Analysis of Education Policy on the Implementation of Post-Covid-19 Distance Learning

Vina Oktiarina[1*]; Encep Syarifudin[2]; Suherman[3]

[1,3]*Education, Universitas Sultan Ageng Tirtayasa, Indonesia*
[2]*Manajemen Pendidikan Islam, UIN Sultan Maulana Hasanuddin Banten, Indonesia*
[1*]*Corresponding Email: 7782220015@untirta.ac.id, Phone Number: 0812 xxxx xxxx*

Abstract: Learning is a central aspect of the educational process essential in transferring knowledge and skills to individuals. However, when obstacles are caused by situations and conditions that do not allow direct/face-to-face learning in the classroom, then learning can be implemented online. Through the digital platform, teachers and students can connect virtually, cross the boundaries of distance and time, and utilize technology to learn. This research analyzes educational policies on implementing distance learning after Covid-19 to see the various problems faced. This research uses a qualitative method with a literature study approach. Data analysis will be carried out through selecting, comparing, combining, and sorting out various definitions, until relevant ones are found, and to overcome misinformation or avoid errors, inter-literature checking and re-reading of literature are carried out. The result of this research is that the implementation of distance learning is still faced with various obstacles. These constraints include limited social interaction between teachers and students, limited learning services that can be provided, the need for understanding the use of learning applications, internet-related constraints, and the economy. This research shows the need for efforts to overcome these obstacles so that distance learning can run more effectively and evenly.

Abstrak: Belajar merupakan aspek sentral dalam proses pendidikan yang memainkan peran penting dalam pemindahan pengetahuan dan keterampilan kepada individu. Namun ketika terjadi kendala yang disebabkan oleh situasi serta kondisi yang tidak memungkinkan diselenggarakannya pembelajaran secara langsung/tatap muka dikelas. Maka, pembelajaran dapat dilaksanakan secara online. Melalui platform digital, guru dan siswa dapat terhubung secara virtual, melintasi batasan jarak dan waktu, serta memanfaatkan teknologi sebagai sarana untuk melaksanakan pembelajaran. Adapun tujuan penelitian ini untuk menganalisa kebijakan pendidikan pada penerapan pembelajaran jarak jauh pasca Covid-19 untuk melihat berbagai kendala yang dihadapi dalam implementasinya. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kepustakaan, analisis data akan dilakukan melalui proses memilih, membandingkan, menggabungkan, memilah berbagai pengertian, hingga ditemukan yang relevan dan untuk mengatasi mis-informasi atau menghindari kesalahan maka dilakukan pengecekan antar pustaka dan membaca ulang pustaka. Hasil penelitian ini adalah bahwa pelaksanaan pembelajaran jarak jauh masih dihadapkan pada berbagai kendala. Kendala-kendala tersebut meliputi interaksi sosial terbatas antara guru dan siswa, terbatasnya layanan pembelajaran yang dapat diberikan, kurangnya pemahaman penggunaan aplikasi pembelajaran, kendala terkait internet, dan ekonomi. Penelitian ini menunjukkan perlunya upaya untuk mengatasi kendala-kendala tersebut agar pembelajaran jarak jauh dapat berjalan dengan lebih efektif dan merata.

A. Introduction

Education is a place to train, educate, shape, and create quality humans so that education can be used as a future investment that has value and is very important, which will determine the quality of a country in the future, especially for the nation's young generation. The holder of an essential role in achieving an increase in the quality of human resources is education. Significant changes in education occurred in early 2020 when the world of education began to experience a revolution. Learning is usually carried out in the classroom face-to-face, then inevitably, because of these conditions, must be changed to distance/online learning at all levels of education, even the university level. In order to prevent the spread of the 2019 coronavirus (Covid-19), several educational guidelines have been issued. In the Circular Letter of the Minister of Education and Culture Number 3 of 2020 concerning Covid-19 Prevention in Education Units with Number 36926/MPK.A/HK/2020 concerning Online Learning, teachers are required to be able to create a memorable and pleasant learning atmosphere in the classroom. At the university level, they also issued a circular letter with the exact provisions: implementing online lectures on campus.

The implementation of distance learning during the COVID-19 pandemic has created a variety of responses and changes in the learning system that can potentially affect the teaching-learning process and the development of students in responding to the material taught (Basar, 2021). Previously, learning was done face-to-face, with direct interaction between teachers and students. However, with distance learning, the interaction turns virtual through an online platform. This change can significantly affect the learning process. Direct interaction between teachers and students is limited, so students' communication and engagement in learning can be reduced. In addition, teaching style and material delivery also need to be adjusted to fit the distance learning format. Learners' level of development may also be affected. Distance learning requires more independence, good time management skills, and personal discipline in following the learning schedule. Learners also have to adapt to a different learning environment. They need to develop digital skills, an independent ability to understand the material, and overcome technical and motivational barriers to stay focused and engaged in distance learning. In this context, it is important for stakeholders, including teachers, parents, and policymakers, to understand the impact of these changes. Steps must be taken to ensure that learners have an optimal learning experience. This involves adjusting teaching methods, providing technical support, strengthening digital skills, and efforts to maintain student motivation and engagement in distance learning.

