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**The Education Care Community as Solution for Education Inequality
in West Sumatera within Post-Covid Times**

Nindya Raihan Zani

Faculty of Social and Political Sciences, Universitas Andalas, Indonesia
nindyaraihan028@gmail.com

Selvia Rahayu

Faculty of Social and Political Sciences, Universitas Andalas, Indonesia
selviarahayu54@gmail.com

The Education Care Community as Solution for Education Inequality in West Sumatera within Post-Covid Times

Nindya Raihan Zani¹, Selvia Rahayu²

¹Faculty of Social and Political Sciences, Universitas Andalas, Indonesia, nindyaraihan028@gmail.com

²Faculty of Social and Political Sciences, Universitas Andalas, Indonesia, selviarahayu54@gmail.com

ABSTRACT

Acquiring an education is one of the Human Rights manifestations. Through education, someone can develop themselves to live a better life. Nowadays, the development of education in Indonesia is unequally distributed. The circumstances where students in urban areas have easier access to education than students in rural areas who have difficulty accessing education still exist. Furthermore, education inequality is exacerbated by the COVID-19 pandemic that changed the education system towards e-learning. It requires students to quickly adapt to these conditions, although they are not ready to deal with them. West Sumatera is one of the provinces in Indonesia that has implemented e-learning due to the COVID-19 pandemic. It causes educational inequality. Indirectly, the COVID19 pandemic has divided students into several social classes due to their ability to access e-learning. Even though education is a fundamental right for all human beings. This research dissected West Sumatera as the object of research. This aims to determine the extent of educational inequality that occurred in West Sumatera due to the COVID-19 pandemic. This research uses the concept of Liberalism to articulate equal access to education for students in West Sumatera during the COVID-19 pandemic. This research provides solutions based on the concept of capacity building, namely the establishment of The Education Care Community as a facilitator for students along West Sumatera to access education easily in the post-COVID times. This is done to realize equality of education for all students.

Keywords: *education inequality; post-covid times; West Sumatera; e-learning; capacity building*

ABSTRAK

Kesempatan untuk mengenyam bangku pendidikan merupakan salah satu manifestasi dari Hak Asasi Manusia. Dengan adanya pendidikan, seseorang dapat meningkatkan kemampuan dirinya demi melangsungkan kehidupan yang lebih baik. Di Indonesia sendiri, hingga saat ini pelaksanaan pembangunan pendidikan masih belum merata. Seringkali siswa yang berada di daerah perkotaan memiliki akses yang lebih mudah terhadap pendidikan dibandingkan siswa yang berada di daerah pedesaan. Hal tersebut menjadi salah satu bukti nyata bahwa ketimpangan pendidikan masih berlangsung di Indonesia. Ketimpangan pendidikan ini semakin diperjelas dengan momentum pandemi COVID-19 yang mengubah sistem pendidikan ke arah e-learning. Transformasi pendidikan ini mengharuskan para siswa untuk cepat beradaptasi dengan kondisi tersebut, meskipun mereka belum siap untuk menghadapinya. Sumatera Barat merupakan salah satu provinsi yang menerapkan e-learning guna menyasati dampak pandemi COVID-19 dalam sistem pendidikannya. Hal tersebut turut memperbesar indikasi ketimpangan pendidikan di daerah terkait. Secara tidak langsung, pandemi COVID-19 telah membagi siswa ke dalam beberapa kelas sosial berdasarkan akses dan kemampuan teknologi. Padahal, hakikatnya pendidikan merupakan hak fundamental bagi semua manusia tanpa membedakan kelas sosial apapun. Penelitian ini menganalisis Provinsi Sumatera Barat sebagai objek penelitian. Hal ini bertujuan untuk mengetahui sejauh mana ketimpangan pendidikan yang terjadi di daerah tersebut akibat adanya pandemi COVID-19. Penelitian ini dikupas menggunakan konsep Liberalisme untuk mengartikulasi kesetaraan akses pendidikan bagi para siswa di Sumatera Barat selama masa pandemi COVID-19. Penelitian ini menyediakan solusi menggunakan konsep Capacity Building yaitu pembentukan The Education Care Community sebagai fasilitator yang membantu siswa di Sumatera Barat untuk mengakses pendidikan dengan mudah pada masa pasca-COVID demi terwujudnya kesetaraan pendidikan bagi semua siswa.

