The Implementations Of Education Policy During Covid 19 Outbreak In Indonesia

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Abstract: The fidgetiness of education quality in Indonesia is still a hot topic. The quality and competitiveness are still far behind from our neighboring ASEAN Country. That fidgetiness is more aggravated with the Covid-19 pandemic. To respond the impact of Covid-19 and the effort to keep students learning, The Government, Ministry of Education and Culture, issued a policy of Learning from home or homeschooling. The learning process is done online. Online learning is very useful because it overcomes the limitation of space and time, relaxed, and more enjoyable. However, on the other side, it is faced with various problems, which require appropriate strategic implementation in order to have an impact on improvement of quality and competitiveness. In order to make learning from home effective, the strategies used: drafting of Covid-19 Learning standard, providing supporting infrastructure, improving human resource capacity, home visiting, and appreciating to the teacher and student. Learning in the New Normal period goes to normal, the strategy used is the implementation of Blended Learning. The implementation of educational policies during the Covid-19 outbreak needs to be measured in terms of effectiveness. Therefore, it needs quality control and comprehensive study to the implementation of education policy during Covid-19 pandemic and New Normal period; in order to know the extent to which the policies that have been implemented reach the output targets and impacts according to established standards; what good practices have been obtained and can be disseminated; what are the obstacles and solutions that must be done to repair and improve our quality and competitiveness.

Keywords: Implementation, Quality and Education Policy

I. INTRODUCTION

The quality of resources is a central issue that every country is attempting to pursue. The Global Talent Competitiveness Index (GTCI) measures a country's competitiveness based on the competency in resources owned by those countries. The parameters used include per capita income level, education level, information technology infrastructure, tolerance level, gender, environment, and political stability. ASEAN countries, Indonesia occupies the sixth position with a score of 38.61. Singapore occupies the first position with a score of 77.27; followed by Malaysia with a score (58.62), Brunei Darussalam with a score (49.91), and the Philippines with a score (40.94). The report was published by INSEAS with accentuation in the education sector.

Educational parameters used include formal education, vocational education, Three-R's literacy, university competitiveness on the international stage, scientific journals, international student population, the relevance of education to the business world, number of graduate technicians and researchers, number of scientific research and journal results (https://tirto.id/dnvR, June 20th, 2020).

Based on the Education Index issued by the Human Development Reports in 2017, Indonesia's position has not been encouraging because it is still in the seventh position in ASEAN with a score of 0.622. Singapore remains in the top position with a score of 0.832. Malaysia occupies the second position with a score of 0.719 followed by Brunei Darussalam with a score of0.704. The fourth position is occupied by Thailand and the Philippines, with the same score of 0.661. A

student ability survey published by the Program for International Student Assessment (PISA), on Tuesday, December 3rd, 2019 in Paris, placed Indonesia in 72nd place out of 77 countries.

That fact provides important notes for Indonesian government cq. Ministry of Education and Culture to find the right formula on how to restore education in Indonesia. This constellation is very important when Indonesia has to deal with an outbreak of Coronavirus Disease (COVID -19). The COVID 19 epidemic that hit the world is massive and has infiltrated in all aspects of life both social, economic, political, religious, and cultural, including the world of Education.

The first case of COVID-19 was noticed in Indonesia on March 2, 2020 (Channel News Asia, 2020). The number of people with Covid-19 in Indonesia continues to increase. Until Sunday, July 5, 2020, the number of COVID-19 patients in Indonesia had reached 63,749. Patients died from Covid-19 reaching 3,171 people; 886 patients recovered so that the total recovery reached 29,105 people (45.42%). This number is lower than the global cure rate which reached 56.71%. Meanwhile, 31,473 patients were treated (Sandro, Gatra, 2020).

