Implementation of Distance Learning Policy In The Era of The Covid-19 Pandemic In Banjar District, South of Kalimantan

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ABSTRACT

In its implementation, the Banjar Regency Government, in particular the Education and Culture Office, has not fully implemented the policy of the Minister of Education and Culture regarding Distance Learning, so it is interesting to examine some of the obstacles to its implementation, including in the context of the economic condition of the community. For this reason, it is essential to do this research, especially in high school (SMA), where many students already have a means of communication in the form of mobile phones. The main objective of the study is to describe the policy implementation model owned by the Education Office in Banjar Regency based on the economic conditions of the people in Banjar Regency and a description of the implementation of distance learning policies in terms of communication aspects, sources of resources, tendencies, and implementing bureaucracy. This study uses a qualitative research approach, namely research that seeks to understand and present the phenomena around teaching and learning activities in senior high schools in Banjar Regency, selected based on each school's public and private categories. The schools selected were High School 2 Martapura and High School Darul Hijrah Cindai Alus, Banjar Regency. To obtain accurate data and information, the selected research informants are the Head of the Banjar Regency Education Office, the Principal or his representative at SMA 2 Martapura, and SMA Darul Hijrah Cindai Alus Banjar. The school students are represented by five people from each school and the student's parents. The projected results of this study are expected to help enrich public policy knowledge, especially regarding policy implementation by the latest developments and conditions of technology development, information especially the Covid-19 pandemic era, and submitting criticism and suggestions, especially for the development of education in Banjar Regency.

1. INTRODUCTION

World Health Organization (WHO) on March 9, 2020, has declared the coronavirus (COVID-19) as a pandemic. It is understood that this disease has spread widely throughout the world. There is much debate around the development of this coronavirus regarding the origin of the virus, how it spreads, the presumption of laboratory engineering, how to detect it early, and the most influential vaccine (Abdi, 2020).

Although the debate is still ongoing, there is one consensus around the world that it is crucial to stop the spread of the coronavirus. Efforts to stop the spread of this virus threaten those exposed to the coronavirus and various policies from the government to protect healthy people. One of the various policies is the Large-Scale Social Restriction Policy (PSBB) and Distance Learning for the education sector. Large-Scale Social Restrictions (PSBB) in the form of Government Regulation Number 21 of 2020 concerning Large-Scale Social Restrictions in the context of accelerating the handling of coronavirus Disease (COVID-19) (Nasrudin & Haq, 2020). This Government Regulation as a policy was then followed by the issuance of Regulation of the Minister of Health Number 9 of 2020 concerning Guidelines for Large-Scale Social Restrictions in the context of accelerating the handling of COVID-19, which was stipulated on March 31, 2020. By this policy, several regions in Indonesia then imposed PSBB and local governments do several things, namely school and work holidays, restrictions on religious activities, restrictions on activities in public places or facilities, restrictions on socio-cultural activities, restrictions on transportation, and restrictions on other activities related explicitly to defense and security aspects.

Previously or on February 29, 2020, the government had issued a policy that established a disaster emergency status that was valid for up to 91 days. The government has also made decisions, including travel restrictions, appeals to use masks, closing places that can lead to large crowds, and many other policies being pursued to deal with the Covid-19 virus. Based on the Decree of the Minister of Health of the Republic of Indonesia No. HK.01.07/MENKES/104/2020, it was stated that since February 4, 2020, it was determined that the coronavirus had become a disease that could cause outbreaks throughout Indonesia. One of the areas exposed to the Covid-19 virus is Banjar Regency, South Kalimantan.

Concerning Guidelines for Large-Scale Social Restrictions in the Context of Accelerating the Handling of Coronavirus Disease 2019 (Covid-19) in Banjar Regency. Based on the Banjar Regent Regulation Number 28 of 2020 concerning Amendments to the Banjar Regent's Regulation Number 26 of 2020. Which was ratified on May 18, 2020. The Banjar Regency Government has made efforts to make policies not to proliferate the spread of this virus. It is mandatory to stop work activities in the workplace/office, ensure the workplace is always clean and hygienic, wash hands with soap, provide vitamins to increase employee immunity. Also, carry out regular disinfection, check the temperature, must use masks, and many other policies to prevent the virus Covid-19 (Hanida, 2020).