Kata Kunci: ketimpangan pendidikan; pasca-COVID; Sumatera Barat; e-learning; capacity building

Introduction

Freedom is essential to a human being. According to liberalism, freedom is everyone's right. No one is willing to be pressured by his life rights. Therefore, every individual has the right to freedom in any form. Freedom to get a proper education is one of the human rights. It is contained in the *Universal Declaration of Human Rights* 1948 in Article 26.¹ The declaration explained that everyone has a right to obtain an education, at least at the basic level. The education is directed to create the basis of human personality, instill respect for human rights, and encourage the value of fundamental freedom. In addition, the right to get a proper education is also contained in the 1945 Constitution. It is reflected in the purpose of the state to organize a national education system to develop the knowledge of the nation's future.

Education is important for human life. Education becomes a provision for each individual to develop himself in the future. Education can encourage someone to have intelligence, develop their potential, forming a character and good personality to become a dignified person. In addition, education is also a key to community development, especially for human resources. By education, we can create a generation of nations that excel in spiritual, intellectual, and skills. According to UNESCO, education is an important mission to change the order of life. Through education, people can build peace, eliminate poverty, and encourage sustainable development. UNESCO believes that education is a form of human rights for all who live life. Therefore, there must be access to education that matches the quality of existing education.²

Everyone has the same right to access education. However, there are still many people who have not been able to get a proper education. Although globalization has brought a lot of advantages for anyone who wants to get an education, there are still hindrances for some people to get access to a proper education. It raises inequality in education. Educational inequality is a condition where some students get ease in accessing education while others have difficulty accessing education. Some challenges that increase inequality in the education system are equality issues, quality, relevance, and efficiency of education.

In Indonesia itself, the development of education is unequally distributed. Education inequality still exists in Indonesia. In 2020, the participation rate of education in urban elementary school level was 96,89%, while for rural it was 94,95%. At the junior high school level, the participation rate of education in urban areas is around 90,82%, while in rural areas it is 84,04%. At the high school level, the participation rate of education in urban areas is 72,43%, while in rural areas it is 51,76%.³ Based on the data, there is a difference in access to education between urban and rural areas. Urban education tends to be accessible, while rural areas are a bit difficult to access to education. It creates inequality between students.

¹“Universal Declaration of Human Rights,” *United Nations*, 2015, <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

²“Education transforms lives,” *UNESCO*, 2021, <https://en.unesco.org/themes/education>

³“Tingkat Penyelesaian Pendidikan Menurut Jenjang Pendidikan dan Wilayah,” *Badan Pusat Statistik*, 2021, Badan Pusat Statistik (bps.go.id)

Education inequality in Indonesia is exacerbated by the non-natural disasters that happen in the world today, the COVID-19. The COVID-19 pandemic massively happens right now, forcing us to see the fact that the world is changing. To respond to the pandemic, the Indonesian Ministry of Education and Culture implemented an e-learning system.⁴ E-learning requires internet access in the learning process. However, internet access throughout Indonesia has not been equal. Only 40% of Indonesians have internet access, which is mostly in Java.⁵ It shows the inequality of communication infrastructure, especially outside Java. The inequality of internet access is one of the hindrances for many students in Indonesia.

