Critical Study of Implementation of Distance Education Policy During a Pandemic

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ABSTRACT

The convergence of technology as a learning media requires educators and learners to overwhelm online learning technology. This study intended to analyze the exact constraints of online learning systems during a pandemic in the Faculty of Social and Political Sciences, Cenderawasih University. This sort of research was descriptive in a qualitative approach. Sources of data came from interviews, observations, and literature studies. Data analysis ran through the stages of reduction, presentation, and verification of data. The legality of the data was experimented using triangulation. The result showed that there were three core elements which had been excluded by the existence of new media during the Covid-19 pandemic. First, the disposition of companies was based on audiovisual technology to accumulate profits as like subscription system of the Zoom Application. Second, the fading of the actuality of lecturer-student synergies only exist in conventional (face-to-face) learning. Third, the inflammation of humanist education which is summarized by independent learning.

INTRODUCTION

The implementation of an online learning system is one of the Ministry of Education's rapid responses as an attempt to prevent the spread of the Corona Virus Disease 2019 (Covid-19) pandemic in educational institutions like universities. Concurrently, the higher education institution performs a distance learning. Virtual media gives a new hope in a pandemic period for the continuation of education in the country. Virtual media as a generator keeps the learning process running at a distance. Digitalization inevitably includes dynamic learning hours based on the consensus between lecturers and students that have rehabilitated previous education system.

The presence of physical limitations makes digital devices connected to the internet that become the main field of the learning process (Daulay et al., 2020). The usage of virtual media in the education system is blocked by the diverse characteristics of higher education facilities and infrastructure. This polemic directed to the effectiveness of distance learning which faced many barriers. The adoption of technology in the education space intends to hack an educational curriculum that is seem to be rigid (Saleh, 2020). This tremoundes disaster makes the creative spirit of education actors to be eager to use internet applications that are broadly spread (Pakpahan & Fitriani, 2020). However, the various characteristics of higher education institutions cause many polemics. The attitude of face-to-face learning methods for some people makes it stumbling when they are operating digital software. This polemic is increasingly gaping when virtual applications are the only channel of option in the lecture process. The use of digital devices, computers, smartphones and the internet in education means that education actors are subject to these deliberative rules (Ellul, 1980; Raditya & Pribadi, 2019). In the middle of a throng of applications, this situation is a challenge for itself that allow long-distance communication especially for teaching and learning activities. The internet, computers, and cell phones present enlargement of education through a pandemic. Various digital applications also colorize the learning process such as the Zoom meeting and Youtube. The emphasis of the two applications has its own advantages and disadvantages. Zoom meeting facilitates live communication, while YouTube has accessibility to use any time. However, the ease of using internet applications does not significantly perform the basic needs of education. In fact, the appearance of technological machines enlarges the indication of dehumanization. The dimension of dehumanization is characterized by the submission of social reality to machines. The core role of virtual media saves a number of problems from limited quotas and probability for both students and lecturers. This symptom actually eliminates the pedagogical content of education which is packaged in face-to-face methods.

Dealing with the Education and Culture Regulation No. 3 of 2020 concerning the Prevention Covid-19 in the Education Unit and the Ministry of Education and Culture's Secretary-General No. 36603 /A.A5/OT/2020 concerning Prevention of the Spread of Corona Virus Disease (Covid-19)) at the Ministry of Education and Culture, on March 17, Cenderawasih University issued Regulation No. 1423 / UN20 / KP / 2020 concerning Limitation and

Prevention of the Spread of Corona Virus Disease (Covid-19) at Cenderawasih University. Cenderawasih University as a tertiary institution in the Land of Papua created a taskforce team in the national disaster management for Covid-19. The cluster team was formed according to Law No. 24 of 2007 concerning Disaster Management and Law No. 6 of 2018 concerning Health Quarantine. Taskforce team of Cenderawasih University as a form of higher education of tri dharma. The field of the preventive taskforce implements blocking at the internal of the University by means of physical distancing, social distancing, staying at home, and studying online. This study intends to monitor the implementation of online learning policies which are gradually utilized in the Faculty of Social and Political Sciences, University of Cenderawasih. The analytical information monitors the ingested digital device College. By categorizing the applications used, the limitations for education actors is how to filter the aspects of independent learning during a pandemic.

THEORETICAL REVIEW
E-Governance

With the expansion of the meaning of human rights, the right to the internet is one part of human rights formulated by the United Nations (UN) (Ilham, 2021; Muttaqin, 2022). In the system of government and state, the use of massive electronic devices in turn affirms the paradigm of public administration from a form of service similar to entrepreneurship or called New Public Management (NPM) to New Public Service (NPS). The NPS paradigm is inseparable from public-based service instruments, namely Government; Governance; and Democracy. Over time, these three terms directly embed electronic basis as one of the means of construction to achieve development goals. E-Governance was then born from a methodical change in governance that was previously dominated by the government, shifting to the orientation of public will. As a result, the plausability of public participation in implementing policies is increasingly wide open.

