

## Equal Distribution of Opportunities for Educational during the Pandemic to Prevent Lost Generations

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### Abstract

The purpose of this study is analyzing the distribution of opportunities for educational during pandemic covid 19. This paper is a qualitative research by presenting data descriptively, the data collection method is literature study. The data analysis technique used in this study was to collect data which was then reduced. The results of this study show education is the key to successfully managing human resources, including efforts to prevent lost generations if not handled properly. Through this paper, using a literature study method that analyzes the fulfillment of the rights of students to get a proper education during a pandemic. The results can be explained that education is both a right and an obligation of a citizen, these rights and obligations are reciprocal, so efforts are needed from both parties. The author also describes several examples of policies to fulfill education equity during the pandemic, this is an effort to cover technical and substance deficiencies in the implementation of education in Indonesia. In addition, the author analyzes various educational problems that occurred during the pandemic, and describes the various policies implemented to overcome these problems.

### Keywords:

Educational Equity;  
Educational During a  
Pandemic; Lost  
Generation

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## 1. Introduction

As of April 17, 2020, it is estimated that 91.3% or approximately 1.5 billion students worldwide are unable to attend school due to the emergence of the Covid-19 pandemic (UNESCO, 2020). This amount includes less more than 45 million students in Indonesia or around 3% of the global affected student population (Badan Pusat Statistik, 2020).

The title above includes a provocative negative impact, however, if education in Indonesia is not managed wisely at present, especially in relation to the global disaster of the Corona pandemic (Covid-19), then it is possible that this will become a reality. health, education, community development, economy, and politics, have an impact on behavior for the community. The Lost Generation has the impact of decreasing the quality of human resources (HR), decreasing the quality of physical, psychological/mental and intelligence or intelligence quotient (IQ), spiritual. The impact that appears is the decline in character values such as poor sense of family, tolerance, attitude to help help, loss of honesty, low shame.

The Preamble to the 1945 Constitution of the Republic of Indonesia states that one of the goals of the state is to "educate the life of the nation". In the Body of the 1945 Constitution, it is

mandated that the Government shall endeavor and organize a national education system that increases faith and piety to God Almighty and noble character in the context of educating the nation's life which is regulated by law. This is emphasized again in Law Number 20 of 2003 concerning the National Education System Article 5 paragraph (1) which states that every citizen has the same right to obtain quality education. even in Article 6 paragraph (1) it is stated that every citizen aged seven to fifteen years must attend basic education.

The widespread spread of Covid-19 has forced the government to close schools and encourage distance learning at home. Various initiatives were carried out to ensure that learning activities continued take place even in the absence of a face-to-face session. Technology, more specifically the internet, smartphones, and laptops are now widely used to support distance learning. One of the largest telecommunications service providers in Indonesia recorded an increase in broadband flows by 16% during the Covid-19 crisis, due to the sharp increase in usage distance learning platform.

The sudden change from face-to-face methods in the classroom to distance learning at home too indicates the need for teacher capacity building. Several studies show that competence Information, communication, and technology (ICT) Indonesian teachers are not evenly distributed throughout the region (Widodo & Riandi, 2017). Moreover, there are disparities in the quality of education across the region in Indonesia, especially between Java and outside Java, and between socio-economic conditions (Azzizah, 2015). Unequal internet access, teacher qualification gaps, and quality of education, and lack of ICT skills is a vulnerability in distance learning initiatives in Indonesia. Some teachers complain that parents are unresponsive during learning from home or online learning. The contributing factors include, among others, busy parents, low parental attention to children's education, and parents who do not have adequate communication tools or internet quota (Alifia, 2020), even communication and electricity signals have not yet reached some 3T areas (lagging, leading, and outermost) (Santosa, 2020).

The existence of the right of all citizens to obtain education has the consequence of an obligation for all components of the nation to guarantee and ensure that these rights can be fulfilled. The biggest obligation is of course borne on the shoulders of the state through the central government and local governments who are obliged to provide services and facilities, as well as ensure the implementation of quality education for every citizen without discrimination. The government and local governments are also obliged to guarantee the availability of funds for the implementation of education for every citizen aged seven to fifteen years (Indonesia, 2003).