The COVID-19 pandemic had a significant impact on the sustainability of education in Indonesia. Based on data from the Ministry of Education and Culture, there is an inequality in education during the COVID-19 pandemic times. In Indonesia, e-learning policies affect almost 58 million students, with approximately 5 million preschoolers; 24.7 million elementary school students; 9.9 million junior high school students; 9.9 million high school and vocational high school students; and 8 million college students.⁶ They are facing a significant risk of loss in access to education due to the pandemic. From this, we can see the dark side of the COVID-19 pandemic on education. Not least students have missed the opportunity to get proper education because of the COVID-19 pandemic. A lot of them are unprivileged students. Unlike privileged students who can access e-learning easily, unprivileged students have difficulty accessing e-learning because they do not have enough technology and internet access. Indirectly, it shows how the COVID-19 pandemic increases the inequality of education in Indonesia.

West Sumatra is one of the provinces in Indonesia that has been affected by the COVID-19 pandemic. The COVID-19 pandemic itself began in West Sumatra in March 2020. Until April 24, 2021, West Sumatra ranked fifth as one of the provinces in Indonesia that accounted for the highest new cases of COVID-19, with 295 new cases and 261 cured.⁷ The Central Bureau of Statistics of West Sumatra reported that the Human Development Index for 2020 is 72.38. It is down about 0.1 points from 72.39 in 2019. The Human Development Index itself is formed on three dimensions, particularly health, education, and the economy. From the data, there is a decrease in quality in aspects of the economy, health, and education in West Sumatra during 2020 caused by the COVID-19 pandemic.

Until 2020, the level of educational participation in West Sumatra is ranked 14th out of 34

⁴ Matdio Siahaan, "Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan," *Jurnal Kajian Ilmiah (JKI)*, Edisi Khusus Tema: Covid-19, 1(1), 1, 2020, <http://repository.ubharajaya.ac.id/4842/2/Jurnal%20PANDEMIC%20MATDIO%20S.pdf>

⁵ Senza Arsendy, C. Jazzlyne Gunawan, Niken Rarasati, and Daniel Suryadarma, "Teaching and Learning During School Closure: Lessons from Indonesia," *ISEAS – YUSOF ISHAK INSTITUTE*, 89, 1-3, 2020, https://www.iseas.edu.sg/wphttps://www.iseas.edu.sg/wp-content/uploads/2020/09/ISEAS_Perspective_2020_89.pdfcontent/uploads/2020/09/ISEAS_Perspective_2020_89.pdf

⁶ Kemdikbud, "Data Peserta Didik," *Data Pokok Pendidikan Direktorat Jenderal Pendidikan Anak Usia Dini, Pendidikan Dasar dan Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan*, 2020, <https://dapo.kemdikbud.go.id/pd>

⁷ Ade Nasihudin Al Ansori, "5 Provinsi Penyumbang Kasus Baru COVID-19 Tertinggi per 24 April 2021," *Liputan6.com*, 2021, <https://www.liputan6.com/health/read/4541116/5-provinsi-penyumbang-kasus-baru-covid-19-tertinggi-per-24-aprilhttps://www.liputan6.com/health/read/4541116/5-provinsi-penyumbang-kasus-baru-covid-19-tertinggi-per-24-april-20212021>

other provinces in Indonesia.⁸ Still from previous data, compared to other provinces on the Sumatra Island, the participation rate of education in West Sumatra is ranked 6th, after North Sumatra, Lampung, South Sumatra, Riau, and Aceh. From the data, it is known that West Sumatra is one of the provinces with a high level of educational participation among other provinces in Indonesia. In West Sumatra, in 2020, the participation rate of education in rural elementary schools is 99.06%, while urban is 98.47%. At the junior high school level, the participation rate of education in rural areas is 77.90%, while in urban areas it is 79.05%. At the high school level, the participation rate of education in rural areas is 64.91%, while in urban areas it is 72.78%.⁹ This indicates the inequality of educational access between rural and urban areas in West Sumatra.

Furthermore, the COVID-19 pandemic also affected education in West Sumatra. Based on data from the Ministry of Education and Culture (2020), there are 6,529 units of education in West Sumatra, with 4,404 are elementary schools, 1,264 are junior high schools, 558 are high schools, and 90 of them are colleges, both from the public and private. This education unit also felt the impact of COVID-19. In April 2020, the learning process that previously took place face-to-face then transformed into an e-learning system.¹⁰ As a result, both students and teachers are required to quickly adapt to these conditions, even if they are not ready to deal with them.

