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Local Wisdom-based Learning Policies in Pandemic Times: The Case Study in Sumenep District, East Java, Indonesia

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Abstract: It is understood that the current COVID-19 pandemic has become a challenge in the process of developing creativity in the use of technology. In this realm, the emphasis is not only on the transmission of knowledge, but also on how to ensure that learning continues to be conveyed properly. In addition, it is realized that this challenge is also an opportunity for all parties about how the use of technology can help bring students to become competent. In this case, of course, students are the subjects most affected by the phenomenon of change that occurs. Not a few students feel that online learning is far from effective. So the complaints of these students, of course they cannot clearly understand the material given. They are also constrained by poor signal availability, quota or credit, and inadequate devices. Including parents of students, they feel burdened by this online learning. They have to sacrifice a lot for this online learning activity. In addition to having to provide infrastructure, they are also confiscated to accompany their children at home to study. Including in Sumenep Regency, the same complaint also occurred. There is even a threat that they will transfer their children to madrasas which incidentally enter as usual using the face-to-face learning pattern (PTM) at school. For this reason, the policy taken by the education office in order to save education in Sumenep Regency by providing PJJ alternatives, namely visiting teachers/traveling teachers and visiting teachers. It also includes policies that are issued by the central government by allowing PTM for sub-districts that are in the green zone. This local wisdom-based policy has been able to reconcile the wishes of parents and government regulations so as to save the existence of education, especially in Sumenep Regency.

Keywords: Learning, COVID-19 Pandemic, PJJ, PTM

1. Introduction

The COVID-19 pandemic has changed various aspects of human life today, especially in the field of education. Various policies have been issued by the Indonesian government to reduce the rate of spread of the corona virus by imposing social distancing, physical distancing to the imposition of PSBB (large-scale social restrictions) in several areas. The policies issued to limit the spread of COVID-19 have an impact on various fields throughout the world, especially education in Indonesia [3].

Based on the government's policy in circular letter No. 4 of 2020 concerning the Implementation of Education Policy in an Emergency Period for the Spread of Corona Virus Disease (COVID-19), learning conducted online or online. This is done to prevent and avoid the spread of Covid-19 which is hitting various countries including Indonesia.

Admittedly or not, it is clearly illustrated that the COVID-19 pandemic has opened our horizons for thinking about the continuity of the world of education in the future, which is actually assisted by technology. On the one hand, the presence of technology has become a necessity. But on the other hand, the presence of technology still cannot replace the role of teachers, lecturers, and the process of learning activities and interactions between students and teachers because education is not only about gaining an sich knowledge, but also about values, cooperation, and competence. This COVID-19 pandemic has been believed to be a challenge that must be passed, especially for the creativity of each individual in the use of technology to develop the world of education [8].

In this realm, the emphasis is not only on the transfer of knowledge, but also how to ensure that learning is delivered properly. In addition, it is realized that this challenge is also an opportunity for all parties about how the use of technology can help lead students to become competent. The most important skill in this century is self-directed learning or independent learning as an outcome of education [6].

On the other hand, the COVID-19 pandemic can be a moment to train and instill the habit of becoming an independent learner through various online classes or webinars that are attended by teachers, students and students [1]. In this case, students and students can also work together in solving various problems in learning and facing real problems that exist.

In addition, this pandemic is not only a challenge for students or students, but also teachers and lecturers in delivering learning. That is, teachers and lecturers need to ensure that students and students understand the learning material.

Online learning has become a challenge for the world of education with the situation of Indonesia which has thousands of islands. The diversity of this geographical area has become a real challenge for this nation. The issue of the technology that can be used, how to provide internet access in remote areas where electronic goods without internet access are still a luxury. This is a challenge for all parties, and at this time we have to work extra hard together to bring technology to answer the real problems that occur to students and students who are less fortunate in terms of economy and technology who are in remote areas, as well as island areas that are still underprivileged. internet access has not been reached [2].

The reality of the COVID-19 pandemic has also forced the parties in control of policies in the education sector to be able to adapt in carrying out the learning process. As at the central level, for students, this adjustment pattern is realized through the Independent Learning-Independent Campus (MB-KM) policy.

In this case, students are given the opportunity to get a wider learning experience and new competencies through several learning activities outside their study program. Some of the programs developed during this pandemic include COVID-19 Control Volunteers (RECON), Thematic KKN, Teaching from Home (MDR), and *Permata Sakti*. These programs have been attended by hundreds of thousands of students throughout Indonesia [4].

