

### STUDY ANALYSIS OF GOVERNMENT REGULATIONS IN IMPROVING THE QUALITY OF EDUCATION IN PAGE OF COVID 19

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#### **Abstract**

The government has regulated the education system during the covid 19 pandemic through the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs of the Republic of Indonesia Number 03/Kb/2020, Number 612 of 2020, Number Hk.01.08/Menkes/502/2020 and Number 119/4536/SJ Concerning Amendments to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 01/KB/2020, Number 516 of 2020, Number HK.03.01 /Menkes/363/2020, Number 440-882 Year 2020 Concerning Guidelines for Organizing Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year during the 2019 Coronavirus Disease Pandemic ( Covid-19) . With the issuance of these regulations, it can help schools improve school quality. The quality of a school is formed from input, process, output and outcome. Where educational input will be seen from the first condition of human resources (principals, teachers, laboratory assistants, administrative staff and students) Second, material input criteria in the form of teaching aids, books, curriculum, school facilities and infrastructure. Third, software, such as regulations, organizational structure, and job descriptions. Fourth, the quality of input that is hopeful and necessary, such as vision, motivation, perseverance and aspirations.

**Keywords:** *Government Regulation, Quality of Education, Covid 19 Pandemic*

#### **I. INTRODUCTION**

Education is investment source Power man period length that has mark strategic for continuity civilization. According to Suwarno (2006: 33), component education is all related matters with the course of the educational process. Institution education as institution try For realize objective education. So For That be formed organization education that is line big consists on leader deep education matter This a head school, teacher as implementer of educational programs And student or participant educate become base And target education. In empower implementation operational education, required role a leaders to improve school quality.

Abudin Nata, (2003) states several indicators that can be used as parameters in assessing the quality of Islamic education institutions, including: (1) academically graduates can continue to higher education levels, (2) morally, graduates can show responsibility and concern for the community, (3) individually the graduates are more



pious, and (4) culturally the graduates are able to interpret their religious teachings in accordance with their social environment. Meanwhile Mastuhu (2003) stated several parameters for a quality educational institution, including: Development of an academic paradigm and academic insight in educational institutions, accountability, self-evaluation, accreditation, competence, professional human resources, adequate libraries and laboratories and academic environment.

Based on the concepts and quality criteria above, it can be said that quality is a condition, degree or level of achievement of a process that meets predetermined standards, so to achieve the quality of educational institutions there must be a standard that becomes a reference in quality development, namely the National Education Standards. According to the Big Indonesian Dictionary (1999: 667), Quality is a measure of the good and bad of an object, condition, level or degree (smartness, intelligence and so on). An educational institution is called qualified if the institution can realize the ideals and quality programs set by the institution concerned. Especially during the Covid-19 pandemic, extra performance was needed to improve school quality.

According to Mahatma Chryshna in one of the *online newspapers* published on the day Friday, 24 July 2020, the Covid-19 pandemic has impacted the education sector. For the sake of reducing spread of Covid-19, government apply strategy *social distancing* , wrong only one with close school . Policy other For fulfil need education child is with apply strategy study at home And Study stare advance with application protocol tight. With prioritize health And safety, Ministry Education And Culture apply a number of policy learning for child during pandemic . Policy government in make an effort fulfillment right education child during pandemic can seen in two period. First, implementation education during pandemic. Second, the implementation of the teaching process year teachings new 2020/2021. Period second going on Also in atmosphere pandemic, however Also colored with discourse application new normal situation And development spread of Covid-19.

Principals must have an effective strategy in tackling the outbreak of the *Corona Virus Disease 2019* (Covid-19) pandemic from December 2019 until now requiring all teaching and learning activities for students to be temporarily carried out at home. it need done To use minimize contact physique in a manner bulk so that can disconnect eye chain spread of the virus. For fill in activity Study teach that must resolved on year lesson this, government take policy learning done through learning distance Far with online media ( in network ), fine use cell phone , PC or laptop. Online media felt very effective as step solutive For prevent spread of Covid-19 in the environment education. Master lives give which matter later sent through Participant 's cellphone /laptop educate or parents. Then participant educate stay do task from the teacher. Results work or task the sent return to teachers through social media, applications, or collected on moment enter school .