The interventions conducted by the government of the Republic of Indonesia and most countries in the world, to inhibit the spread of COVID-19 generally rely on restrictions on physical and social interaction. Specifically, the interventions conducted in Indonesia include quarantine for people who suspected of being infected, working at home, closing schools, factories, restaurants, and public spaces, restrictions on domestic and international travel, the prohibition of gathering in groups and crowds and large scale of social restrictions (UNICEF, 2020). Although the great attention of the government to suppress the number of Covid-19 patients, the impact of Covid-19 was massive. Many people lost their jobs because a lot of the business world and the industrial world were forced to close or reduce production.

A study of the United Nations University-World Institute for Development Economics Research (UNU-WIDER) found that there is a global economic downturn due to pandemic. Poverty rates have risen sharply and reach half a billion people (8%) of the world's population (Sumner, A., C. Hoy, and E. Ortiz-Juarez, 2020). Indonesia's economic growth was initially predicted to grow by 5%. This percentage is much higher over the past decade. However, these predictions will drop significantly to 2% in 2020 (World Bank Group, 2020). The implication is that poverty and unemployment will increase significantly. The Minister of Finance of the Republic of Indonesia Sri Muljani predicts that at least as many as 1.1 million people have the potential to become poor. Even, that number tends to increase to 3.78 million people, if COVID-19 cannot be suppressed. Besides the number of poverties, unemployment in Indonesia in the last 5 years has continued to decrease; it will increase again to 2.9 million of the newly unemployed, and in the worst-case scenario, there will be an increase of 5.2 million people (Sri Muljani, 2020).

According to the reports of the Central Statistics Agency (BPS) that as of February 2020, or before the Covid-19 pandemic hit Indonesia, the unemployment rate in Indonesia reached 6.88 million. Increases 60,000 people per year. There is a decrease in the open unemployment rate (TPT) per February 2020 fell to 4.99 percent from 5.01 percent in the same period in 2019. The total workforce in February reached 137.91 million people, with the total working population reaching 131, 03 million people. If the COVID-19 pandemic does not resolve until the second quarter of 2020 ends, TPT in Indonesia this year is predicted to exceed the 5 percent level (BPS, 2020).

Indo Barometer and Radio of the Republic of Indonesia (RRI) survey, found that large scale of social restrictions (PSBB) had caused workers difficult to find a job (8.6%); difficult to work (19.8%); difficult to find a job (15.2%); the pre-employment card is not yet effective (11.2%) and there is no right solution to overcome unemployment (8.6%) (Fransiskus, Adhiyuda Prasetia, 2020). The Ministry of Labor and PBJS noted that 2.8 million workers in Indonesia are affected by Covid-19 with the details: 1.7 million formal workers are laid off; 449.4 thousand formal workers are laid off; 282 thousand informal sector workers, the business has been disrupted and 100 thousand migrant workers repatriated (Dwi Hadya Jayani, 2020).

The Education sector is affected by COVID-19. Many schools are closed. Teachers and students are forced to learn from home. By learning from home, then the learning process that is originally carried out in a formal-traditional classroom setting before that relies on the teacher as the dominant transmitter switches to online classes. Teachers no longer meet students face to face. Likewise, students cannot interact with their classmates face to face. At that point, information technology becomes the most useful tool. Learning online, of course, is very useful because it overcomes the limitations of space and time, it takes place interactively, relaxed, and more enjoyable. However, on the other side, it is faced with various problems, which require the right policy to have an impact in order to improve the quality and competitiveness of Indonesia.

II. EDUCATION POLICY IN THE COVID-19 PERIOD

Public policy was every decision issued by the state to achieve the commonwealth in accordance with the aims of a country. The education sector was a sector that reached the livelihood of many people. In that connection, every education policy was public policy. Public policy was a series of activities that were sparked either by the state, an individual, or a group of people in order to achieve a certain purpose or targets (Islamy, Irfan 2000). Public policy was all activities carried out by the government and various institutions carried out by the apparatus personally to improve the living standard of the society or citizens (Peters B. Guy, 1982). Public policy was a series of decisions done by political actors both collectively and individually according to their authority limits to achieve commonwealth (WI Jenkis, in Solichin Abdul Wahab, 2004).