E-Learning

The term e-learning has a broader concept than on online learning (Nurkolis & Muhdi, 2020). E-learning can be computer-based or called computer-based learning and based on online learning, namely learning in the field or called Online. On line learning can use the internet which is known as internet-based learning and can web-based known as web-based learning which both use online network that is connected to each other continuously between one user and another other users. Meanwhile, a combination of e-learning and face-to-face learning offline is called blended learning or hybrid

learning (Buzzetto-More, 2007). In the United States it is called online learning if it meets the criteria at least 80% of learning content is delivered online or in a network. If online only 1-29%, it is called facilitated web learning. It's called blended learning or it is called hybrid learning if the learning material is delivered online 30% up to 80% (Allen & Seaman, 2013). E-learning in this research is learning that carried out not face to face but distance learning with the help of devices electronics or gadgets such as desktops, laptops, or smart phones.

METHODOLOGY

This type of research was descriptive with a qualitative approach (Hamzah, 2020). Data was sourced from observations, interviews, and literature study. According to Rohim et al. (2022), qualitative approach provides a more in-depth understanding that is more accurate, even though it is at a narrow locus. Data collection techniques that were used were field observations, interviews, and literature review. The decision of subjects was determined by purposive researchers, namely two lecturers and three students of the Faculty of Social and Political Sciences Cenderawasih University. Data was processed through reduction, presentation, and drawing conclusions. The legality of the data was tested using triangulation that was formed by making comparisons among interview data, comparing various literature, and comparing the two (Moleong, 2006; Suryanti et al., 2023; Hamzah, 2020).

RESULTS
The Perceptions of Education Actors towards The Online Learning System

Distance learning did not fully have a positive impact on students. Based on the analysis of the resource, a common problem that students faced in the online learning system was the lack of internet cost. Students assumed that the need for audio-visual distance learning consumed a lot of internet quota. So that, distance education during the pandemic had not been effectively executed in the Faculty of Social and Political Sciences associated with conditions experienced in different cases. The distance learning system in higher education was not optimal. Educational actors did not consider attempts to block the spread of Covid-19 with physical restriction markers as a serious problem for face-to-face relationships (Widiyono, 2020).

Students' Perceptions of the Implementation of Distance Learning.

The spreading of the Covid19 pandemic also had implications for changes in the learning system. So far, the implementation of learning was implemented using the face-to-face lecture model, with a variety of learning systems used such as Teaching, SCL (Student Center Learning), PBL (Project

Based Learning), SARL (Student Active Resources Learning) and so on. However, during the Covid-19 Pandemic, the face-to-face lecturing model has to be replaced with a distance lecture model which is a new thing.

Which had never been felt by the lecturers and students as in the Faculty of Social and Political Sciences Uncen. The challenge of students bringing the learning process amid the Covid-19 pandemic was caused by external factors that are called infrastructure, human resources (economy), and internal factors in the sort of student interest (Fitriyani et al., 2020; Noviati, 2020). In the Faculty of Social and Political Sciences UNCEN itself, there were number of fields that were faced when executed the distance of the lecture model. From the students' point of view, they experience difficulties in utilizing devices that should be linked to the internet, financial limitations, and technology use skills which were the most important determinants of taking long-distance lectures. So that the transfered of knowledge did not run effectively. This was due to the cooperation rate and the existence of a number of limitations that made students incapable, even though they actually wanted to join lectures.

For students at Fisip Uncen, the gap of the lecture model could not be implemented. The infrastructure and facilities owned by the campus were also unequal in facilitating the implementation of Online. And also, the factor of weather often affected internet network connectivity which was less stable in Papua. Then, it must also be recognized that not all of the capabilities of the teaching team at Uncen are able to accommodate the online learning system because this was something new for them. It was not only students who experience shocked culture, but the whole academic community at Uncen which created a lack of optimal implementation of the Tri Dharma, especially in the field of education.

Lecturer Competence in The Distribution of Lecture Material.

The rules for maintaining physical distance, most lecturers were blocked by providing lecture material. This was because of an understanding of using virtual applications. The interviewees acknowledged that physical distance collided with audio-visual communication skills. Stress happened on communication preferences, on the one hand wanting to bring educational responsibilities. While pandemic skills were still limited. All this time the adoption of digital communication applications for communication with the delivery of textual messages did not carry learning-related material. enveloping the personal misconceptions of the audio-visual application's inability, the lecturers implemented speculation by making tasks. Other studies explaining similar things such as education actors, both lecturers and students were

detained by their understanding of cyber applications usage and outer problems like the internet (Karim, 2020).

