

Education During the Covid-19 Pandemic (Case Study: Nadiem Makarim's Leadership Style and Policies in Moving Education in Indonesia)

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ABSTRACT

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Much research has been done on the Covid-19 pandemic, both in terms of health, economy, and education. This study aims to examine the leadership style and policies of Nadiem Makarim in finding solutions to the pandemic that occurred in the field of education. This study uses a descriptive qualitative research method. The conclusion from this literature study is that the COVID-19 pandemic has changed the order of human life throughout the world, including Indonesia. Education is one sector that has an impact on this condition. The Minister of Education, Nadiem Makarim, with his young, energetic, innovative, and creative leadership style has changed the face of Indonesian education. From the results of the research conducted, there are several recommendations, namely: First, the government is expected to review the education system that has not been evenly distributed throughout Indonesia, how facilities and human resources are still far behind in the regions. Second, the public is expected to be more sensitive and concerned in technological developments so that technology can be used positively and beneficially and teaching staff are expected to learn technology and information so that they are not left behind on issues of knowledge development.



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1. Introduction

The Covid-19 pandemic that has occurred throughout the world and especially Indonesia has had a major impact on various human activities. Although it is not yet known for sure its emergence, the SARSCoV2 virus was first identified in the city of Wuhan, China, around December 2019. In the timeline released by the Xinhua news agency, Wuhan announced an outbreak of pneumonia in the city on December 31, 2019. In a CNN Indonesia news article entitled "Traces of the Covid-19 Pandemic from Markets to Surrounding the World" reviews the beginning of the COVID-19 pandemic that occurred at Huanan Market. which is believed to be the origin of the transmission of the corona virus between humans.

The corona virus itself is thought to have originated from animals such as bats that have been transmitted to humans. However, until now, there has been no research that can confirm how the origin of the corona virus in bats was transmitted to humans. On January 13, 2020, the first similar cases of mysterious pneumonia were detected outside China, namely Thailand, Japan and South

Korea. This has caused some countries to begin to worry about the risk of spreading the corona virus which is increasingly widespread.

The first positive case of Covid-19 in Indonesia was detected on March 2, 2020, when two people were confirmed to have contracted the disease from a Japanese citizen. As of April 9, the pandemic had spread to 3 provinces, of which DKI Jakarta, West Java and Central Java were the provinces most infected with SARSCoV2 in Indonesia. In response to the pandemic, a number of regions implemented Large-Scale Social Restrictions (PSBB) in 2020. This policy was changed with the implementation of Community Activity Restrictions (PPKM) in 2021.

The Covid-19 pandemic has affected various sectors of human life, namely the economy, social life of the community and also education. Education as an important part of community activities has become paralyzed, how does Minister Nadiem Makarim as the number one person in the world of education in Indonesia face this problem so that education continues to run and what steps he takes.

2. Theoretical Framework

Leaders and leadership are daily problems in the life of society, organization, business, nation, and state. The progress and decline of societies, organizations, businesses, nations and countries are all influenced by their leaders. As a result, several theories about leaders and leadership have, etymologically the term leadership comes from the root word *pimpin* which means to guide or guide. From the word *lead*, the verb to lead is born, which means to guide and guide emerged and developed. Leadership is a translation of the word leadership which comes from the word leader. The leader is the person who leads, while the leader is the position. In another sense. (Kurniadin and Machali, 2012).

Leadership is the process of influencing others to act in order to achieve predetermined goals (Manullang, 2007). Then it is said that leadership is the ability to influence groups to achieve goals (Robbins, 2006). Leadership is also a person's ability to influence others, in this case his subordinates, so that other people want to follow the will of their leader even though this does not apply personally. (Siagian, 2002).

In maintaining organizational commitment, the role of the leader is very important and effective leadership is the main requirement. Effective leadership can help organizations survive in uncertain future situations. Based on the description above, it can be concluded that leadership is a person's ability to influence others, move, and direct subordinates so that they can act in making decisions to achieve goals. Therefore, leadership is very important in realizing success in accordance with the objectives.