Of course, the implementation faces various obstacles, including network connections that are not always stable and reliable, especially in areas that are less accessible or have limited infrastructure. This problem can cause difficulties accessing online learning materials, interacting with teachers and classmates, and following the learning process effectively. In addition, students need more motivation in distance learning. Factors such as discomfort, lack of social interaction, or difficulty maintaining concentration in the home

environment can affect students' level of participation and engagement in learning. In facing these challenges, an important role is played by both Teachers and Lecturers. Therefore, continuous self-development for teachers and lecturers is mandatory. Teachers must continuously develop their skills and knowledge in using distance learning technology, creating an engaging and inclusive learning environment, and motivating students to participate actively.

Nevertheless, the role of the Government is also recognized as an essential factor in overcoming distance learning obstacles. The Government needs to formulate policies that support adequate technological infrastructure and strengthen human resources in education. This will help ensure that teachers have access to the necessary resources and can face the challenges of distance learning. Erlina & Rafid (2021) state that to overcome obstacles such as inadequate network connection problems and lack of student motivation in participating in distance learning. Continuous self-development for teachers and the role of the Government through policies in improving human resources are needed.

There are obstacles to student boredom in participating in online learning. Internal obstacles faced by students and college students, such as unfamiliarity with the online system. They need to be used to learning methods involving technology and often find adjusting difficult. A sense of awkwardness and lack of motivation make them even more bored, while external factors are faced, especially regarding the delivery of material by teachers or lecturers. Some students feel teachers or lecturers could be more varied in delivering the material, making the learning atmosphere dull and less attractive. With slight variation and minimal interaction, their enthusiasm for learning fades. To overcome this problem, several strategies can be prepared by teachers or lecturers. First, changes need to be made in online learning methods to make them more flexible. Teachers or lecturers must consider various learning approaches and techniques to enrich the classroom atmosphere, such as group discussions, collaborative projects, or interactive media. In addition, it is also necessary to make changes in learning materials by accommodating contextual issues relevant to the lives of students and college students. Teachers or lecturers can relate the material to real examples and actual situations so that students can see the relevance and importance of the material they are learning. Teachers or lecturers can expand the use of learning media by utilizing social networks. Through these platforms, teachers or lecturers can provide additional resources, facilitate discussions, and encourage interaction between students and college students. Thus, the learning process can become more dynamic and interactive. Herdiana, in her research, found several strategies that need to be prepared by lecturers in dealing with student boredom, namely changing online learning methods that are more flexible, changing learning materials by accommodating contextual issues, and expanding learning media by utilizing social networks (Herdiana et al., 2021).

Learning media supporting distance learning include WhatsApp Group, Zoom Meeting, etc. Susilo & Sofiarini mentioned that WhatsApp Group was chosen as a supporting media as an alternative to the distance learning system in higher education. WhatsApp Group has become a commonly used online medium for communication during

the pandemic and is now used in the context of distance learning. This decision was made because WhatsApp Group has exclusive features and is easily accessible, and has an affordable cost in terms of data package usage for distance learning. WhatsApp Group media is recommended in the current implementation of online learning. In conclusion, the online distance learning system must use the proper and convenient online media during this pandemic without reducing quality. WhatsApp is a solution for online learning in the midst of a pandemic (Susilo & Sofiarini, 2021). Meanwhile, Khasanah & Syarifah indicated that (1) using the Zoom application provides a new experience in implementing online learning. (2) students have an easy ability to operate various features in the Zoom application. (3) in the learning process, students are expected to use the Zoom application. (4) Zoom application is one of the e-learning platforms that can support the implementation of online learning. (5) the decision to use the Zoom application is based on approval from classmates. (6) students can also use the Zoom application to carry out online learning activities (Khasanah & Syarifah, 2021).

The implementation of a distance learning policy depends on several factors. First, the state must ensure strong/stable internet network connections, quota support, and digital learning device support and increase the number of digital devices, while minimizing access differences in various regions. A particular budget must be allocated to support the smooth running of this e-learning activity. Second, the learning process can only occur if teachers and students have online learning facilities such as computers, cell phones, and stable internet connections. Sari et al (2020) mentioned that the implementation of distance learning faces several significant obstacles. One is the need for adequate equipment, causing challenges in providing an optimal learning experience. In addition, poor internet connection is also an inhibiting factor, which makes it difficult for students and teachers to access materials and interact smoothly. In addition, the level of learning success achieved still needs to be higher and more effective. This indicates that further improvement is needed to overcome these constraints.

