



Evaluation of Readiness of Elementary and Middle School Level Schools in Sumbawa Regency in the Implementation of Limited Face-to-Face Learning During the Covid-19 Pandemic

Has'ad Rahman Attamimi^{1*}, Rusmayadi², Yunita Lestari¹, Sudarli³, Ernawati⁴

¹Program Studi D3 Kebidanan, STIKES Griya Husada Sumbawa, Indonesia

²Program Studi S1 Keperawatan, STIKES Griya Husada Sumbawa, Indonesia

³Dinas Pendidikan dan Kebudayaan Kab. Sumbawa, Indonesia

⁴Program Studi Penelitian dan Evaluasi Pendidikan, Sekolah Pascasarjana UHAMKA, Indonesia

Received: August 2, 2022

Revised: October 30, 2022

Accepted: November 10, 2022

Published: November 30, 2022

Corresponding Author:

Has'ad Rahman Attamimi

has.ad.rahman31121992@gmail.com

© 2022 The Authors. This open access article is distributed under a (CC-BY License)



DOI: [10.29303/jppipa.v8i5.1948](https://doi.org/10.29303/jppipa.v8i5.1948)

Abstract: In September 2021, the Ministry of Education and Culture released the results of an internal survey, the survey results explained that there were 1,303 schools that became Covid-19 clusters. Of these figures, there were 7,287 teachers and 15,456 students exposed to the corona virus in Indonesia. So based on these conditions, an evaluation of school readiness will be carried out in implementing face-to-face learning programs during the Covid-19 pandemic. The evaluation will be carried out using the type of gap evaluation, where the evaluator will only measure the difference (gap) between what should be implemented (based on indicators of readiness for face-to-face learning during the Covid-19 pandemic) and the reality of the implementation being carried out. The evaluation method to be used is descriptive qualitative method with data collection techniques in the form of observation, interviews and document studies. The subjects in this evaluation were elementary and junior high schools in Kab. Sumbawa, and the object of evaluation are 7 indicators (requirements for limited face-to-face learning provided by the RI SATGAS Covid-19) readiness to implement limited face-to-face learning programs during the Covid-19 pandemic. The results of the evaluation of 84 primary school level and 8 junior high school level schools are in accordance with the results of observations, interviews and studies of supporting documents, in general it shows that the schools evaluated are ready to carry out face-to-face learning but a number of schools are still continuing to improve readiness in accordance with the required indicators both according to the PTM guidelines agreed upon by four ministers and the conditions given by the RI Covid-19 Task Force for 2021.

Keywords: Covid-19; Evaluation of Readiness for Face-to-Face Learning; The Covid-19 Pandemic Period

Introduction

Corona virus, since its first appearance in Wuhan China has caused many problems, starting from health problems, the economy, to now education problems (WHO, 2020). Covid-19, according to Kassa and Grace (2020) is responsible for the fourfold crisis that has occurred in Aprika (health, economic, social and political crisis). In the United States, estimates show

more than 75% of children have been infected with SARS-CoV-2.1 and reinfection is becoming increasingly common with the emergence of new variants and subvariants. Globally, 1.6 billion children have suffered extensive and ongoing disruptions in their education since the start of the pandemic (Peebles et al., 2022; Kansal et al., 2021). The world is reminded of the history of the 1918 influenza pandemic in London, England (Cheng & Leung, 2007). The characteristic mild

How to Cite:

Attamimi, H. R., Rusmayadi, R., Lestari, Y., Sudarli, S., & Ernawati, E. (2022). Evaluation of Readiness of Elementary and Middle School Level Schools in Sumbawa Regency in the Implementation of Limited Face-to-Face Learning During the Covid-19 Pandemic. *Jurnal Penelitian Pendidikan IPA*, 8(5), 2324–2328. <https://doi.org/10.29303/jppipa.v8i5.1948>

symptoms in most cases and short serial intervals (ie, 4-5 days) are similar to those of pandemic influenza, rather than the other two coronaviruses (You et al. in Zhao et al., 2020). The appearance of Covid-19 also coincided with the Spring Festival, which resulted in a dramatic increase in human travel activities globally, which was followed by a significant spread of the virus (Wu et al., 2020).

Corona virus is a large family of viruses that cause disease in humans and animals (Kemenkes, 2020; Pattanang et al., 2022). In humans, it usually causes respiratory tract infections, ranging from the common cold to serious diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of corona virus that was found in humans since an extraordinary incident appeared in Wuhan China, in December 2019, was later named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2), and caused Corona virus Disease-2019 (Kemenkes, 2021; Nissa & Haryanto, 2020).