Every public policy must be implemented. Likewise, the Education policy in the COVID-19 pandemic period. The implementation was considered as a crucial stage in the policy process (Birklan, 2001; Heineman et al., 1997; Ripley and Franklin, 1986). This perspective was reinforced by Edwards III's statement that without implementation, a policy would not be done successfully. Policy implementation was a follow-

up activity after a policy was appointed. The form was managing various inputs to produce outputs and outcomes for society. Policy implementation connected the consistency of a policy purpose and its realization with the results of government activities (Van Meter and van Horn (in Grindle, 1980). The task of a public policy implementor was to build a network that enables public policy purposes to be realized through the activities of government institutions in partnership with various stakeholders (Edwards III, 1984).

Globally, based on UNESCO data on March 19, 2020, around 112 countries in the world had applied a home study policy including Malaysia, Thailand, Germany, Austria, Mexico, South Africa, Yemen, and Zambia. Out of the 112 countries, 101 countries implemented home study policy nationally. While 11 other countries, including Indonesia, implemented learning from home in certain areas (free.kompas.id, March, 31st 2020). The formal legality of learning from home was the Minister of Education and Culture Circular Letter No. 4 of 2020. The learning from home policy in Indonesia had been going on since March 16, 2020, and is continuing to this day. The process of learning from home according to the Minister of Education and Culture's policies was done online. Learning from home is carried out to provide a meaningful learning experience for the students, without being burdened with the demands of completing all curriculum achievements to move to the next grade or for graduation. Learning from home policy was also done with a purpose of maintaining teacher safety so that they avoided from COVID-19 outbreak. (Kemendikbud, 2020).

Online learning took place in a virtual environment by utilizing computer network facilities (internet), so that it was out of face-to-face communication. The characteristics of communication through computers, were context-free, free of social conventions, greatly spur the occurrence of more meaningful communication, especially for students who had a problem in face-to-face communication. Online learning gave students many benefits. Students could access material from various sites simultaneously, whether in the form of text, audio, or video. Students could interact with competency development and knowledge transmission. Online learning was able to facilitate the structure of independent material, both for structured learning and unstructured learning; it was able to anticipate the development of effective thinking strategies; it was able to anticipate varying levels of mental development and helped to build connections between concepts to build a new concept (Istrate, 2009).

Online learning was an implementation of a constructivist psychology approach, which stimulated students' ability to conceptualize new knowledge that could be accessed and updated to become a very important component. Through online learning, students managed their learning independently, students had the opportunity to access the material from a wider social environment that allowed them to broaden their knowledge and teachers could improve their ability to manage learning through collaboration with their colleagues.

The principles of online learning included: 1) learning was not limited to space and time settings. Through online learning, students could learn anytime and anywhere without having to be limited by a limit of time and space. Students

while watching TV or lying down, in the car or on the beach could follow online learning. 2) The teacher was not the only learning source. Online learning, was reducing face-to-face relationships between students and teachers face to face. Online learning, gave wide access for students to get material without waiting for it to be served by the teacher. In that context, if the teacher was seen as an absolute source of knowledge, then with online learning, there was a redefinition of the teacher's role. The teacher's label as the main source of knowledge was no longer absolute/final but it was relative. The role of the teacher mostly was replaced by information technology. 3) Learning took place in a connected social environment. Online learning allowed students to connect with the wider social environment. Students gained wide access to connect with students, teachers, entrepreneurs, bureaucrats, artists, clergy, and other professionals. Through online learning, students accessed a variety of knowledge, faced with cultures and civilizations between nations; could find similarities between cultures and civilizations that helped to develop logical thinking and building of their character or personality.4) The atmosphere of learning was relaxed and fun. Online learning that used interactive multimedia, stimulated students to be interested in following it; stimulated curiosity, and increased their learning motivation. The atmosphere of online learning was more relaxed and fun when compared with classroom learning that relied on traditional learning media. 5) Variation of learning content. Learning content would be very varied because it was accessed easily on the web or the internet. With online learning, learning content would be more appropriate for students' needs. 6) Students were independent in learning. Online learning actualized the essence of education as liberation, humanization, and civilization. Online learning, encouraged independent learning, and conditioned students to be independent in learning. Online learning, reducing student dependencies on teachers, and even educators in general. Students would independently search for and found what was a benefit for the students to develop their knowledge and skills by using information technology owned (using a search engine/google). 7) Learning happened throughout life. Online learning, led students to a critical awareness that longlife education was very urgent needs. Lifelong education was a personal investment that was inherent in someone's life. Then, the quality of someone's life could only be improved through the awareness of the importance of lifelong education. Thus, there was no final word for students even for all individuals to learn. Learning was not limited by age, gender, space, and time and the availability of educators.