The danger of this virus requires all parties to be aware of places where many people gather, including for the younger generation, such as high school (SMA), which is one of the places where the younger generation is vulnerable to coronavirus transmission. Because the school is often a gathering place for students. The Minister of Education and Culture has issued circular No. 3 of 2020 regarding the prevention of COVID-19 in education units. Then the policy number 36926/MPK.A/HK/2020 concerning Online Learning or distance learning was also issued so that educators are expected to present a fun learning process for students. Online Learning (Network or Distance Learning is an education system with the characteristics of open, independent learning, learning by utilizing technology, information and communication (Prawiyogi et al., 2020). Government policies, especially the Minister of Education and Culture, need to be implemented or often known with the term implemented. Policy implementation is a crucial stage in the policy process, and it is necessary to realize that policy programs must be implemented in order to have an impact and achieve the desired goals

In Banjar Regency, the Banjar Regency Education Office (Disdik) uses a system in the network (online) and outside network (offline) in carrying out the teaching and learning process to students. These two systems call the Head of the Banjar Regency Education Office Maidi Armansyah "adjusting the conditions of the place and the ability of students to receive lessons." (Banjar.net Koran) For learning at school and offline, prepare first facilities and infrastructure, check school readiness. Ask parents and local authorities for approval. Because there are areas declared red zones, there are formidable villages. Coordinate schools and villages. We are also still reviewing the permit from the Task Force (Koranbanjar.net 2021).

Based on this fact, Banjar Regency has not fully implemented the policy of the Minister of Education and Culture on Distance Learning, so it is interesting to examine some of the obstacles to its implementation, including in the context of the economic conditions of the community, or if using the explanation of the head of the service is "adjusting the conditions of the place and the ability of students receive lessons." For this reason, it is essential to do this research, especially in high school (SMA), where many students already have a means of communication in the form of mobile phones. The purpose of this study is to find a model for implementing policies owned by the Education Office in Banjar Regency based on the results of the analysis of this institution that is by the economic conditions of the people in Banjar Regency. In addition, this study also projects a description of the findings on the implementation of distance learning policies in terms of communication, sources, trends, and implementing bureaucracy.

The urgency of this research is significant to be proposed and carried out. The results of this study can be used as input and contribution of ideas for economic conditions and the implementation of Distance Learning Policies in the era of the Covid-19 pandemic in Banjar Regency. They can be used as reference material for other researchers in the Regional Government and Regional Autonomy regarding the implementation of government policies in a pandemic condition. The results of this study can be applied to several disciplines, namely Government Science, which includes government policy. In addition, the results of this study also contribute to other disciplines related to socio-politics, such as economics which is relevant to economic conditions and social changes due to the implementation of health protocol policies as an effort to prevent and control Coronavirus Disease 2019.

Innovations targeted at This research are to contribute ideas, constructive criticism, and synthesis of government science in the enrichment of public policy science, especially regarding policy implementation according to the latest developments and conditions of information technology development, especially the Covid-19 pandemic era. In addition, research innovations are also described in the submission of criticisms and suggestions, especially for the development of education in Banjar Regency. This research was also raised to respond to the dynamics of implementing government policies on the application of discipline and law enforcement of health protocols by the government and the community themselves. Thus, it is hoped that it can provide a new philosophical perspective in government policies, especially related to distance learning, with the application of health protocol policies to prevent and control the 2019 Coronavirus Disease. Stakeholders and actors engaged in related sectors are also expected to overcome various obstacles and constraints based on the paradigm of justice and sustainability of the implementation of health protocol policies to prevent and control the 2019 Coronavirus Disease. The final innovation from these analyses is that at the end of the study, a unique and unique policy implementation model can be formulated for people who have economic conditions, such as in the people of Banjar district.

2. METHOD

This study uses a Qualitative Research approach, namely research that seeks to understand and present the phenomena around teaching and learning activities at senior high schools in Banjar Regency, which are selected based on each school's public and private categories. This study seeks to understand the phenomenon of distance learning (online-in-network) from the participants' perspective through involvement in the lives of the actors involved in the learning.

The type of research used is a type of descriptive research intended to provide a clear picture of the problems studied. Interpreting and explaining the data systematically, intended to provide a clear picture of the problems studied, namely the Implementation of Government Policies in Preventing Covid-19 at High School 2 Martapura and Darul Hijrah Cindai Alus High School, Banjar Regency. The research location is the place where the research is conducted. Determining the research location is a critical stage in a study because establishing the research location means that the object and purpose have been determined, making it easier for researchers to conduct research. This research was conducted at SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency, South Kalimantan. The state-of-the-art research is a study of Economic Conditions and the Implementation of Distance Learning Policies in the Era of the Covid-19 Pandemic in Banjar Regency, which is still a new and very contemporary issue. Corona Virus Disease 2019 is spreading very quickly and has spread to almost all countries, including Indonesia. The Indonesian government enforces a policy in the form of implementing health protocols to prevent and control the 2019 Coronavirus Disease. The issue of how local governments explicitly make policy adjustments is quite interesting to study further because there is a regional autonomy practice in which the Central Government and Regional Governments play a role. This is important in efforts to prevent and control Coronavirus Disease 2019, and also because of the role of the community in determining whether a policy can be implemented correctly or not. The discussion section in this sub-chapter is also equipped with a research roadmap.

