Changes of Life Order during COVID-19 Pandemic

- First case was confirmed

3 March 2020

16 March 2020

- Implementation of working from home (wfh) and learning from home

- Implementation of large-scale social restrictions (*PSBB*) (in Jakarta)

10 April—4 June 2020

5 June—present

- New Normal

- School reopening?
- Based on Covid-19 zone

July 2020

October 2020--Now

- Local government implements local lockdown (on-off)
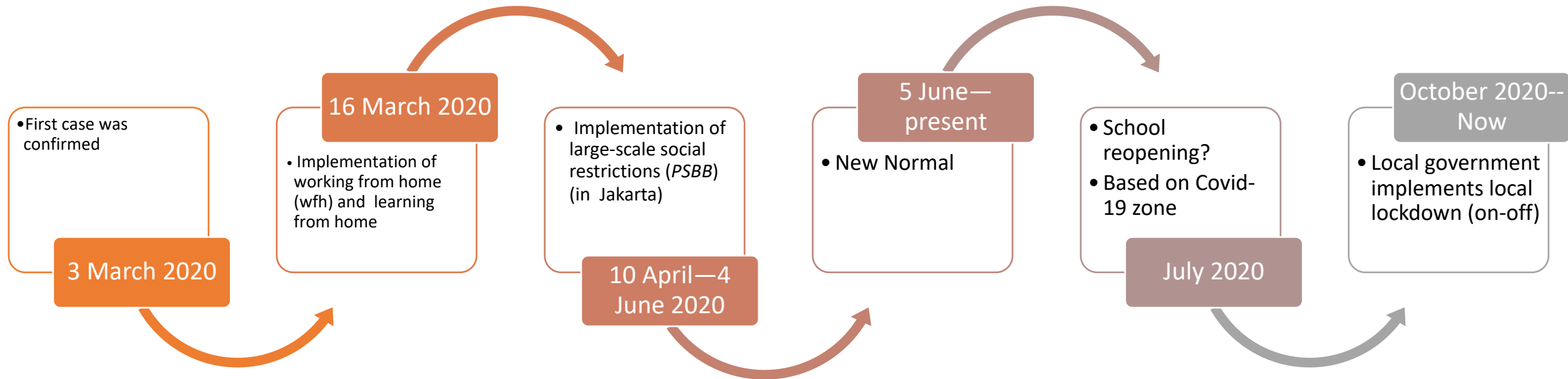
Changes on Education Policy

Circular Letter Number 4 of 2020 of the Indonesian Minister of Education and Culture (issued on 24 March 2020) on the Implementation of Education Policy amidst Coronavirus Disease (COVID-19) Outbreak:

1. The 2020 National Examination (Cancelled)

2. Learning from home (through online/distance learning)

3. School Examination (rearranged)

4. Students Promotion (rearranged)

5. School Enrollment (rearranged)

6. School Operational Assistance Funds or Education Operational Assistance (rearranged)
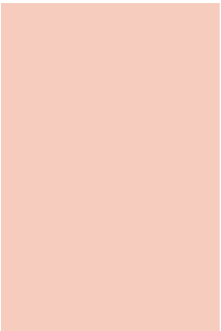
Online Learning or Distance Learning substitutes Face-to-Face Learning.

Home substitutes school as a place of learning.

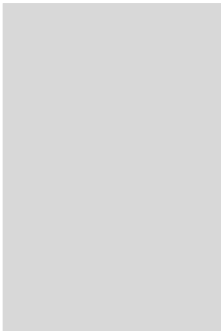Internet facilities substitute physical facilities of school.

Are students happy with the changes?

KPAI (Indonesian Child Protection Commission) conducted a survey involving 1.700 students (primary, lower and upper secondary school) on the implementation of Distance Learning on 13—20 April 2020 in 20 provinces dan 54 districts/cities in Indonesia.
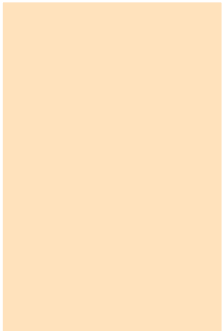
76.6% students are not happy learning from home.

Reason: having difficulties in doing school tasks online

23.3% students are happy learning from home.

Reason: do not have to get up early and do not have to wear school uniform during learning from home

53.6% students have no wifi/internet access at home.