3. Method

This study uses a descriptive qualitative research method, namely the method used to examine the condition of natural objects. Techniques in collecting data with the method of triangulation (combined). Data analysis is inductive or qualitative. The results of qualitative research emphasize meaning rather than

generalizations. The study described in this descriptive research is used to see how Nadiem Makarim's leadership style as Minister of Education is in dealing with the pandemic in the field of education in Indonesia.

According to Creswell in (Sugiono, 2009), there are 5 parts in qualitative research methods, namely phenomenological research, grounded theory, ethnography, case study and narrative research. This study tries to use Phenomenological research, which is a type of qualitative research method, where researchers collect data by observing participants to explore important phenomena of participants as their life experiences. And Grounded theory, is a type of qualitative research, where researchers can draw generalizations by observing or analyzing inductively, abstract theories about processes, actions or interactions based on the viewpoint of the participants being studied.

4. Result and Discussion

a. The Impact of the Pandemic on Education in Indonesia

Education is one of the sectors that has a significant impact on the current COVID-19 pandemic. Policy Large-Scale Social Restrictions (PSBB) implemented by the government to break the chain of the spread of COVID-19 has changed educational activities in Indonesia. The implementation of a social restriction policy known as social distancing is actually a tough choice that must be made by the government. This is because people are prohibited from doing activities outside the home and all activities move into the house such as work, study, and also in carrying out worship.

To implement the "social distancing" policy carried out by the government greatly affects all areas of life, especially the economy which indirectly slows down economic growth. The production of goods is disrupted, and investment is also hampered. This causes some items to be expensive and rare. This condition makes almost all levels of society feel this impact. Moreover, the lower economic community is really apprehensive. The stagnation of economic growth has resulted in the closure of the main human needs to fulfill them, because the state will be overwhelmed if it has to support all the basic needs of every citizen.

In addition to having an impact on the economic sector, education is also seriously affected. Teaching and learning activities must be carried out remotely. The government's sudden decision to cancel or move learning in schools, from elementary school to college level to home, has confused many. However, many parties are not ready to implement the education or learning process through distance or what is known as "online" online.

Many students are apparently unable to participate in distance learning activities (PJJ) due to limited community capacity. Many of them do not have the equipment or devices to support distance learning. This is felt by students from low-income communities who are forced to buy cell phones (HP) to be able to follow the learning process. There are other cases that occur in areas or rural areas, where they find it difficult or even unable to carry out the distance learning process (PJJ) because there is no internet signal and electricity in their area. Until we hear a lot of news, students walk tens of kilometres or climb hills to get an internet signal so they can learn. Therefore, to overcome the current situation,

In addition, the lack of readiness of school actors (stakeholders) to implement and implement e-learning is also another factor. Teaching staff or teachers who do not keep up with technological developments are confused by the changes in this new learning system. Moreover, regional teachers and old teachers who have never been in touch with technology. So it is very difficult for them to carry out the distance learning system implemented by the government.

b. Policy of the Minister of Education, Nadiem Makarim

The outbreak of the corona virus throughout the world and also in Indonesia has had a great influence on various human activities, including educational activities and learning activities in schools. Face-to-face learning in schools has been suspended from March 2020 for an indefinite period. The biggest pandemic event experienced by mankind in the first quarter of the 21st century will certainly be a new page in the historical record.

Nadiem Makarim as the Minister of Education must act quickly to overcome educational problems that arise due to the COVID-19 pandemic which hinders people from doing activities outside the home. "The following are the policies and programs developed by the Ministry of Education and Culture during the Covid-19 pandemic:¹:

1. Support internet data quota
2. Allowance in using School Operational Assistance funds
3. Confirmation of the allocation of School Operational Assistance and Performance of School Operational Assistance to support policies to prevent the spread of Covid-19 in public and private schools most affected by the Covid-19 pandemic.
4. Provide subsidies for teachers and honorary education staff
5. Implementing the Emergency Curriculum
6. There is a Teacher Learning Program
7. Teacher Sharing Website
8. Home Study Program through broadcast on TVRI
9. Series of online seminars during the pandemic

There are nine programs from the policy issued by Nadiem that have become one of the solutions or alternatives to several problems that arise in the distance learning process carried out during the pandemic. The problem of large costs or funds in distance learning was answered by Nadiem with the presence of a program to provide free quotas for students and teaching staff to keep the learning process going.