However, we should be grateful that the presence of this pandemic period has also opened up space and opportunities for Indonesia to become a green nation. Since the presence of this pandemic, the environment has become cleaner due to reduced exhaust emissions. This is due to the limited community activities outside the home.

2. Educational Challenges During a Pandemic

As discussed above, the world of education has been greatly affected by this pandemic. Face-to-face learning is still not allowed, because it must participate in breaking the COVID-19 virus chain. In this case, learning in schools should not be a new cluster for the spread of the COVID-19 virus to students, to the nation's next generation.

Various challenges that must be faced in education during this pandemic, among others, are as follows. First, the challenge for teachers. The phenomenon of the COVID-19 pandemic requires teachers to always think creatively and innovatively in providing online learning, so that students do not feel bored in receiving the learning delivered. Teachers also need to evaluate how the level of children's understanding of all the material that has been given through intensive interaction between teachers and students so that they can improve children's understanding of the material well.

Second, challenge the students. Students are required to always follow online and complete the tasks given in the learning completely. Students must learn virtually, by conducting interactive dialogues between teachers and children, which in reality is not as easy as face-to-face implementation. The level of children's understanding of the material provided is certainly different. There are students who have a low level of understanding, because they are not serious in the learning process. There are also students who are not accompanied by their parents or others. In addition, the facilities owned by students also vary, such as the types of laptops, mobile phones, the quality of network services used, including the availability of student quotas.

Third, the challenge for parents. The presence of parents when learning takes place is very necessary. Especially for elementary school students, the presence of parents seems necessary. Here, parents are required to be able to explain what is conveyed by the teacher, and can also help complete homework assignments for students. How important is the important role of parents in accompanying children including in providing facilities such as laptops, cellphones, internet, quotas and many things, especially for completing assignments at home for students. This fact will further trigger inequality in society. It is understood that during a pandemic like this, many layoffs occurred among workers, salary cuts due to the impact of the pandemic and reduced income for small and medium-sized business actors. That is, let alone to provide educational facilities, just to eat is so difficult. Therefore, it is very possible for students not to be able to follow the lesson. They will despair and may even drop out of school.

Fourth, the challenge for the government. The presence of the government in providing quality education to the nation's children is so important. This is because education is the key to the success of a country's human resources. It is in the hands of the children that in the future we can progress. Therefore, the presence of the government here is how it can provide infrastructure services to students whose parents are less fortunate, such as mobile phones or laptops or provide quotas and extra funds for basic daily needs. it's just that, in the process of providing and providing funds or providing infrastructure services, the government needs to be selective, so that these funds can be targeted and effective to those who

really need it. If not, it will become a new problem that further complicates the atmosphere.

In addition, the government plays a role in providing training to existing educators and recruiting qualified educators. It is no less important that the government provides learning media facilities for educators, so that even during the pandemic period they still produce quality education, creating a superior generation of the nation's next generation.

3. Research Methods

This type of research is descriptive. This study uses a qualitative approach that aims to describe and analyze phenomena related to public services in the implementation of face-to-face learning policies during the pandemic in educational institutions under the auspices of the Sumenep Regency education office.

This qualitative approach relates to field research in the social sciences. In this case, qualitative research presents a description of the data using words and lines of sentences. As explained by Bogdan and Taylor, that qualitative methods are research procedures that produce descriptive data in the form of written or spoken words from research subjects and observable behavior. A qualitative approach is used to understand the reality in depth about the phenomenon of face-to-face learning and online learning during the pandemic [10].

Furthermore, that qualitative research pays less attention to numbers, but tends to interpret and accept its subjectivity to situations in this realm, qualitative research will focus more on processes, meanings, understanding experiences, and subjective appreciation of research subjects [10]. Therefore, this qualitative research is more interested in meaning, namely partisan efforts to appreciate the experience of the reality on the ground and how to express it in life.

4. Policy Based on Local Wisdom in Sumenep District

A new chapter of education in Indonesia is presented to us when the Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim, issued Circular Letter Number 36962/MPK. A/HK/2020 dated March 17, 2020 regarding online learning and working from home in order to prevent the spread of Corona. Virus Disease (COVID-19). Everyone understands that the policy principles during this pandemic clearly prioritize the health and safety of students, educators, and the entire community in general. In this area, the government does not want to risk the transmission of COVID-19 by deciding to change the face-to-face learning system to Distance Learning (PJJ). The entire academic community is required to adapt and develop learning innovations in the face of the pandemic, which we all do not know when it will end [7].

In 2020, about eight of our education will go through the online learning process. That has continued until now, when a new variant of the delta began to enter Indonesia. The learning process is regulated by the central government with the enactment of PPKM, it is required to carry out PJJ again.