This condition brings some problems for the implementation of the learning process in West Sumatra, such as a lack of understanding to access virtual learning, limited communication between teachers and students, limited facilities, limited skills of teachers, and a lack of coordination between teacher, students, and parents.¹¹ It decreases the quality of the education system in West Sumatra compared to the previous condition. Therefore, the authors intend to see the impact of the COVID-19 pandemic on the sustainability of education in West Sumatra through the e-learning system. On the other hand, the authors intend to review the conception of capacity building to solve the problem of education in post-COVID times.

Methodology

Education is one of the most important things in a person's life. Everyone has the right to education. This is evidenced by the existence of an article that regulates equality of education for all humans. It is contained in the Universal Declaration of Human Rights in article 26. The provisions governing freedom of education encourage us to contribute to creating freedom in access to education for all. According to a plan drafted by the Chinese government in 2001, the key solutions that can promote the achievement of equal access to education are the financial system, policy reform, and the

⁸ Kemdikbud, "Jumlah Data Satuan Pendidikan (Sekolah) Per Provinsi," *Data Referensi Kementerian Pendidikan & Kebudayaan*, 2020, <https://referensi.data.kemdikbud.go.id/index11.php>

⁹ BPS SUMBAR, "Angka Partisipasi Murni (APM) Menurut Daerah Tempat Tinggal dan Jenjang Pendidikan 2018-2020," *Badan Pusat Statistik Provinsi Sumatera Barat*, 2020, <https://sumbar.bps.go.id/indicator/28/526/1/angka-partisipasi-murnihttps://sumbar.bps.go.id/indicator/28/526/1/angka-partisipasi-murni-apm-menurut-daerah-tempat-tinggal-dan-jenjang-pendidikan.html>

¹⁰ Siri Antoni, "Proses pendidikan Sumbar masih kesulitan dalam kondisi pandemi COVID-19," *ANTARA SUMBAR*, 2020, <https://sumbar.antaranews.com/berita/367300/proses-pendidikan-sumbar-masih-kesulitan-dalam-kondisi-pandemi-covid-19>

¹¹ "Diakui, Pendidikan di Sumbar Kesulitan di Tengah Pandemi," *SumbarFokus*, 2020, <https://www.sumbarfokus.com/beritahttps://www.sumbarfokus.com/berita-diakui-pendidikan-di-sumbar-kesulitan-di-tengah-pandemi.html>

existence of sustainable education.¹² The stages to create better standards of educational opportunities can be carried out with three approaches:¹³

1. Focus on equity and protection of access to schools: eradicating inequalities and boundaries between the backgrounds of students, such as the existence of social class.
2. Prepare school facilities that are suitable for students in studying such as schools, lessons, and curricula that have been designed by school teachers for all existing students.
3. Adapting education to the local culture, where students who feel culturally disadvantaged can provide positive input regarding educational discrimination.

Due to globalization, the world is challenged by technological advancements. Some sectors are affected by technological developments, such as industries that currently rely on advanced machine capabilities. The education system is also influenced by the development of technology. The education system must improve its response to societies, economies, and human needs, in an argument at the local level is the party challenged by this evolution. At this level, there is a policy implementation towards education. A key element of successful policy implementation is how to convince stakeholders at the local level such as policymakers, principals, teachers, and parents to have the ability to face challenges.¹⁴ This research tries to find a solution to adapt to the e-learning system because of the COVID-19 pandemic by using the concept of capacity building.

Capacity Building is a process to support local actors in obtaining information and using relevant information for the policies implemented to be successful. The capacity building strives to find the best and efficient way for actors to access and use knowledge in local education and achieve desired results.