COVID-19 is caused by SARS-COV2 which belongs to the same large family of corona viruses that caused SARS in 2003, only with a different type of virus. The symptoms are similar to SARS, but the death rate for SARS (9.6%) is higher than COVID-19 (less than 5%), even though the number of cases of COVID-19 is much higher than that of SARS. COVID-19 also has a wider and faster spread to several countries than SARS. Common symptoms include fever 380C, dry cough and shortness of breath. If there are people who, within 14 days before the appearance of these symptoms, have traveled to an infected country, or have cared for/close contact with a COVID-19 patient, then that person will undergo further laboratory tests to confirm the diagnosis (Kemenkes, 2020).

These conditions have resulted in various countries in the world implementing policies of limiting social activities (Abdullah, 2020). The city of Wuhan, China was the first and strictest to implement a lockdown or regional quarantine policy for 76 days, starting January 23, 2020 (Nadira, 2021).

In Indonesia itself, a number of regions implemented a lockdown policy for the first time in March 2020 (Hidayat, 2020). Meanwhile, these conditions cannot continue to shackle community activities. Educational examples. In Indonesia, at the beginning of the Covid-19 pandemic, the implementation of the educational process at all levels of education underwent a change, initially it was carried out face-to-face and then switched to an online online system.

This change in system gave rise to many pros and cons so that in 2021 a Ministerial Regulation known as the "four ministers' agreement" emerged, namely the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs

Number 03/Kb/2021, Number 384 of 202, Number Hk.01.08/ Menkes/ 4242/ 2021, Number 440-717 of 2021 concerning Guidelines for Organizing Learning (limited face-to-face and distance learning) During the 2019 Coronavirus Disease Pandemic (Covid-19).

In addition to the four ministers' agreement on guidelines for implementing limited face-to-face learning, the RI Covid-19 Task Force (2021) also provides a number of conditions for face-to-face learning programs to be implemented, these conditions are as follows:

- a. The school is in the *PPKM* Area Level 1-3
- b. There were no cases or transmission in the school environment
- c. The school has completed and complied with the Education Unit Readiness List during the COVID-19 Pandemic
- d. Adequate supporting facilities to support PTM during the COVID-19 period (body temperature measuring devices, study rooms with good air circulation, room sterilization facilities, individual teaching facilities, different exits from entrances, changing rooms for students with transportation general)
- e. There is a mutual agreement between the School Committee and the school
- f. Teachers and support staff at schools are expected to have been vaccinated
- g. The school has formed the COVID-19 Task Force.

However, with the Ministerial Regulation and the conditions given by the RI Covid-19 Task Force, education problems in Indonesia, especially those related to the transmission of Covid-19, cannot be resolved immediately. The results of the Ministry of Education and Culture's internal survey as of September 2021, recorded 1,303 schools as Covid-19 clusters. Of these figures, it was recorded that 7,287 teachers and 15,456 students were exposed to the corona virus (Putra, 2021). So that educational institutions in all regions of Indonesia, especially Kab. Sumbawa, needs to be examined and evaluated for its readiness to carry out limited face-to-face learning.

Method

In this evaluation, the evaluator uses the discrepancy model evaluation. The gap evaluation model is oriented towards the existence of gaps in the implementation of a program. In this evaluation, the method used is a qualitative method with a descriptive qualitative design. As for the evaluation target, an evaluation will be carried out on the readiness of elementary and junior high schools in Sumbawa Regency in implementing limited face-to-face learning programs according to the requirements for implementing limited face-to-face learning during the

Covid-19 pandemic by the Covid-19 SATGAS in 2021. Schools that 92 schools willing to be evaluated consist of 84 elementary schools and 8 junior high schools. And for data collection methods, evaluators apply data collection methods by means of observation, interviews and document studies. While in the process of data analysis is done using data analysis techniques interactively (qualitative data analysis).

Result and Discussion

The results of the evaluation of 7 indicators of readiness for implementing limited face-to-face learning programs based on the 2021 Covid-19 SATGAS stipulations regarding the requirements for implementing face-to-face learning programs during the Covid-19 pandemic which were carried out in 92 schools in Sumbawa Regency, in the period from February 2022 to with April 2022 presented as follows:



Figure 1. One of the proofs of reporting readiness for learning during the Covid-19 Pandemic

Implementation of PPKM Policy

In accordance with the results of the evaluation up to April 2022, the Regional Government has revoked the PPKM implementation policy in all areas of Sumbawa Regency including in educational facilities. In addition, the school being evaluated also stated that the school was no longer in an area that implemented PPKM. Thus it can be concluded that all schools evaluated are in areas that no longer apply the PPKM policy.

Cases of Covid-19 Transmission in Schools

There are 3 schools, 92 schools that have been evaluated, which have confirmed cases of Covid-19 transmission. However, currently the three schools have returned to implementing face-to-face learning while still being monitored and having their readiness checked by the Education and Culture Office of the Sumbawa Regency. The school has also confirmed that before carrying out face-to-face learning a readiness report has been carried out in accordance with the reporting mechanism prepared by the Indonesian Ministry of Education and Culture.