This becomes a significant barrier in the implementation of distance learning during COVID-19 pandemic.

Other Data

• STUDENT

- **95.4%** used mobile phones for distance learning > **suffer from eye pain and tiredness**.

- **79.9%** said there were no interaction during the online/distance learning.

- Types of Interactions: **87.2%** chatting; **20.2%** Zoom meeting; **7.6%** WA video call; **5.2%** telephone call

- **15.6%** have no adequate devices (laptop/mobile phones) to support online or distance learning.

How About Teachers?

Federation of Indonesian Teachers Union (*Federasi Serikat Guru Indonesia*) conducted a survey related to distance learning during COVID-19 pandemic with 602 teachers (primary school—upper secondary school level) as respondents in 14 provinces and 30 districts/cities.

- Only 8% teachers were familiar with digital-based learning.

- 9.6% never implemented digital-based learning.

- 82.2% were only familiar to use social media such as WA, Line, IG, and FB.

- Only 8.8% teachers gave different assignments to students who had limited facility for online/distance learning.

Challenges of Distance Learning

Facility inequality

Not all of teachers are ICT literate

Not all students are discipline and independent

Existed learning materials/methods do not fully support distance learning

Curriculum is not adequate to "emergency" situation caused by COVID-19

Prompt Response from MoEC Indonesia

Circular Letter of Minister of Education and Culture Number No. 4/2020 (24th March 2020)

a) Learning from home through online/distance learning is implemented to provide a meaningful learning experience for students, **without any requirement to complete all curriculum materials for student promotion or graduation**.

b) Learning from home **can be focused on life skills education** including on the COVID-19 pandemic.

c) Learning activities and assignments for Learning from home programs can vary between students, **according to their interests and conditions** and considering the gap of access/learning facilities at home.

d) Evidence or products from home learning activities are in the forms of **qualitative and useful feedback** from teacher, without any requirement to give quantitative scores.

Ministerial Decree of Minister of Education and Culture Number 719/P/2020 on Guidelines for Curriculum Implementation in Educational Units under Special Circumstances (4th August 2020)

• The main points of Curriculum Implementation in Educational Units under Special Circumstances:

✓ Educational units can provide a curriculum that is suitable for the needs of their students under special circumstances.

✓ Educational units under special circumstances in implementing learning programs can choose one of the three curriculum options offered, namely 1) continuing to refer to the National Curriculum; 2) using the emergency curriculum; or 3) simplifying the curriculum independently.

✓ In the curriculum, any basic competency for each subject will be reduced so that teachers and students can focus on essential competency and prerequisite competency for continuing learning at the next level of education.

Other Possible Solutions?

Internet Access

School Operational Assistance Funds can be used for procurement of internet quota/credit to support teachers and students.

Variation of Learning Resources

Governments (i.e., learning centers) provide learning materials suitable for distance learning.

Changing learning medias: e.g.non-digital into digital learning medias.

Learning Combination

Online: Learning Management System; video conference; social media; YouTube, etc. (reliable internet access)
Offline: module/worksheet/textbook, TV, radio (unreliable internet access)
Blended: combination of online dan offline

Assignment Adjustment

Assignments for students who has limited facilities can be done offline (minimum internet access).

Assignments for students who has good facilities can be done online.

PROGRAM ADAPTATION

BUILDING ASEAN COMMUNITY THROUGH STORYTELLING COMPETITION: LISTENING TO ASIA

- A program to **build a better cultural understanding** across the region through language

- **By listening and comprehending** the hidden values beyond those great stories across Southeast Asia, it is expected that **cultural barriers may break down and hence ASEAN community becomes stronger.**

- This program **targeted foreign language teachers and learners** (high school level)

- **6 strategic languages**: English, German, France, Japanese, Arabic, and Chinese

- **Improving the 21st century competencies**:
  - increasing **critical thinking**
  - enhancing **creativity and communicative competence**
  - improving ability to **collaborate**

SEAMEO-The University of Tsukuba Symposium IX

11 February 2021

BUILDING ASEAN COMMUNITY THROUGH STORYTELLING COMPETITION: LISTENING TO ASIA

Collaboration with partners:

- P4TK Bahasa; Badan Bahasa
- Uiversitas Negeri Jakarta
- UPI Bandung; UPI Purwakarta
- Unika Atmajaya; Univ. Pamulang
- Ketua Ikatan Guru Bahasa Jerman Indonesia
- LPK Gakushudo
- Taipei Economic and Trade Office in Indonesia
- Etc.