3. FINDINGS AND DISCUSSION

This year's Covid-19 pandemic has also affected learning activities in Indonesia. Teaching and learning activities that were previously carried out face-to-face are now conducted online. Online learning is also mentioned in the Circular Letter (SE) of the Minister of Education and Culture (Mendikbud) Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19. During this pandemic, learning at school is diverted by learning from home or distance learning. Distance learning is not a foreign thing in the concept of online education (e-learning). However, it received special attention when the method had to be applied at every level of education (Hidayah, 2020). Because PJJ was carried out simultaneously, this was a new thing for the world of Indonesian education. The government encourages all students to study at home with parental supervision. Students carry out teaching and learning activities using methods that their respective schools have made. Usually, activities that refer to children's behavior, attitudes, and morals must be reported by parents every day through videos or photos (Contesta, 2020).

Because learning is carried out in the era of the Covid-19 pandemic, the learning design must be chosen based on knowledge, materials, learning objectives, and the characteristics of the organization where learning occurs (Kusumaningsih, 2019). Improving the quality of education through interactive devices or media is the right step to enrich education by implementing technology to support the learning process (Alaby, 2020; Septantiningtyas, 2018). One of the systems that emerged from the development of technology and communication in education is Distance Learning (PJJ). In Distance Learning (PJJ) in the Covid-19 pandemic era, learning activities are carried out through two methods: e-learning and blended learning. E-learning or electronic learning is carried out by utilizing the Internet and electronic facilities as learning media in learning activities (Hadi, 2015). E-learning is carried out using online applications as the leading learning media. In Distance Learning (PJJ), applications often used include Google Classroom, Zoom, Edmodo, Google Meet, and other learning media (Mamluah & Maulidi, 2021).

Some education observers argue that distance learning (PJJ) has many obstacles, one of which is the lack of teacher and student technology (Susanto, 2020). Many educators complain that the availability of technology is minimal and the lack of internet networks in some areas. In a situation like this, many parties feel confused. Teachers and lecturers must quickly change the learning model and teaching and learning activities. Students are also confused by the pile of tasks while studying at home. Besides that, parents feel stressed when they have to accompany their children who are carrying out online learning and having to think about it every day for the sake of survival amid this pandemic (Arifa, 2020). Learning is assessed as ineffective if some schools do not provide a platform that can be used when learning online. For example, other obstacles, assignments are given to students, may be delayed or not on time due to a lack of knowledge between students and teachers. At the same time, online learning should encourage students to be creative and hone their insights by accessing as many sources of knowledge as possible (Mamluah & Maulidi, 2021).

Distance learning can be the most appropriate choice during the Covid-19 pandemic because education must continue. Schools have implemented distance learning because in addition to reducing the spread of the virus, learning must continue to be carried out so that students can still get subject matter during the pandemic. SMA 2 Martapura and SMA Darul Hijrah Banjar Regency use distance learning. Teachers use applications to support the distance learning process. (Krismadika, 2020).

Based on the researchers' findings, it was found that the planning of distance learning activities was used to deal with learning during the ongoing covid-19 pandemic. Learning must still be done because every student has the right to receive learning materials properly when studying at school. Distance learning is also an alternative way to carry out educational activities. Syarifudin (2020: 32) stated that learning must continue, even though there was a global pandemic disaster that made the government implement social distancing in the world of education. The most appropriate solution is to use online learning. Distance learning requires a plan for the implementation process due to the covid-19 pandemic where learning usually done at school is now done online.

Online teaching and learning process. One of them is the availability of facilities. What needs to be prepared to carry out distance learning activities is hardware in the form of a cellphone or laptop and an internet quota that can support the process of distance learning activities so that the process can run well and optimally. This is following the research of Purwanto et al. (2020: 5) which states that facilities are critical to support the smooth teaching and learning process, for online learning at home, the facilities should have been prepared, such as laptops, computers or mobile phones which can later make it easier for students to listen. Based on the statement above, it can be concluded that distance learning activities are considered to run optimally if the facilities are adequate and available. Distance learning at SMA 2 Martapura and SMA Darul

Hijrah Banjar Regency can be carried out because every student's family has a device that can support PJJ activities.