## **2. Methods**

This paper is a qualitative research by presenting data descriptively (Sugiyono, 2016), the data collection method is literature study. This research begins by collecting reading sources from main books, scientific journals, and news from electronic media. The quality of the sources used as references has met the following elements. (1) The relevance of sources that contain theories that can form a framework of thought to get conceptual answers to problems. (2) Source reliability license which includes the competence of the author/author in accordance with the scientific field and the quality of the publisher, the choice of library sources written by experts in the field (3) The review, that the library sources must be up-to-date, i.e. the latest published sources are selected, in this case the 10th issue last year for scientific journals, mass media news, and reference books (Nurdin & Hartati, 2019). The data source is the place of origin from which data in the form of evidence can be obtained or identified (Suharsimi Arikunto, 2017). Data source to be used of this paper is not just paper in the literal sense. Peper as a data source can be anything as long as it contains scribbles or graphics with the status of a document. The scribbles can be in the form of plain text, tables, pictures, photos, floor plans. And so forth. If the source of data to retrieve data is paper, then the method used can be of two types, namely: (1) if the data required is only the outward appearance or manifestation, then the method used is observation, (2) if the data required is further, that is, what is being specifically explained, the method used is scrutiny.

The data analysis technique used in this study was to collect data which was then reduced. Data reduction is carried out as an effort to conclude the data, then the data from the literature review is sorted into certain concept units, in certain categories, and in certain themes. The results of this reduction are then processed in such a way as to become a unified whole. This process is carried out not only once, but continuously and repeatedly crosschecked or interacted (reviewed). Then the data that has been reviewed will be presented, followed by drawing conclusions and verifying the results (Rijali, 2019).

### **3. Result and Discussion**

#### **Education Equity Policy**

The national education system must be able to ensure equal distribution of educational opportunities, improve quality as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changing local, national, and global life so that it is necessary to reform education in a planned, directed, and sustainable manner. The quote contained in the preamble. Considering the National Education System Law, it is clear that the issue of education equity is a top priority in building and developing the national education system. this is something that is very reasonable, considering that education is part of a social system which by the fifth precepts of Pancasila is always idealized in order to realize the side of justice.

Equitable education is not only a matter of geography where the entire territory of the Republic of Indonesia, including in remote or underdeveloped areas and remote indigenous peoples who are given special education services, can be reached by quality education, but broader than that, the issue of equity concerns the rights of every citizen. have the same right to obtain quality education, both citizens who are normal physically and mentally and spiritually as well as citizens who have physical, emotional, mental, intellectual and/or social disabilities are entitled to special education. Citizens who have the potential for intelligence and special talents are entitled to special education. In addition, equal opportunity to obtain education means that not only children and young people are entitled to education, senior citizens are also entitled to the opportunity to improve lifelong education.

However, the idealism of the national education system as contained in the legislation is still far from being achieved even in many aspects, education in Indonesia, especially in the aspect of equity, still requires harder efforts from all components of the nation. It is worth citing the results of research conducted by I Wayan Dana Ardika, AA Raka Sitawati, and Ni Ketut Suciani which describes that there are several factors that cause the quality of education in Indonesia to remain worrisome, especially in terms of equity, as can be seen from:

1. The lack of physical facilities, for example, there are many school buildings that are no longer suitable for use at various levels of education, ownership and use of facilities that are not utilized and learning media is low, library books are not complete so that not many are interested in literacy in student side.
2. There are still teachers who are not maximal or professional in carrying out their duties.
3. The welfare of teachers is still low, especially auxiliary or honorary teachers.
4. Students' understanding and achievement is still low
5. There is still a lack of equal distribution of education to all corners of the village.
6. The low compatibility of education with the needs of the world of work
7. The high cost of education (Ardika, I. W. D., Sitawati, A. R., & Suciani, 2017).

Indeed, both the Central and Regional Governments have not remained silent on this issue. The government has issued many policies to address these problems, including:

1. Together with the DPR, it has been determined that the allocation of Education Funds for education other than educator salaries and official education costs is allocated a minimum of 20% of the State Revenue and Expenditure Budget (APBN) for the education sector and a minimum of 20% of the Regional Revenue and Expenditure Budget (APBD). This means that 20% of the