The good news is that recently there have been BOS funds that can be utilized to support the implementation of online learning. Anggreni (2021) mentioned that the Government has tried to assist in the form of internet quotas to students so that they can better access distance learning. In addition, the Government also provides policies for schools to use School Operational Assistance (BOS) funds to prepare health protocol facilities. Of course, this aims to ensure that schools have adequate facilities to maintain students' health during the pandemic, such as buying sanitation tools and masks and taking other preventive measures. These actions ensure that students can continue the teaching-learning process safely and stay connected to education despite the challenging pandemic. However, obstacles such as uneven internet network stability, inadequate supporting infrastructure, especially in remote areas, and other constraints are still exciting issues to be researched.

Education is a mandatory and essential activity for the country, so education must run well. Thus, the Government established several policies, including distance learning

and other policies, so Indonesia's education process can continue. However, various obstacles are faced in its implementation, such as the uneven stability of the Internet Network, Economic Constraints, Constraints on distance learning saturation, and so on. The problem mentioned above is interesting to study because it can directly impact the nation's future. This study aims to analyze education policy on the implementation of distance learning after Covid-19.

B. Method

This research uses qualitative research methods with literature studies. According to (Syaibani, 2012), a literature study is all efforts made by researchers to collect information relevant to the topic or problem to be researched. The information can be obtained from scientific books, research reports, scientific essays, theses and dissertations, regulations, decrees, yearbooks, encyclopedias, and other printed and electronic written sources.

The research was conducted from February to April 2023. The theoretical foundation was a guide to ensure the research focused on relevant facts. The descriptive method was used as the research approach. The systematized, accurate, and factual data based on facts and characteristics closely related to the phenomenon under study are the achievements to be achieved in this research. The focus of this research is on policy analysis. Duncan MacRae describes policy studies as a field of applied social science that prioritizes fact-based rational reasoning to provide explanations, assessments, and the generation of ideas in the context of efforts to overcome social problems (Suryadi & Tilaar, 2013). This research emphasizes analysis using human knowledge to analyze policies and find solutions to problems through a method or process.

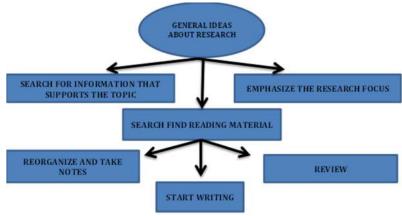The steps of library research (Zed, 2004) carried out in this study are:

Figure 1. Steps of Library Research Description

Based on Figure 1. above, the steps of library research are as follows :
- Have a general idea of the research topic.
- Search for information that supports the topic.
- write. Refine the research focus.
- Search for and locate necessary reading material and classify reading material.

- Read and make research notes.
- Review and enrich the reading material.
- Classify the reading material again and start.

Data sources in this study were obtained from relevant literature such as books and journals, which in detail include two books and six journals that contain information in accordance with the focus of the study. The data collection technique in this research is documentation, which is looking for data about things or variables in the form of notes, books, papers or articles, journals, and so on. or variables in the form of notes, books, papers or articles, journals, and so on (Arikunto, 2002). The research instruments in this study were a checklist for classifying research materials, a writing scheme/map, and a research note format.

The data analysis technique used in this research is the content analysis method. This analysis is used to obtain valid inferences and can be reexamined based on the context (Krippendoff, 1993). In this analysis, there will be a process of selecting, comparing, combining, and sorting out various understandings, until relevant ones are found (Sabarguna, 2005). To maintain the rigor of the review process and prevent and overcome misinformation (a human misunderstanding that can occur due to the shortcomings of the author of the literature), it is necessary to check between the literature and re-read the literature, and pay attention to the comments of the supervisor (Sutanto, 2005).

C. Result and Discussion

Result
Policy Analysis of Distance Learning and its Constraints

The administrative/political/policy system is the organization of daily life. In this system, there are administrators/Government in charge of maintaining the system and improving the welfare of society. These administrators are formed through elections or representation in a democratic system. The Government makes public policies to serve and manage the interests of society. However, not all public policies always benefit all segments of society. Sometimes the policies only benefit certain groups and harm other groups. Therefore, it is essential for the Government to distribute benefits and sufferings fairly (Wibawa, 1994).