List of Readiness of Education Units during the COVID-19 Pandemic

It was confirmed that 2 schools did not report or complete the education unit learning readiness checklist.

Meanwhile, 90 other schools have reported their readiness for limited face-to-face meetings, both online and offline by submitting report documents to the Education and Culture Office of the Sumbawa Regency. The school readiness reporting method adopted by the Indonesian Ministry of Education and Culture is one of the mass screening efforts to monitor the readiness of schools or educational institutions, especially at the elementary to secondary school levels before implementing limited face-to-face learning. In India, a smart electronic device called a cloud-based pandemic service is used to conduct mass screening (Biswas al., 2021). Various methods have been implemented to suppress the spread and transmission of Covid-19 throughout the world.

Supporting facilities to support PTM during the COVID-19 period

The evaluation results showed that 91 schools had temperature measuring devices in good condition, 92 schools had hand washing facilities with running water, 91 schools had classrooms with good air circulation, 75 schools had room sterilization, 82 schools had good teaching facilities, 22 schools have a different exit from the entrance, and only 11 schools have changing rooms for students.



Figure 2. Handwashing facilities at SD Negeri Batudulang, Kab. Sumbawa

The recommended supporting facilities and infrastructure for preventing the transmission of Covid-19 are of course based on the results of studies, so it is important to fulfill them. For example, like washing hands. Saunders et al in (Brauer, 2020) explained that washing hands can prevent transmission of the H1N1 influenza pandemic in the human population by up to 38%.

Mutual Agreement Between School Committee and School

All schools evaluated confirmed that they had entered into an agreement with the school committee regarding the implementation of limited PTM during the Covid-19 pandemic.

Teachers and support staff at schools are expected to have been vaccinated

Of all the schools evaluated as confirmed, 86 schools stated that all teachers and support staff at school had been vaccinated, 6 schools stated that teachers and support staff at school had been partially vaccinated.

In addition to teachers and support staff, vaccinations for students must also be carried out. The school-based vaccination program is very good. Thus reducing the potential for the spread of covid-19 to children and their families (Lee & Raszka., 2020). Vaccination for all people in educational institutions is of great concern to the government and society. This is to ensure that educational services for students can run well and safely.

COVID-19 Task Force in Schools

A total of 85 schools were confirmed to have formed a Covid-19 task force at the school level and 5 schools stated that they had not yet formed a Covid-19 task force.

Based on the results of the evaluation above, it can be concluded that most of the elementary and junior high schools in Sumbawa Regency which were evaluated from February 2022 to April 2022 were ready

to carry out limited PTM during the Covid-19 pandemic in accordance with the conditions given by the Indonesian Covid-19 Task Force. However, a number of schools still need to improve their readiness by fulfilling the indicators required for implementing PTM.

Conclusion

Based on the results of the evaluation of the readiness of face-to-face learning (PTM), the majority of elementary and junior high schools in Sumbawa Regency met the 7 conditions set by the RI SATGAS Covid-19 in (2021). The evaluation was carried out from February 2022 to April 2022 for 84 grade schools. Elementary school and 8 junior high school level schools are ready to carry out PTM, but a number of schools are still continuing to improve readiness in accordance with the required indicators both according to the PTM guidelines agreed upon by four ministers and the conditions given by the RI Covid-19 Task Force for 2021.

Acknowledgements

Thanks are conveyed to a number of parties who have supported the implementation of an evaluation of the readiness of elementary and junior high schools in Kab. Sumbawa in the implementation of PTM was limited during the Covid-19 Pandemic. Dear: Mr. Rsmayadi, S.Kep.,Ners., M.PH, as Chair of the STIKES Griya Husada Sumbawa who has funded this evaluation activity; Mr. Dr. M. Ikhsan Safitri, M.Sc, as the Head of the District Education and Culture Office. Sumbawa, for the recommendations given so that the implementation of this evaluation goes well and smoothly; Mr / Mrs Principal and all supporting staff at the school for their cooperation during the evaluation so that obtaining evaluation data became easier to do.

