

EXAMINING SCHOOL AND MADRASAH EDUCATION POLICIES IN POST-PANDEMIC LEARNING RECOVERY IN INDONESIA

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<http://dx.doi.org/10.18860/rosikhun.v4i1.29393>

ARTICLE HISTORY

Received: October 2024

Revised: November 2024

Accepted: December 2024

KEYWORDS

Education Policy; 21st
Century Learning; Post
Covid-19 Pandemic;
Schools and Madrasahs.

KATA KUNCI

Kebijakan Pendidikan;
Pembelajaran Abad 21;
Pasca Pandemi Covid-19;
Sekolah dan Madrasah

Abstract:

This research is to identify and analyze how education policies in Indonesia can be further improved after the Covid-19 pandemic in schools and madrasahs. This article focuses on data (Kemendikbudristek), with a focus on the post-pandemic learning recovery agenda. This research is library research, with a qualitative approach. Data was obtained from three sources "Google Scholar", "ScienceDirect", and "DOAJ". The discussion in this article highlights that learning applications must be compatible with 21st century skills. Then it is important to build commitment to mastering basic literacy and numeracy skills. The Ministry of Education and Culture's (Kemendikbudristek) agenda in responding to the recovery of learning after the pandemic is: *First*, presenting the National Assessment (AN) as a substitute for the National Examination (UN) which focuses on the development and improvement of learning outcomes as well as the school and madrasah environment. *Second*, the development of digital technology in learning activities. Where, technology certainly cannot replace the role of teachers as the spearhead of education. *Third*, it is important to renew the world's commitment to education in the education transformation conference. "Transforming Education Summit" (TES). *Fourth*, reorganize education and accelerate educational progress and the 2030 SDGs agenda. Apart from that, Nadiem's statement explained that mutual cooperation is the basis for the transformation of Indonesian education, especially in post-pandemic learning recovery, because this form of mutual cooperation is the key to transformation to create higher quality education, that will bring a better and more sustainable future.

Abstrak:

Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis bagaimana kebijakan pendidikan di Indonesia dapat lebih ditingkatkan pasca pandemi Covid-19 di sekolah dan madrasah. Artikel ini berfokus pada data (Kemendikbudristek), dengan fokus pada agenda pemulihan pembelajaran pasca pandemi. Penelitian ini merupakan penelitian kepustakaan, dengan pendekatan kualitatif. Data diperoleh dari tiga sumber yaitu Google Scholar, ScienceDirect, dan DOAJ. Pembahasan dalam artikel ini menyoroti bahwa aplikasi pembelajaran harus kompatibel dengan keterampilan abad 21. Maka penting untuk membangun komitmen penguasaan keterampilan literasi dan numerasi dasar. Agenda Kementerian Pendidikan dan Kebudayaan (Kemendikbudristek) dalam merespon pemulihan pembelajaran pasca pandemi adalah: *Pertama*, menghadirkan Asesmen Nasional (AN) sebagai pengganti Ujian Nasional (UN) yang

berfokus pada pengembangan dan peningkatan capaian pembelajaran serta lingkungan sekolah dan madrasah. Kedua, pengembangan teknologi digital dalam kegiatan pembelajaran. Dimana, teknologi tentu tidak dapat menggantikan peran guru sebagai ujung tombak pendidikan. Ketiga, komitmen dunia terhadap pendidikan perlu diperbarui dalam konferensi transformasi pendidikan “Transforming Education Summit” (TES). Keempat, menata kembali pendidikan dan mempercepat kemajuan pendidikan serta agenda SDGs 2030. Selain itu, pernyataan Nadiem menjelaskan bahwa gotong royong menjadi dasar transformasi pendidikan Indonesia, khususnya dalam pemulihan pembelajaran pascapandemi, karena bentuk gotong royong inilah yang menjadi kunci transformasi untuk mewujudkan pendidikan yang lebih bermutu, yang akan membawa masa depan yang lebih baik dan berkelanjutan.