- APBN/APBD funds are absolutely only for the cost of providing education, excluding education salaries which have been the largest part of the APBN/APBD and official education costs;
2. The education fund is set at 20 percent, one of which is used as School Operational Assistance (BOS) (Azzahra, 2021), so that schools do not collect mandatory fees such as SPP. For the regulation of BOS funds during the pandemic, the Minister of Education and Culture has issued Permendikbud 8 of 2020 concerning the 2020 Regular BOS Technical Guidelines which regulates:
    - a. Fund recipients are SD, SMP, SMA, SMK, and SLB.
    - b. The amount of the Regular BOS fund allocation given to the recipient school is calculated based on the unit cost multiplied by the number of students:
      - 1) SD amounting to IDR 900,000.00 per 1 student;
      - 2) SMP in the amount of IDR 1,100,000 per 1 student;
      - 3) SMA in the amount of Rp. 1,500,000.00 per 1 student;
      - 4) SMK in the amount of Rp. 1.600.000,00 per 1 student; and
      - 5) SLB of IDR 2,000,000.00 per 1 student.
    - c. Funds are used to finance:
      - 1) acceptance of new students;
      - 2) library development;
      - 3) learning and extracurricular activities;
      - 4) learning assessment/evaluation activities;
      - 5) administration of school activities;
      - 6) professional development of teachers and education personnel;
      - 7) power and service subscriptions;
      - 8) maintenance of school facilities and infrastructure;
      - 9) provision of learning multi-media tools;
      - 10) organizing special job fairs, industrial work practices or domestic field work practices, job monitoring, teacher apprenticeships, and first-party professional certification bodies.
      - 11) implementation of skills competency test activities, expertise competency certification and competency tests for international standard English and other foreign languages for the final class of SMK or SMALB; and/or
      - 12) payment of honorarium (maximum 50%).
    - d. In using BOS funds, the school has the authority to determine the components of the use of funds as needed.
  3. Providing professional allowances for teachers who have passed the certification exam;
  4. To increase the competence of teachers, the Institute for Quality Assurance of Educators has been built
  5. Development of special education in primary and secondary education levels.
  6. The Smart Indonesia Program (PIP) is one of the priority programs of the Ministry of Education and Culture (Kemendikbud) to be superior in realizing equal distribution of education, and a form of siding with children from poor and vulnerable families.
  7. Adoption of technology in creating learning innovations that lead to equal distribution of education quality. The adoption of technology forms a new learning pattern and hope that even though it is difficult to access a place, the best content can be provided and supported by well-trained teachers.

In the past, the program that was very beneficial for equal distribution of education was the Presidential Instruction Elementary School (Inpres) program, which was a policy issued by President Suharto through Presidential Instruction (Inpres) No. 10 of 1973 regarding the Elementary School Development Assistance Program. Armed with the spirit to realize equal opportunities for education, until the 1993/1994 period, it was recorded that almost 150 thousand units of SD Inpres had been built. For this success, President Soeharto was awarded the Avicenna Award from UNESCO in 1993.

### **Education in The Pandemic**

The Corona pandemic, better known as Covid-19, first broke out in China on December 31, 2019 and the first case of Covid-19 in Indonesia on March 2, 2020. Since then, the world, including Indonesia, has never been the same again. The pandemic has made many radical and major changes in the pattern of human life, including in the social field, especially education (Pelita, 2013). According to UNESCO records, the Covid-19 pandemic threatens 577,305,660 students from pre-primary to high school education and 86,034,287 students from higher education worldwide (Abidah et al., 2020). Like the policies taken by various countries affected by the COVID-19 disease, Indonesia has closed all educational activities. Even though in order to deal with this situation, the government and related institutions present an alternative educational process for students by teaching distance learning or online learning or learning from home with parental assistance, it must be admitted that this sudden change has created its own challenges and problems.

The Ministry of Education and Culture provides freedom for each school to choose their online learning platform (Kemendikbud, 2020a). However, to encourage a knowledge sharing process, the Ministry of Education and Culture provides a free online learning platform called “Rumah Belajar” and a platform for sharing among students teacher named "Program Guru Sharing". “House of Learning” provides teaching materials and communication features for its users, while “Program Guru Sharing” shares the Learning Implementation Plan (RPP) with teachers throughout Indonesia. For areas where the internet connection is not very good, the government cooperate with TVRI, the state television station, to deliver the learning materials contained in the program Home Study program for several months (Beritasatu, 2020).