SKB 4 Ministers concerning Guidelines for Organizing Learning in the 2020/2021 Academic Year during the Covid-19 Pandemic or Adjusting Learning Policies during the Covid-19 Period in the Minister of Education and Culture SKB, Minister of Religion, Minister of Health and Minister of Home Affairs concerning Guidelines for Implementing Learning during the Covid-19 Pandemic were amended. SKB Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 03/KB/2020 Number 612 of 2020 Number HK.01.08/Menkes/502/2020 Number 119/4536/SJ concerning Amendment to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home



Affairs Number 01/KB/2020, Number 516 of 2020, Number HK.03.01/Menkes/363/2020, Number 440-882 of 2020 concerning Guidelines for Implementation of Learning for the 2020/2021 Academic Year and 2020/2021 Academic Year in the *Corona Virus Disease* (Covid-19) Pandemic (SKB 4 Ministers , 2020: 5).

The reason for Adjusting Learning Policy during the Covid-19 Period in the amendment to the 4 Ministerial Decree on Guidelines for Implementation of Learning for the 2020/2021 Academic Year during the Covid-19 Pandemic Period was the result of an evaluation by the Government which found the need for face-to-face learning from students who had problems implementing distance learning. Also the implementation of face-to-face learning can be expanded up to the Yellow Zone which has a low level of risk of transmission based on the results of the mapping of the national task force for handling Covid-19 (SKB 4 Minister, 2020: 6).

The amendment to the SKB 4 Ministers concerning Guidelines for Implementation of Learning for the 2020/2021 Academic Year during the Covid-19 Pandemic Period is a follow-up by paying attention to the health and safety of all citizens of the education unit and zoning by the task force for the acceleration of handling Covid-19 in all districts/cities in Indonesia. There is a need for practical learning in vocational high schools to ensure that graduates have competencies appropriate to industry, the business world, and the world of work.

The implementation of online or offline learning that has been undertaken by public or private schools has been running for the past few months, generally running smoothly. Despite thus, concurrently journey time Already emerge Lots problem . Among them teacher's job too Lots until complaint question quota And internet network . Appreciation worthy given to teachers, schools , and participant educate Because they Can adapt with fast. However, along walk time all party need evaluate online learning for its purpose Can achieved optimally in improving the quality of schools. Competence carry out online and offline learning can improved through guidance with method consultation (Malyana, 2020: 67).

## II. THEORY DISCUSSION

### 2.1 Government Regulations concerning Implementation of Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year in the *Coronavirus Disease 2019* (Covid-19 ) Pandemic

The government has regulated the education system during the Covid-19 pandemic through the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs of the Republic of Indonesia Number 03/Kb/2020, Number 612 of 2020, Number Hk.01.08/Menkes/502/2020 and Number 119/4536/SJ Concerning Amendments to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 01/KB/2020, Number 516 of 2020, Number Hk.03.01 / Minister of Health/363/2020, Number 440-882 of 2020 Concerning Guidelines for Organizing Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year during the 2019 *Coronavirus Disease* Pandemic ( Covid-19) .

Unit education in the area \_ Zone Orange And Red based on unit data Task Handling of National Covid-19 forbidden carry out the learning process stare face on the unit education And still continue BDR accordingly with Letter Circular Minister Education And Culture Number 4 of 2020 concerning Implementation Policy Education



in Period Emergency Spread *Coronavirus Disease* 2019 (Covid-19) and Letter Circular Secretary General Ministry Education And Culture Number 15 of 2020 concerning Guidelines Administration Study from House in Period Emergency Spread *Coronavirus Disease* 2019 (Covid-19), Decision Director General Islamic Education Number 2791 of 2020 concerning Guide Curriculum Emergency at Madrasah, Surat Circular Director General Islamic Education Number 657 of 2020 concerning Effort Prevention Spread Covid - 19 in the Environment College Tall Islamic Religion .

Head unit education on level education child age early childhood (PAUD), education base And education medium on All Zone must fill in list check on Main Data page Education (DAPODIK) Ministry Education And Culture And Ministry of Religion *Education Management Information System* (EMIS). determine readiness unit education as listed in provision this .