In the capacity building, there are several levels:¹⁵

- a. Individual level: find ways to support individual actors such as parents, teachers, principals, and local policy makers in the face of new development by building knowledge by empowering human resources and knowledge management.
- b. Institution level: supporting institutions in shaping policies, effectiveness of organizational structure and good management including by studying the organization.
- c. System level: find ways to support actors at the system level such as policy makers and teachers in order to play a role in shaping, implementing, evaluating education policy.
- d. Community level: strive to go to a more interactive and responsive public administration.

The important elements at the individual and institutional level in the capacity building are:¹⁶

- a. Access to information.
- b. Ability to use information efficiently and as expected.
- c. Strengthen the desired behaviour changes in order to build new impacts and work patterns.

¹² Lin Yen-Ting, "New Concepts of Equality of Education Opportunity," *Universal Journal of Educational Research*, 2018: 401.

¹³ *Ibid.*

¹⁴ OECD, "GETTING IT RIGHT: CAPACITY BUILDING FOR LOCAL STAKEHOLDERS IN EDUCATION," *Poland Conference*, 1-2, 2012, <https://www.oecd.org/education/ceri/50294371.pdf>

¹⁵ *Ibid.*

¹⁶ *Ibid.*

Analysis

a. Education Transformation in West Sumatra through COVID-19 Pandemic

The COVID-19 pandemic has been developing in West Sumatra since March 2020 implied the local government to implement e-learning as a new education policy. This was done to anticipate the spread of the new cluster of COVID-19 in West Sumatra. Since April 2020, West Sumatra has implemented an e-learning system for all education units there. Based on data from the Ministry of Education and Culture, recorded there are 6,529 units of education scattered throughout the region in West Sumatra, both cities and districts. Due to the outbreak of the COVID-19 pandemic, the entire education unit was forced to switch its system to e-learning. However, in July 2020, some areas in West Sumatra which is a green zone have been allowed to conduct blended learning systems, between direct learning and elearning in turn. At that time, four regions were granted to implement the blended learning process, particularly Pesisir Selatan Regency, Pariaman, Sawahlunto, and Pasaman Regency.¹⁷ Meanwhile, other regions in the red zone, orange zone, or yellow zone are still required to conduct an e-learning system.

Finally, in January 2021, the local government implemented a direct learning system on all education units in the qualified region, as the COVID-19 pandemic subsides and starts the post-COVID times.¹⁸ However, this direct learning system is also combined with e-learning. In the post-COVID times, direct learning is done by a 'shifting' system, where each class is divided into two shifts with a schooling duration is 3 hours, a distance between students of 1.5 meters, and a maximum of subjects only 3 subject each day.¹⁹ They do the learning in turn, with one week of direct learning and another week for elearning. This is done as a form of compliance with health protocols. However, the implementation of this shifting direct learning system is still not implemented effectively due to the limited interaction between students and teachers, such as the lack of understanding of students and teachers to access elearning, limited communication between teachers and students, the limited ability of teachers, to a lack of coordination between teachers, students, and parents.

b. Liberalism and Education Inequality in West Sumatra within Post-COVID Times.

Liberalism supports the realization of equality for all individuals, including education. Related to this, Liberalism seeks to achieve equal education for everyone. However, in contrast to what Liberalism aspires to, the fact is that educational inequality still exists today. Education inequality is the unequal distribution of educational resources in a region, including school facilities, qualified teachers, social communities, and technology supporting learning activities.²⁰ Usually, there are marginalized groups of students in the world of education. They tend to struggle to access education with adequate resources. Education inequality shows a gap in access to education between

¹⁷ Perdana Putra, "4 Daerah di Sumbar Buka Sekolah Kembali Per 13 Juli," *Kompas.com*, 2020, <https://regional.kompas.com/read/2020/07/07/11034651/4-daerah-di-sumbar-buka-sekolah-kembali-per-13-juli>