We have often heard of various problems due to the learning model that still feels foreign to the world of education in Indonesia. Students are, of course, the subjects most affected by the changes that occur. Not a few students feel that online learning is far from effective. The complaint, of course, was that they could not clearly understand the material given. The students are constrained by poor signal, quota or credit, and inadequate devices.

How many uploads of complaints on social media both by students, and parents of students about learning problems such as the number of school assignments given by teachers, even though these many assignments are not necessarily in line with the students' understanding of the material itself, maybe even cause students stress. Not to mention the current conditions that require everyone to reduce social interactions. This of course also affects the psychology of students [7].

Parents of students also complained about the same thing. In addition to parents taking their time to accompany their children at home in studying, in other conditions, many people have economic difficulties ranging from reduced income to termination of employment (PHK) on the other hand they are required to meet the operational needs of their children's education such as providing internet quota fees. to the need for adequate gadgets for the learning process.

Not only students and parents of students who are experiencing difficulties with education during this pandemic, teachers who are educators also feel overwhelmed because the process of developing learning requires its own expertise in using computers or smartphones, whether they admit it or not, there are still many teachers who are not literate with technological developments, especially senior teachers, thus hampering the PJJ process.

On the one hand, when taken on the positive side, this pandemic has become a momentum for the world of Indonesian education to improve its quality, one of which is the use of technology as a companion for student learning. However, is Indonesian education ready to face the transformation of learning that originally used conventional methods to become completely online?

In general, the fundamental problems of the PJJ process are the availability of infrastructure and the quality of education. The readiness of facilities and infrastructure, the standard of learning outcomes that are still ambiguous, and the availability of connectivity such as internet networks and adequate devices are the main obstacles.

Let alone the internet network to access distance learning, there are still many students in remote parts of this country who do not have access to electricity. The quality of this distance learning is also a highlight. The lack of interaction between students and teachers during the pandemic is one of the causes that are feared to worsen the quality of education [7].

The PJJ policy is likely to continue to be implemented as

the best alternative for conducting learning activities during the COVID-19 pandemic, because after all, the health and safety of all students and educators is the most important thing. It just requires further refinement so that the benefits can be felt by students. We all hope that this pandemic will end soon and education can return to normal as usual [9].

In simple terms, what is a big problem with this pandemic has been the effort to continue to provide education services and fulfill children's rights to education. But on the other hand, big problems have also been experienced by our people who live in remote areas, remote areas, island areas where internet access is still not well accessible. This is a growing phenomenon in the region. Therefore, there needs to be a policy that can provide a win-win solution to the reality of the current phenomenon.

The same phenomenon also occurs in Sumenep Regency. Regency in Madura which is complex with its islands. After several months of learning in schools carried out with PJJ with the Circular of the Minister of Education and Culture above, to the point that the implementation of the national exam was also abolished and the grades for diplomas took the average value of report cards from the initial semester, when entering the new academic year 2020/2021, July 13 2020, a joint decree (SKB) of 4 ministers requires elementary students not to carry out face-to-face learning (PTM) in schools. PTM can only be done later on September 14 if Sumenep Regency is in the green zone. This is a challenge for the education office and elementary/junior high schools under the education office. Like a *simalakama* fruit, distance learning (PJJ) in elementary (SD) and junior high schools is inversely proportional to learning in madrasa institutions. Many madrasas carry out face-to-face learning as usual in schools.

Because there is a stark difference with madrasas, while parents demand schools to enter as usual, with the threat that if elementary schools do not implement PTM in schools, they (parents) will transfer students to madrasa institutions. For some parents, learning online is still not considered school. When a child wears a uniform and carries a bag and goes to school, that is considered learning/school. This difference in perspective is quite extreme.

There is also an understanding that is quite sad, that when children learn online and children ask their parents about the material taught online, the parents answer: "I send you to school so that if you don't know about lessons, you can ask the teacher. Not like now, when you don't know ask me. It's also quite extreme. Not to mention the opinion of some people that "how good it is for teachers in elementary schools, with full salaries and full certification allowances, but not teaching at schools. Meanwhile, madrasa teachers, who are private teachers, diligently go to madrasas to teach.

This is actually a difference in mindset that needs to be straightened out and brought together so as not to become a ticking time bomb in the future. Therefore, this is where the need for breakthroughs and policy innovations needs to be presented.

On the one hand, the education office must carry out the mandate of the 4 ministerial decrees. But on the other hand, the sustainability of SD institutions is also quite threatened. Finally, with the permission of the head of service, a breakthrough was made to implement PJJ with 3 alternatives.