Online learning content during COVID-19, were focused on increasing students' understanding of the coronavirus and the COVID-19 outbreak. The activities might be very varied; adjusted to the interests and conditions of each student, including noticing the gap in access/learning facilities at home. Evidence or products of learning activities are given qualitative and useful feedback from the teacher, without having to give quantitative scores. "Even though learning from home, it does not mean that teachers only gave students with assignments. Teachers were expected to interact and communicate to help students complete their tasks. Online learning systems at various channels and every level of

education used internet-based applications; this method used several online learning platforms as recommended by the government were Zenius, Quipper, Google Classroom, even using WhatsApp Group. Besides, the Ministry of Education and Culture itself developed portal and android based distance learning applications, Learning Center that can be accessed at learning.kemendikbud.go.id. This learning center could be utilized by learners and teachers from various levels and educational pathways. Various efforts were also done so that online learning could bring benefits for students and teachers. Teachers and students were taught to think creatively and critically to face of this pandemic (Kemendikbud, 2020).

Improving the effectiveness of learning from home, the Ministry of Education and Culture continued to collaborate with various telecommunications companies to provide data subsidies for students and teachers who did online learning. Regarding the Acceptance of New Students (PPDB) in 2020, the Education Office and schools could prepare PPDB mechanisms that followed health protocols to prevent the spread of COVID-19, including preventing the physical gathering of students and parents at school. PPDB in the Academic Achievement was carried out based on (1) The accumulation of report score based on the score of the last five semesters; and / or (2)The academic and non-academic achievements outside the school report score. The Ministry of Education and Culture through the Information Center (Pusdatin) of the Ministry of Education and Culture Data would provide technical help for the regions that needed an online PPDB mechanism. Bantuan Operasional Sekolah (BOS) / Bantuan Operasional Penyelenggaraan (BOP), allowed to buy goods as needed, including to finance the need for prevention of the COVID-19 pandemic such as the provision of cleaning tools, hand sanitizers, disinfectants, masks, and to finance online learning (Kemendikbud, 2020).

III. THE EDUCATION ANOMALY IN COVID-19 PERIOD

The COVID-19 pandemic had captured all aspects of life among nations in the world. The World of Education was one of the sectors that were heavily affected by COVID-19. COVID-19 quickly changed the perspective of educators and how to educate. COVID-19 had reduced the frequency and intensity of face-to-face meeting of the teachers and students in formal classroom settings. Covid-19, brought four changes in the way how we educated future generations, namely 1) there was an interconnection of educational processes around the world; 2) redefinition of the educators'role; 3) accentuation of learning is directed to the importance of life skills in future and, 4) wider access was given to the role of technology in supporting education (Lufthra & Mackenzi, 2020). Tam & El Azar noted three fundamental changes in global education, as a result of COVID-19, namely 1) reforming the number and the ways of educating; 2) giving novelty as an alternative human needs; 3) changes in approach to learning that were faced with digital scarcity, it would make the gap wider (Tam & El Azar, 2020).