¹⁸ Rahmadi, "Dimulai Januari 2021, Ketahui Syarat dan Ketentuan Sekolah Tatap Muka di Sumbar," *langgam.id*, 2020, <https://langgam.id/dimulai-januari-2021-ketahui-syarat-dan-ketentuan-sekolah-tatap-muka-di-sumbar/>

¹⁹ Aziz Chan, "Belajar Tatap Muka, Siswa Dibagi Per Shift," *METRO PADANG*, 2020, <https://posmetropadang.co.id/belajarhttps://posmetropadang.co.id/belajar-tatap-muka-siswa-dibagi-per-shift/tatap-muka-siswa-dibagi-per-shift/>

²⁰ W. James Jacob & Donald B. Holsinger, "Inequality in Education: A Critical Analysis," *Comparative and International Perspectives*, pp. 1-33, Comparative Education Research Centre, 2009, doi: 10.1007/978-90-481-2652-1_1

individuals and ultimately affects social equality.

In West Sumatra itself, indications of inequality in the education system are increasingly apparent due to the COVID-19 pandemic. The quick change of the learning system, from the previous direct learning to e-learning, becomes a challenge for students and teachers. They need to quickly adapt to the use of technology in the learning process, even if they are not ready to deal with that. As a result, not least of them are hindered by access to education due to this transformation of digital learning, although also many groups of students from privileged families are more facilitated with e-learning. Indirectly, it shows how education has divided students into two different classes, particularly privileged students and unprivileged students.

Inequality in the education system is a concern for unprivileged students. Unlike privileged students who can access e-learning easily, underprivileged students tend to have difficulty accessing e-learning smoothly. Due to their inadequate socio-economic background, they were unable to access online learning without any hindrances, as felt by Novi Apriliani, a student of SMK Negeri 2 Pariaman who lived in Malalak, Agam Regency, who was often late accepted homework information due to signal limitations. To get adequate signal quality, she must go to the nearest central city for 10-15 minutes.²¹ On the other side, the same thing is also encountered by students from Mapat Tunggul Selatan, Nagari Silayang, Pasaman Regency who have to go about 40 Km only to get a good signal quality to access the lessons and keep attending lectures.²² The unequal distribution of internet networks in West Sumatra is an emergency issue that requires attention to be addressed immediately.

Moreover, the use of technology is also a hindrance to access e-learning. Not all students in West Sumatra come from privileged families. Therefore, the use of smartphones, laptops, and other gadgets among students in this region is still unequal. It was felt by Assyifa Nur Azzahra, a student at SD Negeri 03 Taluk, who had to borrow a smartphone from his relatives to access e-learning because his family did not have enough money to buy a smartphone. Syifa's father worked as a fisherman, while his mother did not work. His parent's income is only enough for daily expenses.²³ In other cases, some students have smartphones, but they do not have enough quota to always access e-learning because of a limited budget to buy quota. This shows how the economy of the family contributes to the ease of access to online learning.

During its implementation, the e-learning system brings pros and cons from society. Based on the interview with the founder of *Cherry Child Foundation*, one of the NGOs in West Sumatra that concern in education, there appears an indication of increasing inequality in accessing education in West Sumatra due to the impact of e-learning since the COVID-19 pandemic. The COVID-19 pandemic makes the educational rights of many students less fulfilled because of the lack of adequate access to learn, especially for disabled students and unprivileged students.²⁴ It shows how the implementation of e-learning indirectly has discriminated against the right to access education of

²¹ Novi Apriliani, Siswi SMK Negeri 2 Pariaman, *Interviewed by Selvia Rahayu*, 2021

²² Reza Jefrika, "Untuk Dapatkan Signal Internet Buat Kuliah Daring, Puluhan Kilo Jalan Harus Mereka Tempuh," *BeritaSumbar.com*, 2020, [https://beritasumbar.com/untuk-dapatkan-signal-internet-buat-kuliah-daringpuluhan-kilo-jalan-harus-mereka-tempuh/harus-mereka-tempuh/](https://beritasumbar.com/untuk-dapatkan-signal-internet-buat-kuliah-daringpuluhan-kilo-jalanhttps://beritasumbar.com/untuk-dapatkan-signal-internet-buat-kuliah-daringpuluhan-kilo-jalan-harus-mereka-tempuh/harus-mereka-tempuh/)