Please cite this article in APA style as:

Asy'arie, B., F., Sari, P., P., Mariyana W., Mustofa, M., A., (2024). Examining School And Madrasah Education Policies In Post-Pandemic Learning Recovery In Indonesia. *Ar-Rosikhun: Jurnal Manajemen Pendidikan Islam*, 4(1), 1-14.

INTRODUCTION

A phenomenon that is often discussed in the world of education is policy, this aims to find ways so that these policies can be implemented in educational practice optimally (Thoma, 2023). The international policy agenda is increasingly focusing on the 21st-century skills needed by future workers in response to Industry 4.0 (Saleem et al., 2024) and Industry 5.0 (Bakir & Dahlan, 2023). In Indonesia, educational policies in post-pandemic learning recovery are very important to ensure the continuity and quality of education. In the wake of the COVID-19 pandemic it has impacted education significantly, leading to various academic lags, access gaps, and a decline in the quality of learning (Vieira & Barbosa, 2020). To determine how effective government initiatives are, it is necessary to evaluate the formulation of school and madrasah policies. So, it is important that educational policy mapping can help find obstacles and some of the problems that occur (Maulidah et al., 2024). Therefore, post-pandemic learning recovery aims to improve the quality of learning and ensure that all educational institutions in Indonesia have equal access to maintain quality, sustainable education.

Further, Education in Indonesia has a long history. After independence, the government inherited a dualistic system of education and teaching (Saihu, 2020). However, government policy seems to only focus on political modernization policies and is discriminatory towards Islamic education. This problem makes it difficult for Muslims to spread religion through educational institutions (Yuniarti et al., 2022). Another fact is that education, both schools, and madrasahs in Indonesia, has experienced many changes from before independence to after reform (Kosim et al., 2023) because the regulations and policies are always changing (Arafa, 2023). In addition, many education policies in the “National Education System” law do not fully support equitable education (Huda, 2020). On the other hand, education in private madrasahs is considered poor because the management is not good, and the graduates are deemed unable to compete with graduates of equivalent educational units (Iskandar, 2019). Of course, this must be

studied comprehensively so that a constructive solution can be immediately obtained.

Education Policy (EP) is a collection of public ideas about education that are used as a basis for making decisions in a legally neutral manner and for adapting them to the moderate Islamic educational environment (Arfan et al., 2024). In the EP that has been prepared, an academic curriculum can be formed that is designed to lead students to increase their faith, devotion, morals, knowledge, and appreciation in implementing the values of Islamic teachings (Mahrus, 2021). Several fundamental factors greatly influence an EP, namely religious, state ideology, community, and technological development factors (Isri, 2021). On the other hand, EP creators always adapt to changes worldwide, including goal setting, technical assistance, funding, and ideas that benefit the prosperity of education (Neuman & Powers, 2022). To achieve this goal, an EP system is needed that can free humans from limitations, make humans the center of all actions, and be able to direct and manage the change process (Asy'arie et al., 2024). By designing the right EP, the government must objectively build an inclusive education system. So, this policy does not cause schools or madrasah institutions to be left behind that are less supportive (Meehan et al., 2021).

So far, several articles that have discussed EP in the context of post-pandemic learning recovery show three main trends, these include: *First*, focus on educational access and equity policies. This highlights the government's efforts to ensure that all students in schools and madrasas have fair access to learning activities, including through more equitable use of technology and educational infrastructure (Anwar, 2022; Siregar et al., 2021). *Second*, is the need to improve the quality of learning, which focuses on evaluating online learning methods in implementing an adaptive curriculum that aims to overcome "learning loss" due to the pandemic (Ruhaniah et al., 2024; Suyitno et al., 2023). *Third*, a study on the readiness and role of teachers examines how training policies and support for teaching staff are implemented to strengthen their ability to manage learning in this transitional period (Munawir et al., 2024; Park & Son, 2022). This relevant research is very important in providing a comprehensive picture of the effectiveness of education policies implemented in Indonesia, especially in schools and madrasas.