According to Friedrich (in Handoyo, 2012), the policy is a series of actions individuals, groups, or governments take in a certain environment. These actions can create challenges and opportunities where the proposed policy can be utilized to achieve or realize certain goals and objectives.

Friedrich's view (Handoyo, 2012) states that the main idea of policy is related to a series of actions. As actions, policies aim to fulfill various aims and objectives, although it is difficult to see the aims and objectives behind government actions. Information about the direction of public policy can only be known through the government officials or agents involved.

Meanwhile, public policy decisions significantly influence and bind many people at

a strategic or outline level. Public authorities make these decisions. To be a decision that binds the public, public policy must be made by political authorities mandated by the public through the election process. The government bureaucracy in the state administration carries out the implementation of public policy. The main focus of public policy in modern countries is public services, which include various types of services in the form of goods and services that are the responsibility of and implemented by the state to improve the community's quality of life. Public policy is fixed and static, while public services are dynamic and can change over time (Handoyo, 2012). According to Abidin (Handoyo, 2012), four essential elements in policy help understand why the policy is needed. These elements are :

1. policy objectives
2. problems to be solved
3. demands or requests from related parties
4. impacts or results expected from the policy implementation.

After the Covid-19 pandemic entered Indonesia, which was then in mid-March 2020, to reduce the number of people suffering from Covid 19, the provincial and local governments produced policies in the world of education, namely temporarily eliminating face-to-face learning and replacing it with online learning at both school and university levels, realized in a system called electronic university (e-University) (Pujilestari, 2020).

In response to this, the Government, through the Ministry of Education and Culture, issued a Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning Guidelines for Distance Learning for Teachers during School closures and the Covid-19 Pandemic with the spirit of Merdeka Belajar. It is also strengthened by the issuance of Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in the Emergency Period of the Spread of Covid-19.

The purpose of the issuance of Circulars Nos. 4 and 15 is to ensure the fulfillment of students' rights to receive education services during the emergency period, protect education unit members from the adverse effects of Covid-19, prevent the spread and transmission of the virus in the education environment, and ensure psychosocial support for educators, students, and parents. In its implementation, the primary considerations are the safety and health of all parties involved in education, including learners, educators, school principals, and education unit members. Although learning from home is the primary option to break the chain of the spread of Covid-19, efforts are still being made to fulfill educational services according to existing conditions. Thus, Circular Letter Number 15 of 2020 provides essential directions in organizing learning from home during the Covid-19 emergency period by maintaining the safety and health of all parties involved while still fulfilling the educational rights of students (Kemendikbud, 2020).

Distance Learning

Learning is a process where students interact with educators and learning resources in a learning environment. The primary purpose of learning is to assist learners in gaining

knowledge and knowledge, mastering skills, forming attitudes and beliefs, and developing good character. In other words, learning is a process that aims to help students learn effectively (Suardi, 2018).

Learning has a significant role as the primary investment for every nation, especially for nations in the development stage that are actively advancing their country. Development can only be achieved by humans who have been prepared through the learning process, with the aim of achieving the essence of humanity as caliphs on earth. Learning development is inseparable from an educator's responsibility, which involves transforming his knowledge using existing teaching materials and paying attention to teaching methods that students can readily accept so that the desired expectations can achieve learning objectives. Therefore, regardless of the conditions experienced by a nation, be it in a crisis, war, or even a plague, learning should still be carried out by adapting to conditions and the environment.

Distance learning is a concept that has been introduced previously as a form of distance education. Initially, it started with written courses and later evolved into standard forms of higher education, such as the Open University. Since 1891, the University of Wisconsin in America has been a pioneer in distance education worldwide. Today, almost half of the approximately 3,900 higher education institutions in the United States offer distance education. Distance learning was established to meet the needs of individuals with busy work schedules, who live far from educational institutions, and who feel the opportunity cost of attending conventional classroom lectures. They must set aside several hours each day to attend classes, adjusting their study schedules, practicums, and other activities with their working hours. Therefore, various efforts are made to support the development of distance learning with better quality and services, optimizing the development of information and communication technology (Munir, 2009).

More than 91% of the world's student population has been affected by school closures due to the COVID-19 pandemic (UNESCO). Therefore, national education systems must ensure that all students have equal access to quality education during this unprecedented crisis. In connection with this, the Minister of Education and Culture Circular Letter Number 4 of 2020 concerning Distance Learning Guidelines was issued. Several essential points become the basis for implementing a learning system from home. Distance learning through the Circular of the Minister of Education and Culture Number 4 of 2020 provides a meaningful learning experience for students without giving a heavy burden to complete all curriculum achievements, such as grade promotion or graduation. This aims to ensure that students can still learn with focus without excessive pressure. In addition, the distance learning approach also focuses on developing life skills, including an understanding of the Covid-19 pandemic. This provides an opportunity for students to gain relevant and practical knowledge in dealing with the current situation in the world. Distance learning also provides a variety of learning activities and tasks that are tailored to the interests and conditions of each student. In addition, special attention is given to gaps in access and learning facilities from home so that all students have equal opportunities to

follow the learning process.