Government area, office region Provincial Ministry of Religion and/or, office Ministry of Religion district/city in accordance with authority on All Zone. Required to ensure that all education unit heads fill out a checklist on the DAPODIK or EMIS website to determine the readiness of the education unit; and does not allow face-to-face learning in educational units for: (1). Educational institutions that have not fulfilled all the checklists; or (2). S unit existing education fulfil list check However head unit education state Not yet ready.

Regional governments, regional offices of the provincial Ministry of Religion and/or, district/city Ministry of Religion offices according to their authority in the Green and Yellow Zones can carry out face-to-face learning in education units during the transition period for education units that have fulfilled all checklists and feel ready.

Face-to-face learning in education units in the Green and Yellow Zones on: (1). Basic education level, consisting of Elementary School (SD), Madrasah Ibtidaiyah (MI), Package A and Special Schools (SLB) Junior High School (SMP), Madrasah Tsanawiyah (MTs), and Package B and (2). Secondary education level, consisting of High School (SMA), Vocational High School (SMK), Madrasah Aliyah (MA), Vocational Madrasah Aliyah (MAK), Christian Technology Middle School (SMTK), Christian Religion Middle School (SMAK), Package C.

As for face-to-face learning in formal PAUD (Kindergarten (TK), Raudatul Athfal (RA), Bustanul Athfal (BA) and Extraordinary Kindergarten) and non-formal PAUD (Play Groups (KB), Child Care Parks (TPA), and Similar PAUD Units (SPS)) no later than 2 (two) months after face-to-face learning begins at the primary and secondary education levels.

Face-to-face learning in education units located in the Green and Yellow Zones is implemented through two phases, namely the Transition Period and the New Habit Period . After the transition period is over, if the area is still categorized as a Green and Yellow Zone area, then the education unit enters a new normal period. Boarding schools and madrasahs located in the Green and Yellow Zone areas can open dormitories and carry out face-to-face learning in education units in stages with existing provisions.

For educational units that have started face-to-face learning in educational units located in the Green and Yellow Zones, parents/guardians of students can still choose to continue BDR for their children. Local governments, regional offices of the provincial Ministry of Religion, and/or district/city Ministry of Religion offices according to their authority in the Green and Yellow Zones are required to close face-to-face learning in



education units and conduct BDR if a positive confirmation case is found in the education unit or the level of regional risk change to Orange or Red Zone.

Learning stare face on the unit education in the area Zone Green And Yellow must done with protocol strict health And monitored with civilize pattern life clean And Healthy in framework prevention And controlling Covid-19 with use procedure which exists. Special provisions namely, (1). Students who live in the Orange or Red Zone areas and/or on their way to and from the education unit must go through the Orange and/or Red Zones and continue BDR and (2). Students who come from the Orange or Red Zone areas and then move to the Green or Yellow Zone where the education unit is located must self-isolate for 14 (fourteen) days after moving and before conducting face-to-face learning at the education unit.

## 2.2 Education Quality

An understanding of the quality of schools will always be related to the quality of education. Efforts to improve the quality of school education included through various trainings and improving the quality of teachers, procuring books and learning tools, improving educational facilities and infrastructure at various levels, both elementary and tertiary levels, but the results have not been as expected. The quality of education is formed from input, process, *output* and *outcome* . Where educational input will be seen from the first condition of human resources (principals, teachers, laboratory assistants, administrative staff and students) Second, material input criteria in the form of teaching aids, books, curriculum, school facilities and infrastructure. Third, software, such as regulations, organizational structure, and job descriptions. Fourth, the quality of input that is hopeful and necessary, such as vision, motivation, perseverance and aspirations (Danim, 2007: 53-54).

According to the Ministry of Cultural Education (1994), a school is said to be good if it has eight criteria: 1) students who enter are strictly selected and can be accounted for based on academic achievement, psychological tests and physical tests, 2) educational facilities and infrastructure are fulfilled and conducive to the learning process, 3 ) climate and atmosphere are supportive for learning activities, 4) teachers and education staff have high professionalism and an adequate level of well-being, 5) improvise the curriculum so that it meets the needs of students who generally have high motivation to learn compared to students of their age, 6) hours student learning generally takes longer because of the demands of the curriculum and student learning needs, 7) the learning process is of higher quality and can be accounted for by students and guardians of students, and 8) superior schools are beneficial to their environment.