This research aims to identify and analyze how education policies in Indonesia can be further improved after the COVID-19 pandemic, especially regarding learning in schools and madrasas. This article focuses on data (Kemendikbudristek) and the post-pandemic learning recovery agenda. So, this research can help produce religious, competitive, creative, and innovative graduates who are ready to face global challenges in the future.

RESEARCH METHODS

This research is library research with a qualitative approach. Where, the data collected in this research was obtained from various books, e-books, other

articles, proceedings, and so on (Hamzah, 2022). One primary and secondary source data collection technique is to collect documentation from various research sources, such as journals, books, websites, and proceedings. The main data for this research is “Kemendikbudristek”. *First*, researchers conducted searches to obtain data relevant to this research obtained from three sources “Google Scholar”, “ScienceDirect”, and “DOAJ”. This is to support theories and data regarding educational policies in post-pandemic learning recovery, especially in schools and madrasas. *Second*, researchers review the sources obtained to evaluate the relevance and credibility of the data according to the categories. *Third*, Reporting results. Researchers report data acquisition as findings that have been discussed. The data is then analyzed to verify and draw conclusions. The data-finding analysis technique used is content analysis. After the analysis stage, the researcher combines all the data to provide a report of findings and discussion on this research topic.

RESULTS AND DISCUSSION

Research result

Seeing the impact of the pandemic on learning conditions in Indonesia, especially in schools and madrasas, based on the results of research conducted by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), during the pandemic, students experienced learning loss equivalent to six months and five months of study respectively for literacy and numeracy. In fact, before the pandemic, learning progress during one year of education at the primary school level was 129 points for literacy and 78 points for numeracy (Kemendikbudristek, 2022).

In this context, the application of learning must be by 21st-century skills. This new skill category is recommended so that students can adapt to developments in the digital era. The importance of this era is to make it easier for various sectors such as education, economy, companies, and business to develop further (Cristea et al., 2024). Research “Research on Improving Systems of Education” (RISE) (Syaputri, 2022) emphasized five priorities for improving 21st-century learning. One is building a commitment to mastering basic literacy and numeracy skills. The education system needs to be committed to ensuring that every student in schools and madrasas has in-depth mastery of these basic skills and is not just about being able to read, write and count. The following is a statement of the argument from the Indonesian RISE Program.

“...Basic literacy and numeracy skills are not limited to basic knowledge, but rather students' understanding of concepts and how to apply these concepts in everyday life. By mastering basic skills, a student can more easily understand and master the skills taught at the next level of education” (Bima, 2022). In the table below, researchers can present several website data sources discussing mastery of basic literacy and numeracy skills.

Table 1. Basic Literacy and Numeracy Abilities

| Author | Topic | Discussion Narrative |
|--------|-------|----------------------|
|--------|-------|----------------------|

| | | |
|-------------------------------|--|--|
| (Asyir, 2023) | Commitment to Increase Literacy | "...One way to see this low literacy is the data released by the results of the "Program for International Student Assessment" (PISA) for the last 20 years showing that the literacy scores of Indonesian children are still low and have not increased significantly. The literacy skills of Indonesian students are still below the average literacy skills of students in Organization for Economic Cooperation and Development (OECD) countries." |
| (Publik, 2023) | Commitment to Basic Learning Must Be a Priority | "...In order for changes to be made to program planning, basic learning design must be a top priority. There needs to be teaching measurements carried out regularly. This is not to assess the quality of the school or the student's graduation, but to find out that the student has mastered the skills required according to the level of education they are taking." |
| (Yunita, 2024) | Strategy for Developing Numeracy Literacy Skills | "...The Minimum Competency Assessment (AKM) plays an important role in efforts to strengthen students' numeracy competencies, and is an indispensable basic foundation for literacy and numeracy. This is a competency assessment that is very necessary for students to determine the minimum or basic level of ability that students must have in literacy and numeracy." |
| (Rosa, Zakiah & Candra, 2024) | Strengthening Literacy and Numeration to Increase the Nation's Competitiveness | "...Collaboration between teachers and families plays an important role in helping students read and write. This is important to grow the educational program "Pancasila Student Profile Strengthening Project" (P5) aims to encourage the application of project-based learning to achieve a new paradigm that instills values such as creativity, critical reasoning, diversity, independence and morality." |