Furthermore, distance learning provides feedback on the evidence or products of learning activities from home. This qualitative feedback is helpful for teachers to see students' progress without being required to give quantitative scores or grades. It aims to appreciate students' learning process and help teachers provide more personalized and effective guidance. Thus, in the face of the pandemic, distance learning is a solution carried out simultaneously in Indonesia. The Government took this step to ensure the continuity of the learning process for all students amidst the uncertain situation and rapid changes due to the pandemic.

By implementing distance learning, the government and educational institutions seek to maintain learning continuity without compromising student health and safety. This decision was taken to protect students, teachers, and all education stakeholders from the risk of Covid-19 transmission in face-to-face learning.

Distance learning allows students to stay engaged in the learning process through digital platforms, such as video conferencing applications, online learning platforms, and online learning resources. This allows students to continue getting quality education without physically gathering in a classroom.

While the challenges faced in distance learning are considerable, the collaborative efforts of governments, educational institutions, teachers, students, and parents help bridge the gap and optimize the learning process. In this unusual situation, distance learning has become an effective tool to maintain educational continuity and ensure that students continue to have access to the knowledge and skills they need.

Distance Learning Constraints

In the reality of distance learning, several obstacles often interfere with the smoothness of the process. One of them is the problem of social interaction between teachers and students. In conventional classroom learning, face-to-face interaction between teachers and students facilitates understanding and emotional connection. However, such interaction can be limited or less intensive in distance learning, resulting in a lack of warmth and personal engagement between teachers and students.

In addition, economic constraints are also one of the factors that affect distance learning. Financially underprivileged learners often face limited access to necessary technological devices, such as laptops or stable internet connections. This can make it difficult for them to follow online learning consistently or access the learning materials provided. In this regard, (Abidin et al., 2020) revealed that several barriers interfere with distance learning, namely the problem of social interaction between teachers and students and the economy of learners who need to be prepared. (Fikri et al., 2021) Mentioned that several obstacles are often faced in implementing distance learning, including limited learning services provided, lack of understanding of the use of learning applications, and internet constraints.

First, limited learning services are one of the obstacles faced by learners. Not all

learners have full access to the necessary learning resources, such as textbooks, complete learning materials, or adequate technological devices. This constraint can affect learners' ability to participate in learning optimally and equitably.

Secondly, the need for more understanding of the use of learning applications is also an obstacle in distance learning. Various learning applications and platforms are available, but not all learners and educators have sufficient understanding of using them. This can cause difficulties accessing learning materials, interacting with educators and classmates, and utilizing the learning features provided.

Third, internet constraints are a common problem faced in distance learning. Not all learners have stable and affordable access to an adequate internet connection. Limited internet access can prevent learners from accessing learning content, participating in online classes interactively, or sending and receiving assignments promptly. This can affect the quality of learning and equitable access to education.

Discussion

The stages of policy formulation, according to (Sitepu et al., 2021) can be described as follows: examining phenomena or conditions that occur in the field of education, namely that it is found that in the process of teaching activities, there is often a misalignment between policies and learning according to the provisions, and some even think that the risk or responsibility of teachers/educators in implementing online learning is much easier when compared to direct learning. This aligns with the research results (Semradova & Hubackova, 2016). In addition, many obstacles occurred when learning in Indonesia was transferred to online learning during the COVID-19 outbreak, including a need for more resources, staff, equipment, and personnel and limited educational technology. In addition, teachers' qualifications and abilities were inadequate (Akbulut et al., 2016) and (Sinaga, 2017). This is because using the internet is accompanied by several obstacles and technical problems, such as server down or network connections hampering learning success (Akib et al., 2022). Another thing found is the use of technology with less use value and benefits if it is only used as a substitute for tasks that previously used paper or handwriting (Yengin, 2014). In this distance/online learning, the issue of teacher creation and innovation when presenting material through learning media is also very much needed as one of the components that affect student interest and enthusiasm in learning (Simbolon, 2014). Although educators can use learning media such as powerpoints, hyperlinks, video tutorials, compact disks (CDs), and CAI-based interactive multimedia in the learning process, another problem is present, namely the difficulty in accepting learning concepts and materials students because, without direct interaction, the learning process is less memorable (Abdi et al., 2017).