Komariah and Triatna (2010, 8) argue that the quality of education will be seen from the number of outstanding students and relevant graduates. Students who excel will shape school management, teacher profiles, learning resources, and a good school environment. So it is said that school quality is reflected in customer satisfaction, school management is active and responsible for continuous quality improvement, all individuals in the school and stakeholders know and implement the principle of "preventing damage and implementing the view of quality as a *way of life* ".

Improving the quality of education is essentially a strategy to improve the quality of education by granting authority and responsibility for making decisions by school principals by involving individual participation, both school personnel and community members (Mutohar, 2013). Quality in the context of education is related to efforts to



provide complete and satisfying services for users of educational services. In the education delivery system, quality aspects *will* also always be related to how students input, the process of providing education with a focus on student services, to how the output of graduates is produced. Improving the quality of education is influenced by educational input factors and processes in education management. Educational input is everything that must be available because it is needed for the process to take place, consisting of all existing school resources such as people (*man*), funds (*money*), facilities and infrastructure (*materials*) and regulations (*policy*) (Soebagio, 2002 : 22) .

Educational input as a factor influencing the quality of education can be in the form of:

- a. School administrators such as: (a) the principal is a teacher who received additional assignments as school principals (Sisdiknas 2003 Chapter II Article 2) (b) teachers, are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students (UU Number 14 of 2005 Chapter I article I)
- b. Facilities and infrastructure. Educational facilities and infrastructure, are learning media or tools which in essence will make communication and interaction more effective between teachers and students in the educational process (Hamalik, 1990: 22)
- c. Studentship. Students as learners are one of the inputs that also determine the success of the educational process. Acceptance of students is based on clear, transparent and accountable criteria.
- d. Finance (Financing Budget). School-owned finances must be managed transparently and efficiently and sufficiently for education.
- e. Curriculum. The curriculum is the main substance component in schools, with the aim that the learning process can run well, with benchmarks for achieving goals by students and encouraging teachers to develop and continuously improve learning strategies.
- f. Organization. Organizing is an activity that organizes and groups work into smaller parts that are easier to handle.
- g. Physical Environment. Learning and work must be supported by the environment because the environment greatly influences the activities of teachers and students in learning activities.
- h. Development of Science and Technology. The current development of science and technology will be obtained by students through schools which are places for transferring knowledge, so that schools are required to know and keep abreast of current developments in science and technology, according to their teaching fields.
- i. Regulation. The National Education System Law of 11 June 2013 which is a substitute for the National Education System Law number 2 of 2009 was made to improve the quality of education and superior human resources in accordance with global changes and developments in science and technology.
- j. Community participation in the implementation of education means empowering the community to participate in determining the direction and content of education
- k. Education policy. One of the government's roles in improving the quality of education is to decentralize education. So that the various challenges for equity and improving the quality of education require a reorientation and improvement of the education management system.



### 3. CONCLUSION

The government has regulated the education system during the Covid-19 pandemic through the Joint Decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health and the Minister of Home Affairs of the Republic of Indonesia Number 03/Kb/2020, Number 612 of 2020, Number Hk.01.08/Menkes/502/2020 and Number 119/4536/SJ Concerning Amendments to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 01/Kb/2020, Number 516 of 2020, Number Hk.03.01 / Minister of Health/363/2020, Number 440-882 of 2020 Concerning Guidelines for Organizing Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year during the 2019 *Coronavirus Disease* Pandemic ( Covid-19) . With the issuance of these regulations, it can help schools improve school quality. School quality is formed from input, process, *output* and *outcome* . Where educational input will be seen from the first condition of human resources (principals, teachers, laboratory assistants, administrative staff and students) Second, material input criteria in the form of teaching aids, books, curriculum, school facilities and infrastructure. Third, software, such as regulations, organizational structure, and job descriptions. Fourth, the quality of input that is hopeful and necessary, such as vision, motivation, perseverance and aspirations.

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