Participation based on country:

1. Philippines
2. Indonesia
3. Malaysia
4. Myanmar
5. Thailand

170 Videos for Building ASEAN Communiting Through Storytelling Competition: Listening to Asia

- 6 language categories (Arabic, Chinese, English, French, German, Japanese)
- 18 winners from Indonesia, Malaysia and Philippines
- 170 storytelling videos

Arabic	Chinese	English
4	4	4
French	**German**	**Japanese**
12	8	12

KLUB LITERASI SEKOLAH

- Improving foreign language skills/competencies
- 4C (critical thinking, collaboration, creativity, communication)
- Internship program for university students
- Reading-writing (even multi-) literacy
- Expanding networks

**School Literacy Club (Online Mode)
Enhancing life-skills through literacy and improving (foreign) language skills/competencies.**

Pilot Project in Indonesia
- Involving 100s schools in 11 provinces
- Supported by 15 universities
- Attracted >600 interns (university students)

Activities:
- Book discussion
- Creative writing
- Poster presentation
- Art performance

Target Languages:
- Indonesian
- English
- German
- French
- Arabic
- Japan
- Mandarin

Adapting SEAQIL's Programs:
On-line Courses/Trainings

"Online Speaking Class for Mandarin Teachers"

Remote-internship program for abroad university students

In collaboration with Global Cultural Adventurer, China and Capital Normal University, Beijing

80 Mandarin teachers joined the class are from Indonesia, Brunei Darussalam, and Thailand.

600 Language teachers awarded from foreign language scholarship programme

7 Countries (Brunei Darussalam, Cambodia, Indonesia, Malaysia, Myanmar, Philippines and Thailand)

English	French	German
476	51	73

CONGRATULATIONS
to the selected participants of
Online Speaking Course for
Mandarin Language Teachers

Adapting SEAQIL's Programs:
Seminar > Webinar

The Utilisation of Information Technology in Language Learning during the Covid-19 Pandemic

Monday, 13 July 2020
09.00–12.00 WIB (GMT+7)

Apply Now!
Free! (It's limited to 200 Participants)

BERBAGI PENGALAMAN PRAKTIK BAIK

2760 Applications for SEAQIL webinar series

- Utilization of technology in Language Learning during the COVID-19 Pandemic (13 July 2020)
- Competency Standard of ILFL Teachers (25–27 August 2020)
- ILFL Learning Materials (1–3 September 2020)
  The Needs of ILFL Teachers (13–15 October 2020) Good Practices on
- Language Teaching during
  the COVID-19 Pandemic (13–16 September 2020)
- Language Policy and Language Education in Southeast Asia (8–9 December 2020)

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Adapting SEAQIL's Products:
Vodcast and Animated Learning Videos

Adapting SEAQIL's Modules:
Language Learning Models in Virtual Classes

- Communicative Language Teaching (CLT) Model

- Cooperative Language Learning (CLT) Model

- Mobile Assisted Language Learning (MALL) Model

The modules are designed to apply language learning models in virtual class activities.

Adapting SEAQIL's Publications:
On-line Publications and Self-Learning Modules

7 Products and Publications

- Language Learning Model Toolkit
- Modul Mandiri Pengajaran Bahasa Berbasis HOTS
- Modul Panduan Pembelajaran Tematik Integratif
- Buku Praktik Baik Pemanfaatan Media Pembelajaran dalam Konteks Pengajaran Bahasa
- Proceeding of 10th AISOFOLL
- Annual Report FY 2019/2020
- seaqilNews (XIII and XIV edition)

Conclusion

- The COVID-19 pandemic has reshaped the habits of the teaching and learning process, but it is also created an opportunity for both teachers and students to accelerate their ability and competence to utilise technology to their benefits.

- Challenges can be overcome if stakeholders in the education sector work together to formulate solutions and share their experiences as well as knowledge to jointly minimize the negative impacts caused by this pandemic.

- SEAQIL adapts its programs, products and activities to support language teachers and students by providing more initiatives and resources that can assist them in keeping up with the new normal.

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Thank you ☺