First, learning is done purely online. This means that PJJ is implemented by utilizing technology that allows for a strong network and the provision of adequate gadgets for students. This requires a large amount of money for parents, in addition to the cost of the package and the provision of equipment, it also requires sufficient time to accompany their children in learning. Especially for students who are still in the lower grades.

Second, learning is carried out using a visiting teacher model, both door-to-door and zoning visiting teachers by gathering several students whose homes are close to study together under the guidance of one teacher. This term is called a traveling teacher (*guling*). So this bolster action carries out learning in students' homes.

Third, the alternative of taking assignments and submitting assignments to schools is carried out with the model of visiting teachers. Well, here health protocols must be met by schools such as masks, hand washing basins with soap and running water, hand sanitizers and the like. This provision for teacher visits is carried out for no more than 2 hours for children to go to school, arranged per class according to the school's agreement. For example, grades 1 and 4 every Monday to school take assignments, and Thursday submit assignments. Tuesdays for grades 2 and 5 take assignments to school and Fridays submit assignments to school. Wednesdays for grades 3 and 6 take assignments, and Saturdays collect assignments. And this must be approved by the parents of the students written in a statement and known to the school committee. Students are not allowed to wear uniforms to school. Their only identity as uniforms, in some schools wearing masks with the school's logo. So, the mask is a substitute for the uniform. That this is a child from elementary school A or elementary school B, it can be seen from the mask.

In responding to the above plan, there are several things that are done as follows.

Develop learning guidelines during the COVID pandemic by referring to the above models.

Sending an application letter to the regent as the head of the district COVID group team to conduct face-to-face meetings for sub-districts in the green zone, especially in the islands and convey some alternative learning that will be carried out. This means that face-to-face learning (PTM) does not see the district zone as required in the 4 ministerial decree. This innovation is carried out by looking at the mapping of the sub-district level zones. This means that for the green sub-district it is possible to carry out learning. This is a policy issued by the district-level COVID-19 task force team, which is wise to the SKB of 4 ministers. A new breakthrough in order to save education in Sumenep Regency.

Disseminate these guidelines to principals and school supervisors.

The steps taken were quite effective. As stated earlier, that

there are differences in mindset and interests between parents, schools and the education office. Because there is a stark difference with madrasas, while parents demand schools to enter as usual, with the threat that if elementary/junior high schools do not implement PTM in schools, they (students' parents) will transfer students to madrasa institutions. This is a threat to the sustainability of the school in the future, because the existence of online distance learning seems to have burdened the parents of students. Well, here are the three alternatives described above to be a solution.

This learning pattern is socialized to the sub-districts, to school principals and supervisors in sub-districts throughout the Sumenep district. This innovation can reduce the anxiety of parents, even though the requirements that must be met are parental statements that agree with such a new normal learning model and students are not allowed to wear uniforms and still pay attention to social distancing at school. Here then the school socializes to parents as well as asks for a statement of approval from parents to carry out learning in the new normal era.

This effort is a policy based on local wisdom which is one of the entrances to bring together the wishes of parents and the rules issued by the central government in the context of learning policies during this pandemic. However, the presence of this pandemic has required us to be able to survive and continue to provide educational services to the children of the nation's generation.

5. Conclusion

In closing, it is necessary to bring together the mindset of parents, school wishes and government regulations in one grounded policy. This is done in order to provide educational services that can be accepted by all parties. When all stakeholders can accept it gracefully, it is hoped that education can still be well received by students, because they are the generation that will bring the future of this nation.

Learning using the limited PTM model, especially for the green zone area above, has provided fresh air for parents. Alternative learning with the limited PTM model for the green zone is the entrance to bring together the wishes of parents and the recommended learning patterns according to government policies. When many regions are still not 'dare' to have face-to-face meetings, Sumenep Regency with all the limitations and existing geographical conditions dares to carry out PTM, which is of course with a strict health protocol.

Therefore, what Mas Minister of Education said should be considered together. He motivates the nation's next generation in facing difficult times due to the COVID-19 pandemic, that difficult times and failures provide important lessons that can strengthen each individual. The younger generation who are experiencing a crisis should be grateful that we experienced this crisis at a young age because we can strengthen our spiritual muscles, muscles of resilience and resilience, as well as our mental and physical muscles to be able to go through various kinds of crises that will surely be faced in the future [5]. If the younger generation can survive this crisis, they will become one of the nation's strongest, resilient and proven generations during the pandemic. Hopefully!

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