²³ Assyifa Nur Azzahra, Siswi SD Negeri 03 Taluk, *Interviewed by Selvia Rahayu*, 2021

²⁴ Vina Rahmi, Founder Cherry Child Foundation, *Interviewed by Nindya Raihan Zani*, 2021

some students in society. On the other hand, the inequality in access to education due to the COVID-19 pandemic can be overcome through the following approaches, including:

1. Strive for equal access to education in West Sumatra by eliminating the background and ability limitations of students.
2. Providing school facilities that are adapted to the capacity of students to learn, such as facilities and infrastructure, curriculum, to the quality of qualified educators.
3. Adapting education to the culture and local wisdom in West Sumatra. This can be done by maximizing local curricula related to traditional values and customs in West Sumatra. Through this, indirectly teachers have also instilled character education in their students.

Proper education is a right for every child as asserted in the *Universal Declaration of Human Rights* 1948 and the 1945 Constitution. Therefore, the education sector should not be disturbed by this kind of inequality.

c. *The Education Care Community as Solution for Education Inequality in West Sumatra within Post-COVID Times*

During the COVID-19 pandemic, the local government offered 4 methods of learning, particularly direct learning, virtual learning, blended learning, and distance learning.²⁵ The method is applied based on the condition of each region affected by the COVID-19 pandemic. A blended learning system, or a mix of direct learning and virtual learning, is an education system that is implemented in West Sumatra at post-COVID times. According to the authors, this learning system is less effective to improve student's knowledge. The learning hours are too short to make students unable to understand learning quickly. As a result, students tend to be used to play than learn. Students also have difficulties in accessing e-learning due to a lack of facilities.

The solution offered in this study to overcome the problems of education access in post-COVID times is the establishment of an education community, called *The Education Care Community*. The establishment of *The Education Care Community* is a form of implementation of capacity building. *The Education Care Community* was formed to assist local actors in solving the difficulty of accessing education in the new normal order. *The Education Care Community* is a community formed by volunteers who have attended in the field of education who become facilitators for students, especially those who have difficulty accessing education. *The Education Care Community* will have several programs that support students' ease of access to education. The distribution of *The Education Care Community* is expected to be evenly distributed throughout the areas in West Sumatra, especially areas that are experiencing difficulties accessing the internet. *The Education Care Community* will serve as a community to improve education equality during the COVID-19 pandemic based on capacity building levels.²⁵

1. Individual Level: At this level, *The Education Care Community* will play a role in providing socialization to parents and students on how to adapt to the new order of education. In this socialization, *The Education Care Community* will cooperate with one of the Non-

²⁵ Tita Shania, "Gubernur Sumbar Sampaikan 4 Metode Sekolah di Masa Pandemi," *sumbarprov.go.id*, 2020, <https://sumbarprov.go.id/home/news/19099-gubernur-sumbar-sampaikan-4-metode-sekolah-di-masa-pandemi>

²⁵ OECD, *loc. cit.*

Governmental Organizations in West Sumatra, *Cherry Children Foundation*. *Cherry Children Foundation* is a non-governmental organization located in Padang, West Sumatra. This non-governmental organization was formed to help students in achieving access to education and mental health. Socialization will be conducted with *Cherry Children Foundation* psychologists to provide knowledge on how to regulate mental health for parents and students in dealing with the difficulty of accessing education in the new normal order.