Furthermore, Maudy Ayunda (Spokesperson for the Indonesian G20 Presidency), in a press conference held online via the YouTube channel of the Press, Media and Information Bureau of the Presidential Secretariat. The government immediately takes action to overcome "learning loss," which affects the overall quality of education in Indonesia. Whether they realize it or not, after one year of the pandemic, students have experienced a decline in their learning abilities and knowledge, both specific and general. Seeing this condition, Maudy emphasized that (the Ministry of Education and Culture) must take several policies to improve learning in schools and madrasas. The following are the arguments presented.

"...*First*, presenting the National Assessment (AN) as a substitute for the National Examination (UN), which focuses on the development and improvement of learning outcomes as well as the school and madrasa environment. This can be an initial mapping of the impact of "learning lost". Local governments, schools and madrasas can access this initial mapping through the Education Report Card platform as reflection material in determining further data-based steps. *Second*, the development of digital technology in learning activities. Where, technology certainly cannot replace the role of teachers as the spearhead of education. Therefore, school digitalization policies need to be balanced with programs to increase teacher competency, especially in the mastery of information and communication

technology. Teachers competent in operating educational technology will certainly be able to accelerate the creation of superior human resources. *Third, renewing* the world's commitment to education in the education transformation conference is important. The "Transforming Education Summit" (TES) is a forum for mobilizing greater enthusiasm, commitment, and political will, to reverse the decline of the "sustainable development goals" agenda. *Fourth, reorganize education and accelerate educational progress and the 2030 SDGs agenda*" (Kemendikbudristek, 2022).

Apart from that, the Minister of Education, Culture, Research and Technology (Mendikbudristek), Nadiem Anwar Makarim, also explained that mutual cooperation is the basis for the transformation of Indonesian education, especially in post-pandemic learning recovery as Nadiem's argument underlines that.

"...The principle of cooperation is a value firmly held by the Indonesian people. He believes that the value of cooperation can inspire and be the key for delegates to collaborate towards a better and more sustainable educational future with quality education for all levels in schools and madrasas. Apart from that, the Indonesian education ecosystem, working together, has accelerated transformation as a solution to the learning crisis that has been going on for years and has been exacerbated by the pandemic. Through various breakthroughs such as "Freedom to Learn", the restoration of learning is carried out, among other things, by presenting the Independent Curriculum, National Assessment, and Teacher Mobilization Program (PPG)" (Kemendikbudristek, 2022).

From the data findings above, it can be underlined that the main problem of students today is the decline in "basic literacy and numeracy skills". As stated by Maudy, for the recovery of learning after the post-pandemic. Some policies that must be prioritized include: "(1) presenting the National Assessment (AN) as a substitute for the National Examination (UN), which focuses on the development and improvement of learning outcomes. (2) development of digital technology in learning activities. (3) commit to the educational transformation conference on the agenda of "sustainable development goals". (4) reorganizing education and accelerating educational progress and the 2030 SDGs agenda." Apart from that, Nadiem's statement also explained that the principle of cooperation is the basis for the transformation of Indonesian education, especially in post-pandemic learning recovery, because the form of collaboration is the key to transformation to create higher quality education in building a better and more sustainable future.