Online learning was still inviting a lot of polemics if we associated with the availability of internet and electricity networks, The mastery of information technology (teachers, students, and parents), curriculum content, and the achievements and no less important was the extent of its effectiveness. UNESCO (2020) noted that during the COVID-19 pandemic, there were more than 300 million school-age children in the world, experienced learning barriers. Both students in developed and developing countries; including Indonesia. Survey Tanoto Foundation (2020), in 454 partner schools and madrassas with teachers, principals, parents, and students respondent; found that 48.3 percent of students excited with learning at home because the teacher made their study more interesting, varied, and meaningful and there were still 46.8 percent of students who stated learning at home was not fun, with the most reason was too many assignments from the teacher.

The Innovation Center and Academic Study of UGM surveyed of 3.353 students who took part in online learning during the COVID-19 emergency period, 66.9% of students felt they understood the lecture material well, while the rest admitted that they lacked or really did not understand it well. The lack of student understanding of the material was because the lecturer was not ready yet in managing the distance learning, so that was affected by the learning achievement (Fieka Nurul Arifa, 2020). Kompas daily reported that from March 16 to April 9, 2020, the Indonesian Child Protection Commission (KPAI) received around 213 PJJ complaints from both parents and students. Those complaints were related to an assignment that was too heavy, i.e. students with short time were given the task of summarizing and copying from textbooks (Kompas, 14 April 2020).

The online / distance learning policy during the COVID-19 period, according to the plan of the Ministry of Education and Culture of the Republic of Indonesia will be permanent. The policy is very premature and will be counter-productive because it does not take into account regional segregation and segmentation of Indonesian society. Indonesia is geographically an archipelago. Population distribution is not only concentrated on large islands but partly settled on small islands. Online learning, requires an internet network that is able to reach all levels of society in all regions of Indonesia. In certain areas, let alone the internet network, the electricity network is still problematic. Starting from the network that has not been installed, limited capacity, rotating blackouts to full blackouts during the day, and then turned on at night.

Referring to online learning in the COVID-19 period, it had not yet been placed on a clear curriculum design. So, it was no wonder if the content of teaching materials was very varied. The lack of frequency and intentions of online learning that did not even reach students on small islands, would create widening gaps; enlarged verbalism on the students because the teacher's role as a tutor was eliminated by online learning. Full online learning effected in not achieving the curriculum targets and Minimum completeness Criteria (KKM) of the students. In the context of learning from home during Covid-19, it denied the principle of mastery learning. Another problem was that Indonesia is one of the countries that had long been canalized in a culture of authorism and paternalism. This culture could create a completely obedient attitude to the leader, obedience to religious leaders, including obedience to teachers. This culture also became a seed to create an attitude of fatalism, cultivates a culture of silence, paralyzes criticism,

initiative, creativity, independence and a sense of responsibility in learning. In Indonesia, teachers were still regarded as central figures. So, some Indonesian students might not be able to study well without the guidance of teachers. In that condition the transformation from a culture of authoritarianism to the culture of democracy was not as smooth as one might imagine. The democratic era did not necessarily decrease even eliminate the culture of silence and student dependence on teachers. The teacher was a figure whose role is still relied upon in the transformation of knowledge and cultural values. Some students and parents are still glorifying the figure of the teacher as a central figure having academic legitimacy in knowledge mastery. Without a teacher, it is as if impossible. The perception was exacerbated with the insight limitation of the parents in material content and technological information acquisition as the prerequisite to strengthening student's independent learning at home. The very condition, if it is not well-managed, will inevitably extend the unqualified students' list and make them incompatible in the worldwide global competition.

Learning from home policy, especially if it was permanent, would reduce the frequency and intensity of face-to-face communication between students and teachers, students, and their mates. Teachers and students canalized in an electronic space setting. Electronic space resulted in the loss of a number of social learning processes. Students no longer tried to make teachers as a role model, They would interact with friends, built tolerance, practiced to live together, respected each other, had mutual cooperation as a derivation of the philosophy of Pancasila which is the foundation and perspective of the Indonesian's nation. With electronic space, students in Indonesia and even the world in general no longer learn to hold back the emotions and anger in natural or actual social settings. The use of information technology without control will accelerate changes in the reference value in students. Old values will be quickly distorted and replaced with new values that are absorbed through information technology if not filtered. In such a position the electronic space can unconsciously bring a negative impact, namely the attitude of individualism that impregnates the emergence of social behavior.