In this case, the choice of new policies is first, establishing several new policies and increasing a healthy lifestyle. When the spread of Covid-19 occurred, the Government appealed to the public to pay more attention and change their lifestyle. Several parties also conveyed the same regarding applying a healthy lifestyle by wearing a mask when leaving

the house, washing hands frequently, and drinking lots of vitamins so that it is prepared if Covid 19 ends quickly, then it can do face to face. Secondly, schools and colleges are urged to organize two-week homeschooling because many schools and colleges still need to implement distance learning model regulations. Network applications and other applications. Some universities or colleges already have elearning websites, so studying at home or with distance learning is expected. With the establishment of distance learning, it is considered the most effective and efficient step in certain conditions. Many universities, colleges, and schools are creating and rolling out distance learning through learning websites post Covid-19.

Evaluating policy options, Alternative actions are evaluated according to desirability, affordability, and feasibility. In the desired aspect, students prefer face-to-face learning, but the policy does not allow it. For distance learning policies for universities that are ready, they can adjust to their school policies. The aspect of affordability and the Covid 19 outbreak makes it challenging to do face-to-face in addition to policies that regulate the dangers of Covid disease, which is easily transmitted. The feasibility aspect is that distance learning is more feasible.

Making decisions about education. As for schools and campuses, they do according to the direction of the Government because they follow the regulations regarding the Covid 19 outbreak. In this case, educational institutions begin to use existing distance learning systems such as WhatsApp groups, zoom meetings, Google Meet, and other systems on the campus website.

Planning policy implementation. The strategy used is distance learning as a practical step in certain conditions. Post Covid-19, most universities and schools will prepare and organize distance learning through e-learning websites. There are many conveniences, especially for lecturers and students who cannot attend lectures in person but can still be done through online learning through e-learning.

Analyzing the results of policy implementation. The criteria used for each stage of the policy review process are practically the same as for the policy impact evaluation. The evaluation process considers the effects of policy implementation, whether these effects meet expectations, and whether or not changes may be required. In planning made in the form of analysis and implementation, activities aimed at achieving improvement in the quality of human resources in the region within a limited area are carried out by actively cooperating in the process of regional processes that require support system development guided by a strategic development plan. Actively cooperating in developing human resources safely given the constraints of the situation and conditions, then identifying whether distance learning can be an alternative/solution in the structure of educated, qualified, and trained human resources. The aim is to develop and realize regional development quickly and efficiently so that the process will sustainably occur. One of the performance components in the analysis that hinders the implementation of education is the need for a greater understanding of organizing distance / online learning in the community, which is a quick and appropriate solution within the framework of the

educational empowerment process. Education in their environment. It takes high awareness and understanding. The ability to apply pedagogical techniques indicates implementing personnel who can carry out a basic understanding of organizing activities in general and broadly, with basic rules and mechanisms as a basis for doing work. For trained personnel, it is necessary to improve the competence of specific skills related to the development process in line with applicable requirements in the field of development, depending on the application needs of the use of the techniques to be carried out. As part of skills maturity and resource readiness, the need for skilled personnel who demonstrate readiness during the implementation of development activities can be assessed and monitored. The process of creating distance learning activities will be organized by universities according to the demands of their respective regions based on these needs. Undoubtedly, each government sector will have different needs. This results in the obstruction of the overall development of distance earning because the preparation and preparation of teaching staff and the implementation mechanism still need to meet the standard of implementation capacity due to the teaching model, which is still very difficult. At the same time, the structure is centralized, and the application of technology needs to be improved. The development model accelerates the process of education delivery. The lack of standardization in the education mechanism results in a lack of standardized planning for education delivery. It requires special education to thoroughly, carefully, and methodically carry out distance technical education.

Determining the next policy cycle. As for the conventional education process, one of which is in an educational institution called a school with Covid-19 social restrictions, the learning process has finally shifted to technology-based student accommodation. Momentum is very rare during the Covid-19 outbreak, and student learning activities will receive full assistance from their parents, who may also be their parents are workers. In this case, the momentum is being built. In essence, parents will once again fulfill their fundamental obligations as the primary educator and be responsible for the care of their children. In the past, many parents were worried about the difficulties associated with work, so they handed over full authority over their children's education to schools. Then, due to the impact of Covid-19, parents have the opportunity to contribute directly and actively to their children's education at home. The spread of the Covid-19 outbreak has had a significant social impact on every sector in Indonesia, both in the social, economic, and political fields and educational institutions, calling for individual worship and prohibiting public gatherings. In addition to government policy provisions, the community is also committed to changing people's behavior patterns for the better, and Covid-19 has made people's behavior change, especially the Indonesian people. Some patterns of human behavior will change in the future. Not long. after the end of the Covid-19 outbreak, this changed various policies in educational institutions.

