

# THE POLEMIC OF IMPLEMENTATION NEW SCHOOL ACADEMIC YEAR IN COVID-19 PANDEMIC

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**Submission date:** 24-Oct-2021 05:37AM (UTC+0700)

**Submission ID:** 1682044559

**File name:** itin\_THE\_POLEMIC\_OF\_IMPLEMENTATION\_NEW\_SCHOOL\_ACADEMIC\_YEAR.docx (58.64K)

**Word count:** 7567

**Character count:** 42284

# THE POLEMIC OF IMPLEMENTATION NEW SCHOOL ACADEMIC YEAR IN COVID-19 PANDEMIC PERIOD ON DETIK.COM, KOMPAS.COM, AND CNNINDONESIA.COM

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## Abstrak

Menteri Pendidikan dan Kebudayaan Nadiem Makarim telah mengumumkan pedoman pelaksanaan tahun ajaran baru 2020, pada tanggal 15 Juni 2020. Pelaksanaan tahun ajaran baru di masa pandemi COVID-19 menuai polemik. Penjelasan kurikulum pembelajaran belum detail petunjuk teknisnya, ditambah fasilitas pendidikan daring yang belum siap sepenuhnya. Pandemi COVID-19 masih pada tahap puncak, sehingga sangat mengkhawatirkan apabila membuka sekolah. Penelitian kualitatif ini menggunakan metode analisis framing model Robert N. Entman. Subjek penelitian ini adalah media online detik.com, kompas.com, dan CNNIndonesia.com. Penelitian ini bertujuan mendeskripsikan framing mengenai pemberitaan pelaksanaan tahun ajaran baru 2020 di masa pandemi COVID-19 dalam media detik.com, kompas.com, dan CNNIndonesia.com. Untuk melihat kecenderungan sikap media detik.com, kompas.com, dan CNNIndonesia.com dalam pemberitaan pelaksanaan tahun ajaran baru 2020 di masa pandemi COVID-19. Hasil penelitian ini menunjukkan bahwa (1) Detik.com, Kompas.com, dan CNNIndonesia.com menghasilkan pergerakan opini publik yang berfokus pada faktor-faktor permasalahan yang menghambat pelaksanaan tahun ajaran baru 2020/2021 di masa pandemi, (2) Pemberitaan oleh media CNNIndonesia.com tidak menggunakan elemen treatment recommendation, (3) Seluruh pemberitaan membahas bentuk kurikulum di masa pandemi COVID-19.

**Kata kunci :** analisis framing, COVID-19, pembelajaran daring, tahun ajaran baru,

## Abstract

The Minister of Education and Culture, Nadiem Makarim, has announced the guidelines for the implementation of the new school academic year 2020, on June 15, 2020. The implementation of the new school academic year during the COVID-19 pandemic reaps many pros and cons from several groups. Many argue that the curriculum explanation in the pandemic period is not detail, and the fulfillment of the quality of education is not yet one hundred percent. Meanwhile, COVID-19 pandemic is still in the peak stage, so it is very worrying to open the school in the middle of this pandemic. This research used Robert N. Entman's Framing Model analysis method with a qualitative approach. The subjects in this research were online media such as detik.com, kompas.com, and CNNIndonesia.com. This study aimed to describe the framing of reporting the implementation of the new school academic year 2020 during the COVID-19 pandemic in online media detik.com, kompas.com, and CNNIndonesia.com, which reported the implementation of the new school academic year 2020 during the COVID-19 pandemic. The results of this study indicate that (1) Media Kompas.com, Detik.com, and CNNIndonesia.com generate public opinion movements which focus on the problem factors that hinder the implementation of the new school academic year 2020/2021 during the COVID-19 pandemic, (2) The media coverage by CNNIndonesia.com does not use elements treatment recommendation, (3) Many reports discusses the type of curriculum during the COVID-19 pandemic.

**Keyword:** COVID-19, framing analysis, new academic year 2020, online learning

## 1. INTRODUCTION

2020 is quite a burdensome year for people around the world. This happened because of the emergence of the coronavirus. According to the Ministry of Health of the Republic of Indonesia, the coronavirus or called COVID-19 (*Corona Virus Disease 2019*) is a virus that attacks the respiratory system in humans which causes respiratory tract infections. This virus originated in the city of Wuhan, China, and then spread very quickly almost all over the world. This is what has led to a worldwide pandemic. As of June 24<sup>th</sup> 2020, as many as 9.3 million people worldwide have been infected by the coronavirus (Kompas.com, 2020, accessed on 24<sup>th</sup> June 2020 at 19.00 WIB).