The strategy that has been used in distance learning, the teacher, uses an approach by personally communicating with students and collaborating with parents in conditioning while studying. This is partly according to research conducted by Pratiwi (2020:38-39), which states that during Distance learning, the teacher communicates personally with students to ensure that they can understand the material delivered and submit assignments on time and provide feedback on the subject matter. Communication with parents is carried out to inform the material and assignments submitted to students (Krismadika, 2020).

The results of the study found several problems that occurred in the field, including (a) the use of learning media was not optimal, (b) many students felt bored with online learning activities, (c) students' financial conditions and internet connections were different, (d) students who lack discipline in learning activities. The above are related to each other. For example, different financial conditions will affect the need for an internet quota for learning activities. When using learning media applications that require a lot of internet quota, not all students can participate in online learning. Different internet connection conditions also hinder learning activities, considering that students at SMA 2 Martapura and SMA Darul Hijrah Banjar Regency come from various regions, and not all regions have strong internet connection strength conditions. This will also cause the use of learning media to be less than optimal. These obstacles will create new problems. Namely, many students will be bored with online learning and affect the level of student discipline. Therefore, in order to implement effective Distance Learning (PJJ) activities, SMA 2 Martapura and SMA Darul Hijrah Banjar Regency issued the following policies:

A.   Implementation
The weekly learning schedule for SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency, implemented the learning schedule in the following ways: every week. This is intended to maintain the effectiveness of learning activities. The schedule that changes every week prevents students from getting bored. Of course, schedule changes are not merely done carelessly. They were learning that scheduling limits the number of subjects per day. All aspects related to learning planning, learning activities, and assessment of learning outcomes are adjusted to the emergency conditions that exist and are felt by each madrasah education unit. Considering that the emergency conditions of each region and madrasa are different, the implementation of the emergency curriculum for each academic unit can vary according to the conditions and needs of each (Mulyana et al., 2020). This is so that students are not too burdened with learning in the era of the Covid-19 pandemic. For regular classes, all learning activities are carried out online. Assignments per subject at SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency are also carried out in a day with a time limit for collecting assignments. Students can remain disciplined about the schedule made per week even though learning is carried out online (Panditun et al., 2020).

B.   Application of the Whatsapp Application as the Main Learning Media.
Today, we have entered the industrial era 4.0, marked by changes in digital technology that are increasingly advanced and increasingly sophisticated. The sophistication of today's digital technology can be felt by all levels of society in Indonesia, including children. The presence of today's technological sophistication, which all levels of society can easily access through gadgets, cannot be denied or avoided. Moreover, the sophistication of the technology provides a positive value and provides various conveniences in several ways to the community. In education, for example, technological sophistication with ease of access to the Internet has society become easier to access the information and knowledge they need to know (Mulyana et al., 2020)

In fact, with the device, distances are also no longer a hindrance for someone to get knowledge and lessons with lecturers or instructors remotely. Not only that, the sophistication of digital technology and easy internet access today can make children learn languages and be creative through gadgets without the need to bring a language or creativity course teacher to their home. Children then experienced a similar condition during the COVID-19 pandemic who then had to undergo distance learning, which was mostly done online by utilizing technological sophistication (Mulyana et al., 2020)

As a commonly used medium, the WhatsApp application was chosen as a learning medium major in SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency. This is because it is easy to use, has fast internet

access, and requires a little internet connection. In addition to the above, the condition of students is also the primary benchmark for the use of this application. This is due to parents' various economic conditions and the Distance from students' homes, which are different, so that it will cause difficulties for quotas and internet access. This application is also used as an intermediary to use other applications as media and student learning resources, namely by sending links to students. The role of the homeroom teacher as a learning assistant for the students of SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency, the homeroom teacher has an essential role for students both school activities, administrative activities to learning activities. In student learning activities in the Covid-19 pandemic era, the homeroom teacher has a role as a supervisor. This means that the homeroom teacher has the power to control the students fully. At SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency, the homeroom teacher has a WhatsApp group with sheltered students. In learning, all assignments, materials, or links to sources and learning media from subject teachers must be sent to the homeroom teacher first and then forwarded to students. The results of student assignments are sent based on learning instructions from each subject teacher, some are sent directly to the subject teacher, and some are sent through the homeroom first. The homeroom teacher also plays a role in making attendance to their students every day to check student learning activities. Thus it can be said that to create effective learning, it is necessary to have cooperation between subject teachers and homeroom teachers (Panditun et al., 2020).