Discussion

Considering technological advances and globalization, the world is experiencing rapid development (Ma'ruf et al., 2024). This requires a strategy from the government to formulate educational policies to optimize post-pandemic learning in schools and madrasas by providing a commitment to mastering basic literacy and numeracy skills to students, which is the main foundation in creating a generation that can compete in the future (Maki, 2023; Syaputri, 2022). Literacy refers to a person's ability to read, write, and understand written text (Dorn &

Jones, 2023). Meanwhile, numeracy refers to an individual's ability to understand, use, and manage numbers, and helps them think critically, solve problems, and make decisions based on accurate information (Goos et al., 2020).

Main components in the literacy context, six basic skills must be mastered, namely: “numeracy; digital; financial; reading writing; science; and culture and citizenship” (Geiger et al., 2015). Increasing the competitiveness of schools and madrasas through literacy activities requires serious attention from all parties; this also involves the community to attract their attention (Indrawati & Kuncoro, 2021). On the other hand, in carrying out initial learning, it is possible to design a learning system that can be adapted to local literacy culture. Teachers are required to be creative and innovative in managing learning related to local culture in order to increase students' enthusiasm for literacy based on local wisdom while strengthening community trust (Amalia et al., 2022).

In this context, to improve recovery in schools and madrasas after the pandemic. These findings include: *First*, presents the National Assessment (AN) as a substitute for the National Examination (UN). According to (Adawiyah et al., 2022), AN is a step to improve the learning process and student learning outcomes in each subject. This AN is carried out based on student achievements in literacy, mathematics, and personality aspects in Indonesia, as well as considering the quality of education, community conditions, and the environment that supports the smooth learning process in schools and madrasas. Apart from that, AN aims to provide an overview of the education system, which includes input, methods and results obtained through long stages. Apart from that, AN is divided into three main components, which include (1) a Minimum Competency Assessment (AKM), (2) a Character Survey, (3) a Learning Environment Survey. AKM assesses students' cognitive abilities by measuring literacy and numeracy (mathematics) abilities. Character Survey, to evaluate non-cognitive aspects, such as attitudes, habits, and values that align with the Pancasila student profile. Meanwhile, the Learning Environment Survey was conducted to evaluate teachers and school principals regarding the teaching and learning process quality and the conditions of educational units that support learning.

Second, the development of digital technology in learning activities. During the pandemic, digital technology became the main solution to maintain the continuity of education through distance (online) learning (Ahmed & Opoku, 2022). After the pandemic, the use of this technology continues to be developed to support face-to-face and hybrid learning. Digital platforms, learning applications, and multimedia tools are integrated into the curriculum to strengthen students' understanding and improve their digital skills. Several efforts by schools and madrasas are now being encouraged to expand access to technology to reach all students, especially in remote areas (Aziz et al., 2023). Training for teachers in operating digital technology is also a priority so that the learning process is more effective and interactive. Therefore, digital technology is the key to building education that is more adaptive and responsive to future challenges (Malik, 2018).

Third, commit to the educational transformation conference on the agenda of “sustainable development goals”. To generate momentum for the summit, UNESCO is hosting a pre-summit in June 2022, with 1,800 participants and 154 education ministers and deputy ministers. The meeting provides a forum where countries can present the initial results of national consultations and engage in multilateral talks on new commitments. UNESCO has mobilized and worked with all parties and partners to drive the transformation of every aspect of learning, including the urgent need for higher education funding. At the Education Transformation Summit, UNESCO highlighted important initiatives to accelerate post-pandemic learning recovery measures (UNESCO, 2022).

In Indonesia, program awards “Independent Learning Curriculum” given to local governments committed to improving education quality by doing real things. Even though the Freedom to Learn movement has been running for five years, Minister of Education and Culture Nadiem said there had been major changes, including better educational practices. As (Kemendikbudristek, 2024) There are seven awards from the ILC program; here are the arguments presented.

