) at the school, since the beginning of the pandemic, the school has carried out face-to-face learning by following procedures such as limiting those

who enter and wearing masks and providing a place to wash their hands.

B. Injustice

Socio-economic differences from parents of students cause inequality in the learning process at home, which in turn has an impact on output or learning achievement. This is almost the same as when comparing the results of the National Examination between schools in Java and outside Java, or schools in cities and rural areas. Obviously, the results will be lame because the infrastructure and the quality of human resources are different.

Therefore, if the assessment of learning outcomes is measured by competency standards that have been set in accordance with the curriculum, it will clearly lead to injustice. Assessment should be made on the child's efforts to learn in relation to the results achieved from these efforts. Appreciation for each child's efforts is an important thing that must be appreciated when learning from home.

There was a curious question from one of the principals several years ago. He asked which one is better, between schools that when students enter (raw input) with a standard value of 5 but at the time of the national exam (output) they can reach a value of 8. Compared to schools whose students when entering (raw input) already have a standard the value of 8 and the national exam time reached the value of 10? It is clear from the results of the national exam that 10 is clearly better than 8. But if you look at the delta (effort) from 5 to 8, it is bigger than 8 to 10.

In general, schools in the regions or in rural areas have lower inputs than schools in urban areas. This is also not much different from the current socio-economic conditions of parents because the economic gap in Indonesia is still quite high. The Gini ratio in Indonesia until March 2021 still reached 0.384 from 0 to 1 (4). With a fairly significant difference between schools in rural and urban areas, it would be unfair to apply the same policy. Public policymaking should not only be based on elite interests but must fulfil the principles of rationality, efficiency, participation, justice, and freedom (6).

C. Lost generation

In the National Education System Law Number 20 of 2003 concerning the National Education System, Article 3, it is stated that the purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Education is not only for the benefit of the state but also for the benefit of the nation (society) and the students themselves. For students, education is a means to develop their potential, so that they can survive (independently) in facing the challenges of life. For the nation and state, education is intended to develop superior human resources, so that they can carry out the task of advancing the state and creating a just, prosperous and prosperous national and social life.

This policy is not only detrimental to students who live in rural and remote areas but can have an impact on lost generation in some communities. Children who have potential but live-in areas not covered by internet services or those who come from economically disadvantaged families will lose the right to receive services and assistance to develop their potential. Often the potential of children in rural areas and the poor is not inferior to those who live in urban areas or those who come from rich families.

If this policy continues in the long term, the possibility of lost generation will be higher. This of course is not only detrimental to the child itself but will also harm the nation and state. The government has a relaxed policy by allowing schools to hold face-to-face meetings, provided that there is permission from parents and maintain strict health protocols and students have been vaccinated. However, recently the policy was tightened again after there were cases of Covid-19 transmission in schools. The government should not need excessive fear to implement face-to-face learning, especially since the required requirements have been met. Face-to-face learning will provide opportunities for students who come from the lower layers to obtain educational services so that they can develop their potential optimally.

D. Focus on online learning

It is better to study from home more focused on the scientific thinking process because this way of thinking will still be needed and relevant for all changes. Children are encouraged to develop their thoughts freely so that they become critical, creative, and innovative children. Teaching materials are more about solving problems that exist in the surrounding environment. The scientific method approach as in the 2013 curriculum needs to be put forward so that children are trained to think scientifically.

If learning is only focused on knowledge transfer, now it can easily be searched on google. If learning is only focused on science or theory, in time it will be obsolete. So, if learning only transfers knowledge and knowledge, it will not provide much benefit in the future.

According to Tang and Eriksson (7), the competencies needed in the future are Critical thinking, Creativity, Communication, and Collaboration, which

became known as 4C. However, the 4C needs to be equipped with Character to make it more "perfect". It's like eating 4 healthy 5 perfect lessons. With Critical thinking, Creativity, Communication, and Collaboration (4C) it can be said that it is good (healthy and can progress, but it will be even better if it is equipped with character so that it becomes 5C.

Therefore, the assessment when learning from home must also be based on how students construct scientific thinking. The assessment is also based on the child's ability to build arguments based on coherence and consistency, not based on true or false on a memorized knowledge. Questions related to causality (why) and process (how) become the focus of scientific thinking. Thus, the concept of learning from home remains relevant to education and in accordance with the essence of free learning proclaimed by the Minister of Education and Culture.

4. CONCLUSION

The government's policy of diverting online learning from school to home to prevent the spread of Covid-19 is an elitist policy. This policy causes injustice to students who live in rural areas or remote areas that are not covered by internet access. The policy is also detrimental to students who come from poor families because they do not get maximum education services. The policy of prohibiting face-to-face learning during the Covid-19 pandemic can have an impact on the occurrence of a lost generation for some people. Online learning should be more focused on encouraging students to develop scientific thinking skills as mandated in the 2013 curriculum. This scientific thinking ability is in line with the demands of the 21st century, namely critical thinking, creative thinking, communication, and collaboration.

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