In addition, the use of BOS funds is more flexible in each school as well as several rules and policies such as the National Examination (UN) which is no longer tested nationally but is only tested by schools. Nadiem also tried to see how the media (Television) through TVRI carried out learning activities from

¹ [During the Pandemic, These are the Policies and Programs Made by the Ministry of Education and Culture Page all - Kompas.com](#)

home. This is quite helpful for children who do not have a cellphone or an internet network that is difficult to reach.

In a website marked by the Ministry of Education and Culture, "Jakarta, on December 2, 2020, the Ministry of Education and Culture (Kemendikbud) gave permission to carry out face-to-face learning at universities and community polytechnics/academy. Even semester lectures for the 2020/2021 Academic Year can be conducted in hybrid (combined learning), online, and offline, with the implementation of health procedures in accordance with the regulations for preventing the spread of COVID-19. This is a joint decision between the Minister of Education and Culture (Mendikbud), Minister of Religion (Menag), Minister of Health (Menkes), and Minister of Home Affairs (Mendagri) regarding guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during The 2019 Coronavirus Disease (Covid-19) pandemic.²

The Director General of Higher Education explains the requirements that must be complied with to carry out face-to-face lectures which include preparation, implementation and supervision. In the preparation stage, the things that must be done are:

- a. The university must obtain a permit from the local government and must coordinate with the local district/city government through the Covid-19 handling task force and the task force only allows universities to carry out activities that include learning, research, and community service.
- b. The university strives to provide mixed learning facilities or infrastructure (hybrid learning). To facilitate students who cannot meet face to face so that they can continue to study online (online).
- c. The university is ready to implement the health protocol as stated in the joint decision above and the Decree of the Minister of Health Number HK.01.07/MENKES/413/2020 concerning Guidelines for the Prevention and Control of Covid-19.

"Universities must also form task forces (tasks) for handling Covid-19 in universities to prepare and implement operational procedures for health protocols, said Nizam." Six university leaders issued a decision that; learning guidelines, graduation ceremonies, and other activities for the academic community and education staff in the university environment.

"Regarding face-to-face learning activities, universities are obliged to do; first, periodically making reports on how the implementation of learning or lectures to the Covid-19 handling task force, second; the academic community and education staff (*tendik*) when carrying out activities on campus must comply with the following rules: in good condition (healthy), can control participants who have disease (comorbid), for students under 21 years of age must obtain approval from parents or guardians, for students who are not willing to carry out face-to-face learning or directly can choose online learning (online).

²Website [Ministry of Education and Culture » Republic of Indonesia](#)

Three, making efforts to prevent the spread of Covid-19 by: checking everyone's body temperature when entering campus, avoiding the use of closed learning process facilities that cause crowds and jostling, closing activities and work spaces that tend to attract crowds (canteen, shared workspace). curricular and extracurricular activities), providing hand sanitizers at strategic locations, then apply the use of 3 (three) layers of cloth masks or disposable medical masks according to medical standards; establish a minimum distance of 1.5 meters between people; Limiting the use of space to a maximum of 50% of the capacity of the room/classroom/laboratory and a maximum of 25 people; making efforts so that people care for each other, look after and protect each other; Apply correct cough/sneeze etiquette; provision of temporary isolation rooms for the academic community and education personnel who have symptoms/criteria of Covid-19; Prepare a mechanism for handling Covid-19 case findings in the university environment, both for those who are indexed and for contact tracing; Setting up support for emergency actions in response to Covid-19; Report to the local area Covid-19 handling unit (task) if a Covid-19 case is found.

Four, people from the campus environment are expected to become ambassadors for behaviour change in their respective environments. Five, if there are cases that are confirmed positive for Covid-19 in the campus or college environment, face-to-face learning must be temporarily suspended by the university leadership, until conditions are conducive again. Six, if there is an increase in the risk of Covid-19 in the city/district environment, the university leadership coordinates with the local Covid-19 handling task force to continue or stop face-to-face learning and seven, if there are special conditions or requests from the provincial/district/city government, The Ministry of Education and Culture through higher education providers can stop face-to-face learning in universities”.