D. Conclusion

This research reveals that the policy system is essential in everyday life. The Government must make fair public policies that benefit all segments of society. However, not all policies always benefit all parties, so there is a need for a fair distribution of benefits and suffering. Public policy is a series of actions individuals, groups, or governments take in a particular environment. These public policies must bind many people and are made by political authorities mandated by the public through the election process. During the Covid-19 pandemic, the Government issued a policy on distance learning to fulfill learners' educational rights and protect education unit citizens from the adverse effects of Covid-19. The safety and health of all parties involved are the primary considerations in the implementation of the policy.

Learning is a process in which students interact with educators and learning resources in a learning environment. The goal is to assist learners in acquiring knowledge, skills, attitudes, and good character. Learning has an important role as a significant investment in the development of a nation. Distance learning is an important form of education in the modern context with information and communication technology support. The COVID-19 pandemic has affected more than 91% of the world's student population, making distance learning a solution to ensure educational continuity. Circular Letter of the Minister of Education and Culture No. 4/2020 provides guidelines for implementing meaningful distance learning, paying attention to access gaps, and providing qualitative feedback. Distance learning allows students to remain engaged in the learning process through digital platforms, maintaining learning continuity without compromising health and safety. Despite the challenges, the collaborative efforts of governments, educational institutions, teachers, students, and parents help optimize the distance learning process and maintain access to the knowledge and skills needed. Distance learning is an effective tool for maintaining educational continuity in this unusual situation.

In distance learning, several obstacles interfere with the smooth running of the process. The issue of social interaction between teachers and students is one of the obstacles, resulting in a lack of warmth and personal involvement between the two. Economic constraints also affect distance learning, especially regarding the accessibility of technological devices needed. Other constraints include the limited learning services provided, the need for understanding of using learning applications, and internet constraints. Limited learning resources, lack of understanding in using applications, and limited internet access can affect learners' ability to participate in learning optimally and equally. Overcoming these barriers requires collaborative efforts from the Government, educational institutions, teachers, and parents to provide learners with adequate resources, training in the use of apps, and internet access. This is important to ensure smooth and equitable access to distance learning.

Fair public policies, the safety of all parties, collaboration, and adequate access are vital in ensuring smooth and equitable distance learning. It is recommended to increase social interaction between teachers and students through online platforms, provide

financial assistance or subsidize technology devices to underprivileged learners, provide complete and easily accessible learning resources, provide training on the use of learning applications to learners and educators, and expand affordable and stable internet access for all learners.

References

Abdi, M., Bachtiar, G., & Daryati, D. (2017). Penggunaan Multimedia Interaktif Berbasis Computer Assisted Instruction (CAI) pada Topik Pembahasan Baja Sebagai Bahan Bangunan. *Jurnal Pensil: Pendidikan Teknik Sipil*, *6*(2), 83-91. https://doi.org/10.21009/jpensil.v6i2.7243.

Abidin, Z., Hudaya, A., & Anjani, D. (2020). Efektivitas Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19. *Research and Development Journal of Education*, *1*(1), 131-146. https://doi.org/10.30998/rdje.v1i1.7659.

Akbulut, Y., Dursun, Ö. Ö., Dönmez, O., & Şahin, Y. L. (2016). In Search of A Measure to Investigate Cyberloafing in Educational Settings. *Computers in Human Behavior*, *55*, 616-625. https://doi.org/10.1016/j.chb.2015.11.002.

Akib, T., Syamsuadi, A., & Dharma, S. (2022). Pengaruh Pelaksanaan Pembelajaran Daring terhadap Kemandirian Belajar Siswa Sekolah Dasar. *Khazanah Pendidikan*, *16*(2), 104-110. https://doi.org/10.30595/jkp.v16i2.14068.

Anggreni, N. M. (2021). Proses Pelaksanaan Pembelajaran dalam Meningkatkan Kualitas Pendidikan di Era New Normal. *Tampung Penyang*, *19*(2), 102-118. https://doi.org/10.33363/tampung-penyang.v19i2.729.

Arikunto, S. (2002). *Prosedur Penelitian suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

Basar, A. M. . (2021). Problematika Pembelajaran Jarak Jauh pada Masa Pandemi Covid-19 : (Studi Kasus di SMPIT Nurul Fajri – Cikarang Barat – Bekasi). *Edunesia: Jurnal Ilmiah Pendidikan*, *2*(1), 208–218. https://doi.org/10.51276/edu.v2i1.112.

Erlina, I. A. H. ., & Rafid, R. . (2021). Teacher Strategies in the Implementation of Distance Learning During the Covid-19 Pandemic. *Edunesia: Jurnal Ilmiah Pendidikan*, *2*(1), 178–188. https://doi.org/10.51276/edu.v2i1.99.