2. Institution Level: *The Education Care Community* serves as a community that tries to implement learning activities in the new normal order to solve the problem of difficulty accessing education. One of the activities that will be conducted by *The Education Care Community* is referring to the Village Library for Online Learning held by Pauh Village, Kuraitaji, Pariaman.²⁶ The library will be fitted with various supporting facilities such as book quota, internet, and second-hand smartphone collection. All facilities will be designed in a proposal by *The Education Care Community* to be suggested to private parties that support educational equality, such as bookstores in West Sumatra or other regions. Another activity that will be conducted by *The Education Care Community* is a small group discussion in various regions in West Sumatra on holiday. This is expected to be a substance for students to use of their time in understanding the assignment materials provided by the school. Another activity that will be conducted by *The Education Care Community* is to direct a careful intelligent competition to support student's willingness to learn in the new normal setting with a relaxed atmosphere. *The Education Care Community* also cooperates with local governments in West Sumatra in supporting the activities carried out.

The main elements of the level of individuals and institutions in the capacity building that will be run by *The Education Care Community* are:²⁷

1. Access of information

The Education Care Community serves as a community that has access to the current information related to the application of learning methods used in the education system in the new normal order. *The Education Care Community* certainly cooperates with education-focused parties, such as the education authorities in various regions in West Sumatra. In addition, the existence of *The Education Care Community* should be informed to all parents and students in the regions targeted by the activities. This aims to enable all students to benefit from the activities held by *The Education Care Community* as a community that seeks to create educational equality in the new normal.

2. Ability to use information efficiently and as expected

The Education Care Community utilizes information from the education authorities for various activities that will be held with students in the area. The information received can also be sourced from teachers in the region. On the other hand, the information is also gain from international government organizations focused on education, such as UNESCO. Information received by *The Education Care Community* regarding educational methods is provided to students. Matters related to improving the quality of learning will be explained by *The Education Care Community* to students

²⁶ "Desa Pauh Kuraitaji Kota Pariaman Sediakan Perpustakaan Desa untuk Belajar Daring," *Padang Time*, 2021, <https://www.padangtime.com/desa-pauh-kuraitaji-kota-pariaman-sediakan-perpustakaan-desa-untuk-belajar-daring/>

²⁷ OECD, *loc. cit.*

and it is expected that students make good use of the knowledge gained. The measure of the use of knowledge conducted by students will be tested by *The Education Care Community* through an exciting knowledge quiz.

3. Strengthen desired behaviour changes to build new impacts on society

In this case, *The Education Care Community* activities will be evaluated by the education authorities in the region. It is useful to see the effectiveness of *The Education Care Community* as the right solution in achieving educational equality in the new normal order. The effectiveness level is measured from several events that serve to measure student's understanding of the subject matter in the new normal order. If the majority of students understand the learning materials, then it can be concluded that *The Educational Care Community* is effective as a community aimed at achieving equality in education in the new normal.

From the explanation in this study, *The Education Care Community* is expected to be the right solution in realizing education equality in the new normal order with various design activities that will be carried out based on the concept of capacity building. Therefore, in this study authors tried to solve the problem of educational inequality in West Sumatra during the pandemic through the establishment of *The Education Care Community*.

Conclusion

The COVID-19 pandemic has exacerbated education inequality in Indonesia. There are social classes between students, privileged students who easily access e-learning, and unprivileged students who have difficulty accessing e-learning. One of the provinces in Indonesia that are enduring educational inequality due to the COVID-19 pandemic is West Sumatra. This research offers a solution to overcome educational inequality in West Sumatra by the establishment of *The Education Care Community*, which is a community engaged in education. The achievement of educational equality in the post-COVID times will be conducted by *The Education Care Community* through learning activities, such as discussion of learning materials with students, knowledge competitions that help improve student's knowledge, and establishing libraries that provide facilities for students. *The Education Care Community* is expected to achieve educational equality in West Sumatra in post-COVID 19 times.

This study only focuses on educational inequality in West Sumatra due to the COVID-19 pandemic. Therefore, the next researchers can expand the focus of research to other sectors in West Sumatra that are also affected by the COVID-19 pandemic. In addition, this study was conducted in a relatively short duration, the next researchers can research with a longer duration so that the data and facts found can be more diverse.

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