The whole world is feeling the impact of this coronavirus. Indonesia is no exception. Indonesia is one of the countries that has been infected by this virus. In early March 2020, President Jokowi announced the first case of the coronavirus in Indonesia. Positive coronavirus cases in Indonesia continue to increase every day. As many as 49 thousand people have been infected by the coronavirus (Kompas.com, 2020, accessed on June 24<sup>th</sup> 2020 at 19.00 WIB). On March 15<sup>th</sup> 2020, President Jokowi declared that Indonesia in the status of a national non-natural disaster, COVID-19, which has increased sharply.

Since the number of coronavirus cases in Indonesia increased, the government has finally made policies that are expected to reduce the number of positive coronavirus cases in Indonesia. One of these initial policies carried out by the government was to urge the public to stay at home and divert all activities online. In mid-March 2020, President Jokowi temporarily closed schools, colleges, and offices. The President appealed to the public to carry out learning activities, work, and worship at home. The government also appealed to the public to postpone the implementation of activities that involve large numbers of people.

This coronavirus epidemic has brought enormous changes to the work system of all sectors in Indonesia. Starting from the industrial, tourism, economic, transportation, social, and even education sectors. This has prompted all sectors to establish and implement new policies during this COVID-19 pandemic, including policies in the world of education. Due to government policies that urge people to stay at home and carry out physical and social distancing, all schools, from elementary to college, are closed, and all teaching and learning activities are switched online. The procedure of this online teaching and learning system is that students and teachers can carry out teaching and learning activities using online media, such as WhatsApp, Google Classroom, Schoology, Zoom, Google Meet, and other media. The teachers will provide materials and assignments to students through these media.

The Indonesian Child Protection Commission (KPAI) revealed that many students complained about the application of this online system. Many of them felt that this online system was ineffective, and they felt that they did not understand the materials provided by their teachers. There are some teachers who only give assignments every week to their students without giving and explaining learning materials. This finally makes students feel confused, saturated, and bored with the assignments given, so they judge the conventional or face-to-face learning system in class is more effective and fun (Detik.com, 2020, accessed on June 25<sup>th</sup> 2020 at 20:15 WIB).

In essence, the problem in the world of education is the teaching and learning process with the conventional system itself. The community still cannot turn away from the conventional teaching and learning process which relies on face-to-face contact between teachers and students, lecturers and students, trainers and training participants, etc. (Pujilestari, 2020). This is what makes the conventional system one of the problems in the world of education. In this era, technological

developments have advanced greatly. Information exchange can be done quickly and even very quickly (Achmad, 2020b, 2020a; Tomasello, Lee, & Baer, 2010; Wageningen, 2017). It is unfortunate if educational institutions such as schools still depend on this system. Education is also needed from both formal and non-formal educational institutions regarding the development and utilization of current technology, especially for students.

This conventional system should be combined with multimedia communication, especially since the discovery of this media. Due to the nature of the internet which is flexible, it can be accessed anywhere and anytime. It means that students can use it as a learning tool or find information anywhere, both at home and elsewhere, and at any time according to their needs. Therefore, the problem of place and time in the learning process can be overcome (Pujilestari, 2020).

Technological development is something we cannot avoid. Technology will always develop every day following the development of science. Every innovation is created to provide positive benefits for human life (Nurdyansyah, 2017). Nurdyansyah (2016) explains that innovative learning is student-centered learning in which students are given wide space to be able to develop their competencies with guidance from the teacher.

There are at least three types of classifications for the use of ICT (Information and Communication Technology), namely: (1) ICT as a medium (aids) for education, namely only as a complement to clarify the description given, (2) ICT as a source of information and information seeking, and (3) ICT as a learning system (Assar, 2015; John & Sutherland, 2004; Markham, 2004).

Learning innovation provides many conveniences, as well as a new way of doing human activities. Educational technology can change conventional learning methods into non-conventional ones (Nurdyansyah, 2017). Actually, it is not a big problem to carry out the teaching and learning process with this non-conventional system. The problem is in each other's mindset; the mindset that is always dependent and does not want to leave the old system. A change must be made to provide and achieve something better.