IV. SOME STRATEGIC STEPS

No one can predict when COVID 19 will end. Important things that can be learned from learning from home during the Covid-19 Pandemic, was that learning could be carried out no longer classically by relying on the teacher as a single transmitter. Learning is no longer canalized in rigid and mute classroom settings. Indonesia as a developing country, Covid-19 was a disaster because some people lost their jobs, got sick, or even die. However, there is always blessing in disguise behind the Covid-19, the necessity of Indonesian teachers and students; like or dislike; want it or not had to learn to use information technology in the learning process. Online learning in the Covid-19 period, opened a new awareness that with the use of information technology, learning could take place anytime and anywhere. It was not bound/restricted to the boundaries of space and time. the teacher's duty in online

learning was to design a conducive environmental system by utilizing information technology; greet students personally in social without pressure. Online learning, which was nationally practiced during the Covid-19 period, gave a large autonomy for students to be more critical, creative, and innovative in developing their thinking abilities independently.

In that context, the aforementioned anomalies mentioned above needs a solution so that the quality of Indonesian education was maintained. Learning from home policy in the short term needs to be supported as an alternative effort so that the education process could continue and at the same time it was an effort to stop the massive spread and impact of Covid-19. However, in the long term, it might not be effective.

For solution, several strategic steps that might be taken by the Indonesian government include: First, Conducting the quality standards for learning from home. The preparation of quality standards for learning from home was intended to do online learning on a clear platform. In that context, it required a Guidelines to organize learning from home, standardized curriculum for COVID-19 / new normal period includes minimum curriculum structure, which contains Core competence (KI), Basic Competence (KD), performance indicators, coverage of content/teaching materials, Strategy/learning strategy to evaluate it.

Second, Providing Information Technology (IT) infrastructure. The provision of IT infrastructure was intended to make all educational institutions, teachers, and students hold the online learning easily. So, procurement, additional IT capacity and facilitation of computer, tablet, cellphone, data/internet for school teachers and students, and also the preparation of learning videos became absolute requirements.

Third, strengthening human resource capacity. Strengthening human resource capacity was done to improve teacher, management, students, and even parents' understanding of IT. Strengthening this capacity was intended for all parties so that they can understand IT and support the implementation of online learning.

Fourth, Home visiting. Home visiting was conducted by the teachers, tutors, and volunteers to visit their students at home and / or certain places (not necessarily at school). This activity was done while still following the guidelines of the health protocol established by the government. The purpose of a home visit was to strengthen online learning content. Thus, through a home visit, teachers, tutors, and volunteers provided tutorials, mentoring, reinforcement, motivation, and animation. So, it could increase students' absorption of the learning material they received online.

Fifth, Appreciation to teachers and students. It was an appreciation from government appreciation to the teachers and students who have implemented online learning. The appreciation was carried out in a competition and ended with an award to the teachers and students who performed well in the online learning process.

Sixth, Making online learning effective after the New Normal period leading to the Normal era. A strategic step that might be taken at educational institutions in Indonesia was the implementation of lBlended Learning.

Blended learning was a good blend of optimal online learning and face-to-face learning experiences. Blended learning combines a variety of delivering material, teaching

models, and learning styles, with a variety of media dialogues between educators and students, both face-to-face and online. Combining the strengths of the two methods in an effective learning process is a characteristic of blended learning. Blended learning has advantages, includes flexibility in choosing the time and place to learn, and the selection of appropriate materials. It can be customized to the conditions of the students and the capacity of the educational institution there.