C. Subject teachers of various learning resources and homeroom teachers act as companions for student learning activities.

After the Minister of Education and Culture issued a decree for online implementation, simultaneously schools in Indonesia carried out the PJJ. However, schools usually have policies or regulations to regulate education during PJJ. This policy also ensures that every student receives education during this pandemic (Hidayah, 2019). However, after a recommendation from the government to organize online learning (PJJ), some schools did not make rules/regulations related to the technical implementation of the learning. They are only guided by government regulations that do not reach technical rules, so many teachers are confused about the technicalities of distance learning itself.

The Blended Learning Method for the Superior Class Program of SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency also has majors or main study programs, namely Mathematics and Natural Sciences, Social Sciences, and Language and Culture. During this Covid-19 pandemic, learning activities for the Superior Class Program are carried out using the blended learning method. Featured class programs are carried out online and offline. Offline activities are carried out face to face once a week according to the learning schedule that the school has issued. This face-to-face activity is carried out by complying with strict health protocols, namely using masks, checking body temperature, keeping a distance, and washing hands with soap before and after learning activities (Panditun et al., 2020).

From the results of the study, there were many obstacles faced by schools, in particular, teachers of SMA 2 Martapura and SMA Darul Hijrah Banjar Regency in carrying outdistance learning, including:

1.   Some parents of students could not accompany their children when the PJJ took place. And not a few of them do not have the tools in implementing PJJ

2.   Lack of cooperation between parents and students. Some parents of students think that PJJ is just a school formality for the government. Therefore their children's tasks are carried out by parents themselves without involving their children. This is an obstacle because it can hinder the development of their children's abilities.

3.   Late delivery of materials and assignments, and delays in collecting assignments, even though the time allotted is very much. Many students consider trivial things in collecting assignments. Therefore, students often reason when asked about assignments that are not submitted.

4.   Different levels of student understanding. Some students at SMA 2 Martapura and SMA Darul Hijrah Banjar Regency are still not fully proficient in KALISTUNG (reading, writing, and counting). Finally, the teachers were overwhelmed in carrying out the PJJ, explaining the material online, and giving assignments.

5.   In planning distance learning, there are problems in synchronizing school PJJ activities with parents, and not all children have their gadgets. (Mamluah & Maulidi, 2020).

Based on the opinion above, it can be concluded that distance learning to run optimally requires support and supervision from the parents so that the student learning process is constantly monitored and supervised. With the help of coordination and supervision from parents, this can help the PJJ planning process be more optimal. In addition, this statement is partly by Dewi's research (2020:58) which states that with the Covid-19 pandemic, learning activities that were previously carried out in schools are now learning

at home online. Online learning is adjusted to the conditions of each school's ability. Every teacher works from home by communicating with parents, using video calls or photos of children while studying at home to show the interaction between teachers and parents. The relationship between teachers and parents has good communication.

4. CONCLUSION

From the research above, it can be concluded that the Covid-19 pandemic has greatly affected activities in various fields of life, be it social, political, economic, to education. In education, the government has given directions for all educational institutions in Indonesia to implement Distance Learning (PJJ). Based on the results of the research that has been carried out, several problems can be found in the field, including (a) the use of learning media is not optimal, (b) many students feel bored with online learning activities, (c) the financial conditions and internet connections of students are different. -different, and (d) many students are less disciplined in learning activities.

Some teachers at SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency, are still stuttering about other technologies besides cellphones or WhatsApp. So, this is a challenge for schools to improve the quality of educators by holding technology-based teacher seminars in which they teach about the use of teaching media such as google meet, google form and zoom, or other teaching media. From the data obtained, it is known that schools do not provide additional policies related to the technical implementation of PJJ. So PJJ there is still premature or not ready. This is what ultimately hinders PJJ for students and teachers.

Meanwhile, the condition of teachers at SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency, still needs to be improved in their technological knowledge. In order for the implementation of Distance Learning (PJJ) to be carried out effectively, SMA 2 Martapura and SMA Darul Hijrah Banjar Regency issued several policies, namely: (1) application of weekly learning schedules, (2) application of WhatsApp application as the primary learning media, (3) the role of the homeroom teacher as a student learning companion and (4) application of the blended learning program method for superior classes. Of course, these policies were issued for the effectiveness of learning activities at SMA 2 Martapura and SMA Darul Hijrah, Banjar Regency during the Covid-19 pandemic.

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