Globalization is a sign of major changes in people's lives. Globalization marks the life transformation of an agrarian society to an industrial society. Globalization was compatible with the massive exploration of information and transportation technology that ruins the limits of space and time in a nearly short time (Istiarsono, 2017). The term technology points to the use of a variety of techniques fully integrated into human cognition. The integration was conducted in such a way for the problem manager and was usually a product (Setiawan, 2018; Muttaqin, 2022). Thus the presence of information technology concerning news efforts continuously presented information to humans to fulfill communication needs.

Some benefits are obtained from the use of information technology. Communication technology present information on communication and information. With an internet connection, the need for communication and information supply is free of charge and transportation costs. Along with the expansion of human necessities, information technology has caused changes. Electronic-based information distribution and transactions are grown in almost all activities. In the business sector, electronic commerce (e-commerce) is becoming known, the government sector implements electronic government (e-government), the education system applies electronic learning (e-learning) (Ilham et al., 2020; Bataev, 2017; Daulay et al., 2020). All of these sectors are not connected by time and space. These electronic-based transactions can be accessed at any time and in all field.

The hastening of industrial technology has touched its top because of the emergence of the industrial revolution 4.0. The field of education was one of the areas exposed to the industrial revolution which had changed in all its aspects, (Karim, 2020). Higher education collaborated with the actors of education and the factors determining the success of achieving goals. The field of education supports the presence of goals, educators and students, curriculum, interaction, and the environment (Triyanto, 2014).

Based on its objectives, education is systematically defined in Law Number 20 of 2003 concerning the National Education System (Sisdiknas) (Wijayanti & Marzuki, 2016). Generally, the educational features of the regulation strive to improve morale and develop human values. the educational curriculum is a reference to pick these goals and becomes a director to explain educational mechanisms. Specifically, it describes the material and substance of learning. Meanwhile, technology is a part of the communication and dissemination of education. In this aspect, information of technology becomes

magnetic of productive access for learning resources related to learning materials.

The presence of industry 4.0 did not come from the linear technological changes and tended to be neatly arranged. The industrial revolution was the idea of a transition that happened exponentially and relocated control to the total government sector (Syamsuar & Reflianto, 2018). The characteristic of the industrial revolution put human interiority with technology as an essential component. The challenges that exist in this entity transform the role of humans in a subordinate status while simultaneously giving control to machine output.

DISCUSSIONS
Serum and Addiction Information technology in education

Dealing with the physical distancing rules set by the Ministry of Education and Culture, Cenderawasih University issued Regulation No. 1423/UN20/KP/2020 concerning Limitation and Prevention of the Spread of Corona Virus Disease (Covid-19) at Cenderawasih University contains a provision started at March 18, 2020, implementing community quarantine, postponing graduation, limiting administrative activities, and conducting academic and non-academic activities Online Even so, the limitation of face-to-face college policies could not be executed effectively. The policy of making COVID-19 cluster teams in almost all universities, in particular, had not managed an online student monitoring (Karim, 2020).

Higher education system persistently undergoes renewal that goes with the flow of global developments. Technology information is a learning serum that is beneficial for education sustainability. However, the key role of advanced education lies in the subject of it. Human resources are often disregarded in assessing educational growth. Good human resources who have novelty will bring hopeful changes for education. And technology becomes a supporting circumstance in usage. So that mastery of educational subjects in the operation of learning technology is variants or is commonly called e-learning is the key of success education (Setiaji & Dinata, 2020).

Before dealing with the Covid-19 pandemic, national education got many barriers. Most people complained about the huge cost of education, education access was only reached in urban areas and education mechanism was frozen disregarding the active role of students which were pedagogical problems that were still inherent in homeland education (Budiono, 2015). The issue of education was increasingly emerging in restrictions on activities and direct interaction.

The manifestations of globalization that embrace a package of information are rapidly growing and exciting several digital moods with a series of terms. The globalization of information also replaced symbols such as the digital generation, millennial generation, and similar terms as markers of human intimacy with technological devices (Raditya & Pribadi, 2019). so that virtual communication technology reconciles virtual-based interactions in learning during a pandemic. Educational rescue with a distance learning model was simultaneously applied following the government's policy to comply with health protocols.

The capability of the internet to reach out and energize the emotional of people that creates non-productive actions. Social media had been abused for various acts of deviance and it proceeded ahead of the basis of democracy which he adopted (Raditya & Pribadi, 2019). The pandemic has provided area of privilege for the use of digital technology. Injection of digital technology in the education space extends the methodological challenges for future of education. Higher education institutions are energetic to create an inventory of the use of virtual applications that intend to maintain continuity of distance education.

Video-based learning (Google Meet, Zoom, and Youtube).