“(1) The assessment criteria for the learning transformation category are strategies for improving the learning process, activating learning communities, and increasing the use of the Merdeka Mengajar Platform in educational units, which improves the quality of learning. (2) Transformation of Human Resources (HR) in education, which involves improving the learning community and appointing driving teachers to become school principals and school supervisors. (3) Transformation of education management with assessment standards that support regulations, forming Task Forces and Violence Prevention and Handling Teams (TPPK), and measures to prevent violence in real educational environments. In addition, regional governments are ready to create and implement regulations for the Admission of New Students (PPDB), which is transparent, objective, and accountable. (4) Transformation of the education budget by the APBD budgeting assessment standards purely for education and the percentage of the SPM education budget in the budget. (5) Transformation of Vocational Education with assessment criteria for managing Vocational Schools as BLUD and implementing Teaching Factory. (6) The Smart Indonesia Program (PIP) assessment criteria focus on program management. Over the past two years, the education Minimum Service Standards (MSS) index has been improved for every category in every LG, combining all local government efforts with measurable results. (7) Criteria that the Regional Government has the highest achievement of all the indicators that have been determined.”

Fourth, reorganizing education and accelerating educational progress and the 2030 SDGs agenda. Indonesia is planning a post-pandemic learning recovery program focusing on reorganizing the education system and accelerating the achievement of the 2030 Sustainable Development Goals (SDGs) agenda. This effort is carried out by strengthening the quality of inclusive and sustainable education, ensuring no student is left behind and overcomes learning loss that occurred during the pandemic. The Government's actions are committed to

increasing access to quality education through digital technology, improving educational infrastructure, and supporting the development of teacher competency (Aziz & Najicha, 2024). In addition, this program focuses on strengthening 21st-century skills-based learning, such as literacy, numeracy, and character education, which aligns with the SDGs goal of creating a fair and equitable education (Sulaiman et al., 2024). Through collaboration between government, the private sector and society, it is also strengthened to encourage innovation in education. With this strategy, Indonesia seeks to accelerate educational progress to achieve the SDGs target by 2030 (Firmansyah et al., 2024).

Apart from that, Nadiem (Mendikbudristek) said that cooperation is the basis for the transformation of Indonesian education, especially in recovering post-pandemic learning in schools and madrasas. According to (Main, 2020), with strong commitment from all parties, cooperation is needed, including in preparing EP, which can optimize educational programs optimally to improve the quality of education in schools and madrasas; this makes it easier for teachers to obtain in-depth education regarding basic literacy and numeracy skills. Opinion (Ernawati et al., 2022). The first step for educators is to design the Minimum Competency Assessment (AKM), an assessment of the basic competencies required by students. This activity aims to increase students' knowledge, be able to solve problems using reasoning, and be able to develop students' participation well in society.

On the other hand, teachers need to carry out learning evaluations, which aim to inform progress, provide direction, and assess student effectiveness. The design of this assessment system to assess all teaching and learning activities has been implemented effectively (Shepard, 2019). Apart from that, teachers must be able to create a Project for Strengthening the Pancasila Student Profile (P5), so that students have the opportunity to learn to strengthen their character and learn from the surrounding environment (Chamisijatn et al., 2023; Rediyono, 2024). Through agreed policies, this can ensure that students are not only prepared to achieve academic success, but are also equipped with the skills necessary to contribute to society (Chung, 2019). Thus, strategies to improve learning recovery in schools and madrasas can run optimally by the formulation of educational policies and regulations that have been established.

CONCLUSION

Education policies in schools and madrasas in post-pandemic learning recovery in Indonesia show the government's efforts to overcome the negative impact of the pandemic on the education system. Implemented policies, such as strengthening digital-based learning, increasing access to education, and teacher training, are key to improving the quality of learning. In addition, integration between online and offline learning methods, as well as appropriate curriculum adaptation, helps reduce learning loss experienced by students. This policy also emphasizes the importance of equality in access to education, both in schools and madrasas, to reach all levels of society. Through this policy, the government seeks

to restore learning and build an education system that is more resilient and responsive to future challenges. This is important in realizing quality, inclusive, and sustainable education.

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