The policies issued by Nadiem as a leader in the world of education in Indonesia are quite innovative, creative in providing solutions to several problems that occur in the learning process during the pandemic. Although not all problems have been resolved, at least this is an alternative to the existing problems.

c. Pros and Cons of Educational Problems in the Community

The pandemic has made people's lives chaotic, pre-existing orders have stalled and even broken. In the field of education, we can see how children who previously carried out learning without obstacles in school, so that during this pandemic it became hampered. Activities or activities outside the home that were not allowed at the beginning of the pandemic were even forbidden to make the world of education dizzy. Nadiem Makarim as Minister of Education must act quickly to find solutions to education so that it continues to run even in a pandemic condition.

This is what changes the pattern of our education, how Nadiem's quick decision as a leader in the world of education tries to find solutions so that children and students can still go to school and get education even though not in classrooms. Distance Learning (PJJ) or the term online school is simultaneously carried out so that the world of education continues to run. This has positively

given a new life how the use of technology so quickly must be done so that learning continues. People are also used to using zoom applications, google meet, webex and several other applications.

The world is getting faster with the development of existing technology, activities that are carried out directly (face to face) can now easily be done at home. Work that does not have to go to the office known as WFH (Work From Home), meetings and other activities no longer have to be done directly. However, not everyone can feel the positive impact of the development or speed of technology that has occurred from this pandemic.

Many people from the lower middle class are screaming because of the high rate of layoffs so that the number of unemployed also affects their children who drop out of study, because during the pandemic their study rooms change from classrooms (schools) to zoom meeting rooms, google meet or applications. others who must use HP or Laptop media which also costs money to buy quota. Although Nadiem has also provided a solution by providing quota assistance to students and students as well as teachers and lecturers, some problems still arise.

The problems that occur are: the condition of education in Indonesia is not evenly distributed both in terms of quality and other aspects. Many children are forced to drop out of school, especially in rural areas where the economic income of their parents is very low. Because, learning online must use internet quota. It is also constrained by signals that are often not smooth, making learning very difficult. Meanwhile, from other factors, the obstacles faced by parents include:

First many parents do not understand their children's lessons well. Low parental education is a very important factor for the continuity of student learning, especially kindergarten and elementary school students. This causes learning difficulties for students because parents lack understanding and patience in accompanying their children who are studying. Tasks that are usually done in schools with teachers must ultimately be delegated to parents. Most parents do not understand and may not even understand school material which is very different from what they got when they were in school. Coupled with the development of the current learning system that is increasingly advanced with the use of technology that has never even been touched and known by parents with low education or living in rural areas.

Second, parents do not have time to work because they must guide their children to study. Time for them to work or earn a living for the family must be taken up so that they become unproductive and even reduce their income (income). Even though during the pandemic, it is very difficult to find work because of the high rate of layoffs.³

We cannot avoid the public response or we are also familiar with the pros and cons of a policy because everyone has their own point of view. But judging from the pandemic period that has lasted almost two years. Nadiem's leadership

³ <https://radarsemarang.jawapos.com/article/untukmu-guruku/2021/09/03/dampak-pandemi-covid-19-terhadap-Pendidikan/>

style as a minister who is still young, with a background as a CEO has given new changes in the face of our education today.

5. Conclusion

The COVID-19 pandemic has changed the habits of human life throughout the world, including Indonesia. Education is one sector that has an impact on this condition. The Minister of Education, Nadiem Makarim, with his young, energetic, innovative and creative leadership style has changed the face of Indonesian education. Several policies carried out by Nadiem have provided a new medium that today has made it easier for people to learn and connect to gain new knowledge. Although at the beginning of the change, there was a lot of uncertainty and criticism, but with the presence of technology in learning, it has made changes in the world of education.

Recommendation

From the results of research conducted there are several recommendations, namely:

- a. The government is expected to review the education system that has not been evenly distributed throughout Indonesia, how facilities and human resources are still far behind in the regions.
- b. The public is expected to be more sensitive and concerned about technological developments so that technology can be used positively and beneficially.
- c. Lecturers are expected to be able to learn technology and information so that they are not left behind on issues of knowledge development.

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