The Blended learning approach was chosen with the basics of 1) revolution 4.0. bring changes to the way humans work, interact, and transact. The World of Education adopted it as Education 4.0. Education 4.0, required all students and teachers to master and used IT; but We have to keep in mind that the role of the teacher will not be replaced with technological sophistication. Teachers were needed in everything related to the form of affection, motivation, and animation; 2) Indonesia's geographical condition which consists of islands and it was compounded by the uneven distribution of teachers and the very limited information technology and electricity network infrastructure; 3) Online learning was recognized as a good way because it could motivate students to be more active, creative, innovative and independent, but some teachers and students were not familiar with the technology . 4) Online learning in the Covid-19 period, brought an impact on which curriculum and KKM targets would not be achieved. This condition might occur because of the Government of the Republic of Indonesia Cq. The Ministry of Education and Culture determined that learning from home in the Covid-19 period, through online learning, was done with the aims of protecting teachers from the Covid-19 spreads; socializing Covid-19 and the dangers caused; subsidize students with meaningful learning, then curriculum targets and learning achievement no need to be a burden for teachers and students and the results of learning achievements were carried out qualitatively and it did not use as a reference to move to the next grade and student graduation. The implication was deemed low in terms of quality and competitiveness.

Examining the description above, blended learning became the right solution. Blended learning was considered capable to maximize the role of each learning function, both conventionally and digitally. Blended learning is a combination of face-to-face learning in the classroom and online learning. This type of learning was believed to facilitate the achievement of learning objectives. In addition, the flexibility offered by blended learning was very capable to facilitate some diverse learners. Besides of blended learning, the use of VLE (Virtual Learning Environment) seemed to be able to make a major contribution to the advancement of education in Indonesia (Navila Roslidah and Dorothy Ferary, 2018).

Learning from home online policy was issued by the government of the Republic of Indonesia cq. Ministry of Education and Culture needed to be measured the level of effectiveness. In that context, quality control became very essential. Quality control in quality management is a system of technical activities which was designed to measure and to assess the quality of products or services provided to customers. Control is needed in quality management to ensure that activities were in accordance with plans. So, the products produced are in accordance with customer satisfaction. Quality control, theoretically, was done to measure the effectiveness of planning, with realization in accordance with standards and procedures as well as outputs that are set and ended with corrective actions. Quality control is an effort to keep the activities done according to the plan and produce the output in accordance with established standards. This was in line with Amitava Mitra's view that "quality control may generally be defined as a system that is used to maintain a desired level of quality in a product or service." (Amitava Mitra, 2001: 9).

In this connection, there were two perspectives of the study: the perspective of the process and the perspective of the results. From the perspective of the process, a government program was considered successful if its implementation was in accordance with the instructions and implementation provisions made by the program maker which includes the procedures or implementation procedures, implementing agents, target groups, and program benefits. Whereas from the perspective of the results, the program was considered successful when the program had the desired impact.

A program might be successfully viewed from the point of the process, but it might fail in terms of the resulting impact, or vice versa. In other words, policy implementation could be considered successful when the consistency had been seen between the process passed, and the results achieved (Akib, Haedar, 2010). This constellation was important because the improvement of education quality during this time has been less successful and even failed in its implementation. There are two factors why this program was not successful: First, the education development strategy was input-oriented. This strategy relied on the assumption that when all educational inputs have been met, such as the provision of books (teaching materials) and other learning tools, provision of educational facilities, teacher and other education personnel training, educational institutions (schools) would be able to produce quality output as expected automatically. Apparently, the input-output strategy was introduced by the theory of education production function (Hanushek, 1979, 1981) did not fully function in educational institutions (schools), but only occurred in economic and industrial institutions. Second, education management had been more macro-oriented, was controlled by central institutions. As a result, many factors projected at the macro (central) level did not occur or did not work at the micro (school) level. In other words, the scope and sequence of problems in Education in Indonesia were still sectoral and not comprehensive and very centralistic (Umaedi, 1999).

Therefore, quality control and a comprehensive study of the implementation of educational policies are needed during the Covid-19 Pandemic period and the New Normal period; in order to know which the policies that have been implemented to achieve targeted outputs and impacts according to established standards; what good practices have been obtained and can be disseminated; what are the obstacles and solutions that must be done to repair and improve our quality and competitiveness.

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