Fikri, M., Faizah, N., Elian, S. A., Rahmani, R., Ananda, M. Z., & Suryanda, A. (2021). Kendala dalam Pembelajaran Jarak Jauh di Masa Pandemi Covid-19: Sebuah Kajian Kritis. *Jurnal Education and Development*, *9*(1), 145-145. https://doi.org/10.37081/ed.v9i1.2290.

Handoyo, E. (2012). *Kebijakan Publik*. Semarang: Widya Karya.

Herdiana, D. ., Rudiana, R. ., & Supriatna, S. (2021). Kejenuhan Mahasiswa dalam Mengikuti Perkuliahan Daring dan Strategi Penanggulangannya. *Edunesia: Jurnal Ilmiah Pendidikan*, *2*(1), 293–307. https://doi.org/10.51276/edu.v2i1.1.

Kemendikbud. (2020). P*edoman Penyelenggaraan Belajar dari Rumah*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Khasanah, S. U., & Syarifah, A. . (2021). Persepsi Mahasiswa Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya terhadap Pembelajaran Daring via Zoom pada Masa Pandemi Covid-19. *Edunesia: Jurnal Ilmiah Pendidikan*, *2*(1), 23–33. https://doi.org/10.51276/edu.v2i1.70.

Krippendoff, K. (1993). *Analisis Isi: Pengantar Teori dan Metodologi*. Jakarta: Citra Niaga Rajawali Press.

Munir. (2009). *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi Komunikasi*. Bandung: Alfabeta.

Pujilestari, Y. (2020). Dampak Positif Pembelajaran Online dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19. *Adalah*, *4*(1), 49-56.

Sari, W., Rifki, A. M., & Karmila, M. (2020). Analisis Kebijakan Pendidikan Terkait Implementasi Pembelajaran Jarak Jauh pada Masa Darurat Covid 19. *Jurnal Mappesona*, *3*(2). https://doi.org/10.30863/mappesona.v3i2.830.

Semradova, I., & Hubackova, S. (2016). Teacher Responsibility in Distance Education. *Procedia-Social and Behavioral Sciences*, *217*, 544-550. https://doi.org/10.1016/j.sbspro.2016.02.042.

Simbolon, N. (2014). Faktor-faktor yang mempengaruhi minat belajar peserta didik. *Elementary School Journal Pgsd Fip Unimed*, *1*(2), 14-19. https://doi.org/10.24114/esjpgsd.v1i2.1323.

Sinaga, A. M. J. (2017). *Pengaruh Penerapan Model Pembelajaran Kooperatif Course Review Horay Berbantuan Macromedia Flash terhadap Hasil Belajar Siswa Sekolah Menengah Atas Swasta Lkmd Sukaramai Kabupaten Kampar*. Undergraduate Thesis. Riau: Universitas Islam Negeri Sulthan Syarif Kasim Riau.

Sitepu, F. R., Sitepu, D. S., & Simanjuntak, E. E. (2021). Implementasi Pembelajaran Daring terhadap Kemandirian Belajar Selama Pembelajaran Jarak Jauh Dimasa Pandemi Covid-19. In *Prosiding Seminar Nasional PBSI-IV Tahun 2021 Tema: Pembelajaran Bahasa dan Sastra Indonesia Berbasis Digital Guna Mendukung Implementasi Merdeka Belajar* (pp. 209-216). FBS Unimed Press.

Suardi, M. (2018). *Belajar & Pembelajaran*. Deepublish.

Suryadi, A., & Tilaar, H. A. R. (2013). *Analisis Kebijakan Pendidikan Suatu, Pengantar*. Bandung: PT. Remaja Roesda Karya.

Susilo, A., & Sofiarini, A. . (2021). Use of WhatsApp Group as Learning Media in Higher Education During the Covid-19 Pandemic. *Edunesia: Jurnal Ilmiah Pendidikan*, 2(2), 400–410. https://doi.org/10.51276/edu.v2i2.139.

Sutanto, L. (2005). *Teori Konseling dan Psikoterapi Perdamaian*. Universitas Negeri Malang.

Syaibani, R. (2012). *Studi Kepustakaan*. Medan: Universitas Sumatera Utara.

Wibawa, S. (1994). *Kebijakan Publik: Proses dan Analisis*. Jakarta: Intermedia.

Yengin, I. (2014, September). Using Educational Technology to Create Effective Learning Societies in 21st Century. In *2014 Information Technology Based Higher Education and Training (ITHET)* (pp. 1-7). IEEE.

Zed, M. (2004). *Metode Penelitian Kepustakaan*. Jakarta: Yayasan Obor Indonesia.