References

- Abdullah, P. (2020). Ini Dampaknya Kalau RI Lockdown, Harian haluan. <https://www.harianhaluan.com/news/detail/89736/ngeri-ini-dampaknyakalau-ri-lockdown>
- Biswas, H., Sarkar, V., Sarddar, D., & Bandyopadhyay, A. (2021). COVID-19 on spot detection as a service (COSDaaS)-A cloud-based pandemic service approach by means of a smart screening device for mass screening to minimize the spread of infection efficiently. In *Journal of Physics: Conference Series* (Vol. 1797, No. 1, p. 012002). IOP Publishing. (doi:10.1088/1742-6596/1797/1/012002)
- Brauer, M., Zhao, J. T., Bennitt, F. B., & Stanaway, J. D. (2020). Global access to handwashing: implications for COVID-19 control in low-income

- countries. *Environmental health perspectives*, 128(5), 057005. (<https://doi.org/10.1289/EHP7200>)
- Cheng, K. F., & Leung, P. C. (2007). What happened in China during the 1918 influenza pandemic?. *International Journal of Infectious Diseases*, 11(4), 360-364. <https://doi.org/10.1016/j.ijid.2006.07.009>
- Hidayat, Khomarul. (2020). Ini sejumlah wilayah di Indonesia yang terapkan lockdown lokal. <https://nasional.kontan.co.id/news/ini-sejumlah-wilayah-di-indonesia-yang-terapkan-lockdown-lokal>
- Kansal, A. K., Gautam, J., Chintalapudi, N., Jain, S., & Battineni, G. (2021). Google trend analysis and paradigm shift of online education platforms during the COVID-19 pandemic. *Infectious Disease Reports*, 13(2), 418-428. <https://doi.org/10.3390/idr13020040>
- Kassa, M. D., & Grace, J. M. (2020). Race against death or starvation? COVID-19 and its impact on African populations. *Public Health Reviews*, 41(1), 1-17. <https://doi.org/10.1186/s40985-020-00139-0>
- Kemkes RI. (2020). Pertanyaan dan Jawaban Terkait COVID-19. <https://www.kemkes.go.id/article/view/20030400008/FAQ-Coronavirus.html>, diakses, 25 September 2021.
- Kemkes RI. (2021). Daftar kumpulan pertanyaan dan jawaban yang sering di pertanyakan tentang berbagai hal yang berhubungan langsung dengan Pusat Data dan Informasi. <https://www.kemkes.go.id/folder/view/full-content/structure-faq.html>, diakses, 25 September 2021.
- Lee, B., & Raszka, W. V. (2020). COVID-19 transmission and children: the child is not to blame. *Pediatrics*, 146(2). <https://doi.org/10.1542/peds.2020-004879>
- Nadira, F. (2021). Mengingat Satu Tahun Lockdown Pertama di Wuhan. <https://www.republika.co.id/berita/qnc7dq328/mengingat-satu-tahun-emlockdownem-pertama-di-wuhan>
- Nissa, S. F., & Haryanto, A. (2020). Implementasi pembelajaran tatap muka di masa pandemi covid-19. *Jurnal Ika Pgsd (Ikatan Alumni Pgsd) Unars*, 8(2), 402-409. DOI: <https://doi.org/10.36841/pgsdunars.v8i2.840>
- Pattanang, E., Limbong, M., & Tambunan, W. (2021). Perencanaan Pelaksanaan Pembelajaran Tatap Muka Di Masa Pandemi Pada Smk Kristen Tagari. *Jurnal Manajemen Pendidikan*, 10(2), 112-120. DOI: <https://doi.org/10.33541/jmp.v10i2.3275>
- Peebles, A., MacDonald, S. E., & Basta, N. E. (2022). School-based COVID-19 vaccination programmes: An equitable strategy to reduce the impact of COVID-19 on children and their families. *The Lancet Regional Health–Americas*, 15. (<https://doi.org/10.1016/j.lana.2022.100365>)
- Putra, N. P. (2021). 1.303 Sekolah Jadi Klaster Covid-19 Selama PTM Terbatas, Penanganannya?. <https://www.liputan6.com/news/read/4666053/headline-1303-sekolah-jadi-klaster-covid-19-selama-ptm-terbatas-penanganannya>
- Satgas Penanganan COVID-19. 2021. Panduan Orang Tua dalam Menghadapi Pembelajaran Tatap Muka. Jakarta: Satgas Penanganan COVID-19.
- WHO (2020), Coronavirus disease 2019 (COVID-19) Situation Report-80. <https://www.who.int/emergencies/diseases/novel-coronavirus2019/situation-reports>
- Wu, J. T., Leung, K., & Leung, G. M. (2020). Nowcasting and forecasting the potential domestic and international spread of the 2019-nCoV outbreak originating in Wuhan, China: a modelling study. *The Lancet*, 395(10225), 689-697. <http://www.sciencedirect.com/science/article/pii/S1201971220300539>
- Zhao, S., Gao, D., Zhuang, Z., Chong, M. K., Cai, Y., Ran, J., ... & Wang, M. H. (2020). Estimating the serial interval of the novel coronavirus disease (COVID-19): a statistical analysis using the public data in Hong Kong from January 16 to February 15, 2020. *Frontiers in Physics*, 8, 347. doi: <http://dx.doi.org/10.1101/2020.02.21.20026559>