The Covid-19 crisis has also forced schools to reallocate larger budgets for spending distance learning. Ministry of Education and Culture Regulation No. 19 of 2020 and Ministry of Religion Circular No. B-699/ Dt.1.I/PP.03/03/2020 allows the use of BOS funds for the implementation of distance learning. Including also for the cost of internet connection for students and teachers as well as the purchase of distance learning support devices far. Through Presidential Regulation Number 54 of 2020, the Ministry of Education and Culture's budget was increased by 96%, from Rp trillion to Rp. 70.7 trillion. The use of this large increase has not been described in detail, but many predict the funds will be used to support distance learning initiatives Furthermore.

Indonesia's topography in the form of islands and mountains requires the provision of internet and internet access mobile telecommunications. However, 4G coverage is mostly concentrated in Java Island because mobile telecommunications services, which are highly dependent on the market, of course prioritize the regions urban areas than rural areas where the population is less (Khatri, 2019). Figure 1 shows the unbalanced distribution of household internet in all regions. Connectivity gap This makes students who come from underprivileged families in rural areas outside Java very dissatisfied benefited.

This disruption of the traditional education system has harmed students who come from from underprivileged families and those in rural areas. They are students who, even in normal conditions, already face obstacles to accessing education. Now they need to face additional barriers that arise from inequalities to access technology infrastructure.

**Table 1.**  
The Unbalanced Distribution of Household Internet in All Regions.

Province	Urban			Rural			Urban + Rural		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
ACEH	75.99	78.58	85.65	48.21	58.68	65.41	56.89	65.16	71.97
SUMATERA UTARA	73.05	79.77	82.04	47.05	56.30	64.83	60.70	68.91	74.12
SUMATERA BARAT	76.77	82.43	85.14	53.91	58.52	65.39	64.00	69.67	74.62

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RIAU	82.98	85.41	89.82	59.08	69.55	74.47	68.73	76.00	80.61
JAMBI	76.15	84.26	86.45	56.19	64.51	70.65	62.43	70.81	75.56
SUMATERA SELATAN	77.05	81.66	88.48	49.56	58.10	67.36	59.41	66.42	74.85
BENGKULU	79.94	86.00	87.34	48.36	58.19	63.96	58.49	67.36	71.69
LAMPUNG	76.20	82.62	85.71	54.30	62.85	69.31	60.41	68.68	74.09
KEP. BANGKA BELITUNG	74.83	81.67	84.06	55.42	66.26	71.37	65.78	74.80	78.35
KEP. RIAU	81.98	90.39	93.08	56.29	66.59	73.77	78.41	87.96	91.15
DKI JAKARTA	89.04	93.33	93.24	-	-	-	89.04	93.33	93.24
JAWA BARAT	77.53	82.53	86.93	52.28	62.52	67.77	70.61	77.55	82.18
JAWA TENGAH	74.39	80.81	84.18	58.85	69.40	75.01	66.73	75.16	79.66
DI YOGYAKARTA	85.11	87.24	89.67	62.30	72.91	74.38	79.10	83.68	85.83
JAWA TIMUR	74.70	80.82	83.91	54.50	64.59	69.59	65.01	73.24	77.21
BANTEN	84.08	89.61	91.01	53.53	63.00	66.06	75.39	82.25	84.07
BALI	81.90	86.58	91.09	58.41	63.82	73.21	74.15	79.59	85.67
NUSA TENGGARA BARAT	61.83	74.40	76.95	45.48	56.94	62.71	53.03	65.25	69.51
NUSA TENGGARA TIMUR	78.20	82.79	87.50	31.06	39.33	46.78	42.21	49.83	56.87
KALIMANTAN BARAT	80.56	85.95	88.89	42.49	53.35	60.74	54.99	64.71	70.44
KALIMANTAN TENGAH	76.64	86.41	89.92	50.44	62.49	67.55	60.31	71.84	76.57
KALIMANTAN SELATAN	79.95	84.71	87.38	55.16	65.04	70.95	66.67	74.35	78.64
KALIMANTAN TIMUR	85.34	88.83	91.39	66.16	74.38	77.46	78.98	84.17	86.87
KALIMANTAN UTARA	82.79	88.83	92.79	65.33	67.47	76.99	75.71	80.72	86.58
SULAWESI UTARA	78.92	82.79	85.49	56.21	64.50	70.60	67.60	74.06	78.50
SULAWESI TENGAH	76.97	83.30	89.58	44.09	52.60	60.11	53.42	61.66	68.70
SULAWESI SELATAN	80.67	84.42	87.37	54.77	63.86	69.80	65.22	72.62	77.23
SULAWESI TENGGARA	80.32	86.27	87.49	50.64	61.90	68.49	61.95	71.21	75.87
GORONTALO	74.87	81.77	83.21	56.55	65.83	72.26	63.76	72.68	76.98
SULAWESI BARAT	70.56	73.74	81.17	44.33	54.69	61.52	50.44	59.09	66.03
MALUKU	79.50	80.78	86.81	36.67	40.32	48.10	55.16	58.52	65.86
MALUKU UTARA	80.78	83.31	89.53	35.66	41.17	50.57	49.06	53.61	62.39
PAPUA BARAT	79.22	85.06	90.71	50.45	53.71	60.05	61.95	66.62	72.62
PAPUA	72.36	77.95	81.54	14.69	14.35	18.21	29.50	31.31	35.25
<b>INDONESIA</b>	<b>78.08</b>	<b>83.57</b>	<b>86.81</b>	<b>51.90</b>	<b>61.24</b>	<b>67.19</b>	<b>66.22</b>	<b>73.75</b>	<b>78.18</b>