There are some positive impacts of distance learning on educational subjects. The use of audio-visual series based on applications such as google meet, zoom, and youtube that beautify the distance learning mechanism. All applications that support e-learning have advantages such as accessibility in all places and dynamic times (Damayanti, 2020)(Mutia & Leonard, 2013). Specifically, The YouTube application has more advantages than the two applications above. The advantage of the YouTube application is found in its all times accessibility. essentially, internet-based education presents opportunities for educational actors to interact actively because it can be run in different places (Damayanti, 2020).

Observing the Policy

Historically, civilization is an inseparable synergy between humans and education. Education becomes a barometer of human resources in a place. Vice verse, human resources are measured on their education. Education is a fundamental human necessity. Environmental aspect can be run a categorize of education in humans. Born and grown in family education, school education, social, and natural environment education. Dealing with this definition, education is in line with the principles of human existence (Sholehuddin, 2018).

The role of education is specifically expressed by John Dewey which is divided into four parts. First, the necessity of life. Human nature is destined to learn everything that has not been understood. Second, education for social functions. This perspective emphasizes that social communication is a requirement for living. Education in this sense cannot be separated from code, language, and communication among humans. Third, as a guide. This perspective reviews role of awareness where education is a human element of life. Fourth, education for exploration (growth). It is necessary to recognize that education is a field for a growth process that extends continuously to enrich and develop the future of human life (Dewey, 1964).

The Challenge of Educational Policy

Psychologically, fear of the plague is generally described as epidemic psychology. This term has a double meaning that is named externalities and internalities of individuals. Externalities are created by physical definitions that refer to the nature of the spread of disease. Meanwhile, internality refers to a psychological aspects of an individual. Epidemic psychology is subdivided into three components. First, the rapid spread rises a fear. Second, the perception referring to the existence of information about a plague that is sustained by aspects of morality. Third, action leads behavior-changing of both individuals and society en masse (Strong, 1990). Destructive of strength due to epidemic psychology can trigger destabilization due to extreme levels of anxiety, negative stigma, and potential conflict (Agung, 2020; Strong, 1990; Muttaqin, 2021; Taylor, 2019).

During a pandemic, universities can take apart to design a healthy mindset. Higher education as a forefront spreading education and information. So that, at the beginning of the spread of the Covid-19 pandemic, approximately all universities simultaneously mitigated disasters by taking distance learning. This is in line with the consideration of social psychology which intends to brighten social cognition with adequate information (Agung, 2020).

Dealing with observations and interviews, the conditions of lectures during a pandemic were affected by the presence of technological media such as gadgets and fast internet access. This deals with result of different studies. The existence of computers, the problem of internet access, and lack of indoor interactions could affect the ineffectiveness of distance education (Mutia & Leonard, 2013;Damayanti, 2020).

The New Normal: Releasing The Grip of Technology

Technology has evolved into a semi robot (Raditya & Pribadi, 2019). The presence of a pandemic makes the use of technology a must, including in learning, especially when the implementation of social distancing follows physical distancing, all of which require activities to be carried out from home/work from home (Ilham, 2020; Idris & Muttaqin, 2021). Even, the Large-Scale Social Restrictions Policy (PSBB) has eliminated the face-to-face learning model for some months of constant distance learning on internet applications. The decline of all aspects of both politics and economy converted the new basis for the normal. This policy provides relief due to face-to-face lectures that consistently adhere to physical distance. This status does not indicate that distance lectures are still utilized by some educational actors. even though in a new normal era, barriers in the bold system however require to be directed. A great challenge for higher education in the new normal era is the enlargement of internet access. This occurs by findings in other studies that explain that unequal internet access is another option in distance education (Damayanti, 2020).

In the normal era, education policy concerns two methods, namely sustaining online learning methods and face-to-face learning methods that require clean physic. This two-way method provides a logical option in education. Discursive horizon education can encourage consensus among educational participants, especially in tertiary institutions. So, education extends social conditions and reduces the single domination of technology as the only learning method.

CONCLUSION

The power of the Covid-19 pandemic on higher education in Papua had performed a distance learning model based on the use of technology utilization connected to the internet. The implementation of distance lectures had produced profit to companies engaged in audio-visual technology, such as the application of the Zoom application subscription system, Webex, google meetings, timeline, and YouTube. The atmosphere of distance lectures affected the fading of interactive practices with students that only endured in conventional learning (face-to-face). So that why the learning process becomed less interactive. Infection of humanist education which was compiled as independent learning that produced hybridization in the performance of education as part of the amusement of the online learning system by implementing face-to-face lectures that served the health protocols.

ADVANCED RESEARCH

This research is a critical study that departs from limited policy practices carried out at one university locus and carried out during the ongoing pandemic. Further research needs to broaden concepts and studies regarding distance education policies, including outlining the challenges of implementing post-pandemic education.

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