Source: (Badan Pusat Statistik, 2021)

For some universities, the implementation of remote teaching and learning policies from home or online learning does not seem to be a problem because they already have an online-based academic system. Problems arise for some other universities that do not have such a system. The biggest problems are and are faced by the primary and secondary education levels, among others:

1. There are still many students from families who do not have internet access or even do not have mobile phones will miss learning when learning assignments are delivered through popular applications such as WhatsApp or others.
2. The learning load felt by students is too much because of the habit so far, at home is the time for socialization, playing and resting.
3. Students are required to be able to observe and learn the subject matter themselves quickly, even though they are given space to ask the teacher through certain application messages, they still feel that there is not enough time.

4. The teaching and learning process from home makes students easily bored because they cannot interact directly with the teacher and their friends.
5. The teaching and learning process at home makes some parents stressed in accompanying children because they do not understand the child's character. Parents feel that children are difficult to manage, just want to play, lazy to study. In addition to dealing with children's behavior in accompanying learning at home, parents are also required to be able to explain many things related to the subject matter, while not all parents are ready for that. Not to mention if there are many children and parents have to work to earn a living, parents become more dizzy.
6. What is worse, it is not uncommon to find parents providing learning assistance to their children by using harsh methods, threatening, imposing their will, or even hitting them if the children do not obey. If this happens every day then this will be a scourge for children in learning, even though the goal of parents is good so that children are disciplined and smart. Such parenting will make the child coward, shy, quiet, likes to break the rules, vindictive and lacks initiative.

The Ministry of Education and Culture (Kemendikbud) and the Ministry of Religion (Kemenag) need to consider the implementation of distance learning that is adapted to the different characteristics of regions in Indonesia. Distance learning adds to the barriers for students who are already difficult to access education, therefore diversification of delivery media other than the internet needs to be considered. The options could be radio programs or using postal services for areas with low connectivity (Azzahra, 2021). The Ministry of Education and Culture should start considering issuing special operational guidelines that discuss indicators for implementing PJJ and take into account the various obstacles faced by students in urban and rural areas. The arrangement of learning methods that are different from normal situations is also needed to take into account the emotional side of students and the limitations of the teacher (Santosa, 2020). See the importance of the government's role in coordinating various parties, is carried out by truly listening to various inputs (Yulia Indahri, 2020). Fulfillment of the right to education in relation to the right to information depends on the parties, including the Government regarding education and learning policies (Christianto, 2020).

Based on the problems that arise in the distance learning process during the pandemic, which is not yet clear when it will end, it is necessary to have policies that directly touch the problem, so that the distance learning process that seems revolutionary due to these compelling circumstances can succeed at least reducing the potential for failure. due to physical and mental barriers. Some of the policies that can be taken include:

1. Ensure that all students, especially from families who cannot afford to have internet access and if they do not have a cellular phone or cell phone (mobile phone), the government must seek its availability so that students and parents are able to take part in the distance learning process (Karang & Gabrillin, 2020).
2. It should be appreciated for the policy of the Governor of DKI Anies Baswedan as the Leader of the DKI Jakarta Government, which until now has built 9,000 JakWifi points spread across DKI Jakarta which are not only enjoyed by students but also residents who have businesses including in the Thousand Islands area and have benefited from it. students in participating in the online learning process (distance learning) (Junita, 2020).
3. Similar appreciation should also be addressed to the Minister of Education and Culture and other stakeholders providing internet quota subsidies for students, teachers, students, and lecturers for four months worth Rp 7.2 trillion. The quota allocation given is for Early Childhood Education (PAUD) students as much as 20 GB/month, students at primary and secondary education levels 35 GB/month, educators at PAUD and primary and secondary education levels 42 GB/month, as well as for university students. and lecturers 50 GB/month. All of them get a general quota of 5 GB/month, the rest is for study quota. The provision of the quota is part of fiscal assistance through the State Revenue and Expenditure Budget (APBN) which is given to support PJJ for students, teachers, students, and lecturers can be given to 60 million students for general education and special education

4. Ensure that teachers understand that distance learning is not face-to-face learning so it must be done through a different approach. If during this time the learning load felt by students is too much due to habits so far, at home is the time for socialization, playing and resting, then learning must be arranged that does not force students such as face-to-face learning but with a commensurate quality of understanding. Thus, students do not have to be required to be able to observe and learn the subject matter themselves quickly because there are distinct characteristics in distance learning. Likewise, teacher creativity is needed to make students not easily bored because they cannot interact directly with teachers and their friends.
5. Because the teaching and learning process at home makes some parents stressed in accompanying children because they do not understand the child's character (Astuti & Harun, 2020), policies and activity programs are needed that prepare parents to deal with children's behavior in accompanying learning at home so as to reduce the attitude of parents who provide learning assistance to their children. their children in a violent way, threatening, forcing their will, or even by hitting if the child does not obey. If this happens every day then this will be a scourge for children in learning, even though the goal of parents is good so that children are disciplined and smart. Such parenting will make the child coward, shy, quiet, likes to break the rules, vindictive and lacks initiative.

The challenges faced by higher education during the covid-19 pandemic, faced with the implementation of online distance lectures, this shows that the use of technology is increasing now and is expected again in the future (Indrawati, 2020). Utilization of online learning facilities is carried out by using several digital platforms which are widely available with various completeness according to the interaction objectives to be achieved (Assidiqi & Sumarni, 2020). Barriers, solutions and expectations in learning using online systems. This is an interesting topic during the Covid-19 pandemic. With this pandemic, all parties involved in learning and education can learn to utilize technology so that at the same time they can prepare themselves for the era of technological advances in the field of education (Nikodemus Thomas Martoredjo, 2020). Even in limited conditions due to the COVID-19 pandemic, you can still learn online. The only obstacle is that parents have to add more time to accompany their children. Meanwhile, in terms of teachers, teachers become technology literate and are required to learn many things, especially online-based learning. This online learning system can be used as a model for further learning (Anugrahana, 2020).

#### **4. Conclusion**

The pandemic disaster certainly made these conditions change in a more negative direction, of course, so the dream of realizing superior and competent education in Indonesia through equitable distribution of aid, will still be difficult to realize until this pandemic is resolved properly. What is more realistic is to survive in this situation by continuing to take steps that are considered necessary through the policies that have been issued to ensure that distance learning opportunities are equal, apart from being able to be enjoyed by all students by preparing the infrastructure and superstructure, as well as mental, spiritual preparation. as well as the physics of all the components involved. As mandated by the Constitution as outlined in Law Number 20 of 2003 concerning the National Education System, it is the obligation of parents, society and the government to realize and organize education in the context of the intellectual life of the nation. And at this time, the collaboration is really tested whether it is capable and successful in saving the nation's children from losing their future and saving civilization from a lost generation. Distance learning has become a bottleneck which is felt most widely in the education sector even before the pandemic, but the crisis that taking place currently accelerating adoption implementation significantly. Important for include learning skills distance in teacher training programs in the future. Use of information technology and communication has been included in training curriculum. However, there are doubts on its effectiveness considering its contents the majority are not relevant to learning long distance. For successful adoption distance learning, teachers need to not only have technological skills basic (such as using a computer and connected to the internet), but also knowledge to use the device recordings and software, and methods



to deliver lessons without interaction face to face. The skill will required when using the platform study online in Indonesia. More importantly, the gap between the training scenarios and execution in the field needs to be minimized.

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