It has been approximately 3 months since the students have been studying from home during The COVID-19 pandemic. During these 3 months, the government has not implemented a policy regarding the continuation of the implementation of the new school academic year 2020. On June 15<sup>th</sup> 2020, The Ministry of Education and Culture together with the Task Force for The Acceleration of Handling COVID-19, The Coordinating Ministry for Human Development and Culture (KEMENKO PMK), The Ministry of Religion (KEMENAG), The Ministry of Health (KEMENKES), The Ministry of Home Affairs (KEMENDAGRI), National Disaster Management Agency (BNPB), and The Commission X of DPR RI announced the guidelines and implementation of the new school academic year 2020 during The COVID-19 pandemic. The announcement was made directly by The Minister of Education and Culture, Nadiem Anwar Makarim, in a webinar which was broadcasted live through The Ministry of Education and Culture's YouTube channel.

The Minister of Education and Culture (MENDIKBUD) Nadiem Makarim stated that the principle of issuing this policy was to prioritize the health and safety of students, educators, education personnel, families, and the community. There are several important points conveyed by The Minister of Education and Culture regarding the guidelines for the implementation of the 2020 new school academic year during The COVID-19 pandemic which still starts in July 2020, including the following: (1) for areas in the yellow, orange and red zones, it is prohibited to do face-to-face learning and continue to carry out teaching and learning activities from home; (2) the

policy for areas that are in the green zone is allowing upper-secondary level (SMA / MA) or equivalent to do face-to-face learning first, followed by the secondary level (SMP / MTs) or equivalent, and primary level (SD / MI) or equivalent; (3) learning for areas in the green zone must continue to implement health protocols. If additional positive cases of COVID-19 are found in the area, face-to-face learning activities will be stopped and return to learning from home; (4) use of BOS funds, BOP PAUD, and Equality Education can be used to pay the salaries of honorary teachers, and support educators' transportation costs; (5) the learning system for higher education still starts in August 2020, and religious higher education begins in September 2020; (6) all zones continue to conduct online learning for theoretical courses. Meanwhile, practical courses should still be conducted online as much as possible. However, if it cannot be done online, the course will be conducted at the end of the semester (Kemendikbud RI, 2020).

After the announcement of the guidelines for implementing the new school academic year 2020 on June 15<sup>th</sup> 2020, both mainstream and online media reported a lot about the announcement made by the Minister of Education and Culture. Media has become one of the most important public needs, either mainstream media or online media. The public is very dependent on the media to obtain information. In the political economy perspective of the media, it turns out that the media is difficult to be neutral and objective as their idealism. The media are very bound and influenced by their owners (Achmad & Alamiyah, 2015). Thus, the media is very vulnerable to being used as a tool of power in a political system. On the other hand, the media must also be profitable economically, both for the operational costs of the media itself and the profits of the owners. This affects the results of the news delivered. Since the 1970s the press has started to become a large industry and employed many employees in each of its production (Achmad, 2014).

Apart from these various interests, there are government powers with the threat of revoking Issued License, Printing License, and Press Issuance Business License (SIUPP). Therefore, the press is very easy to close. As a response to these weaknesses, press companies began to diversify both in their press and companies in other fields. From this, it can be seen that diversification is carried out for the safety of employees and the interests of the company. This diversification has created a regional press in Indonesia that is strong both economically and in editorial terms (Achmad, 2014). It is not unusual if the media always tries to produce news that has to sell value. They don't just convey facts or realities on the ground, because not all audiences want those facts. Therefore, the media will construct these facts or realities so that they can be well received by the public (Wiranata, Mardiyah, & Achmad, 2016).

Every media has a different point of view in seeing an event. This has led to differences in viewpoints between one media and another. This depends on the ideology and interests of each media (Alamiyah & Achmad, 2015). Likewise, the news about the implementation of the new 2020 academic year which was announced by The Minister of Education and Culture, Nadiem Makarim. Many media focus on this policy, apart from those reporting the pros and cons of the policy for the implementation of the 2020 new academic school year.

Based on Drone Emprit Academy data from Zainal Abidin Achmad's account, online news that influence the reporting of the new school academic year 2020 nationally are Detik.com in the first place, followed by Kompas.com in fourth, and CNNIndonesia.com in tenth in June 2020 (academic.droneemprit.id, 2020). The three online media are online media that discuss many issues regarding the implementation of the 2020 new school academic year during The COVID-19 pandemic. The purpose of this research is to see how the pro and contra news framing of the implementation of the 2020 new school academic year during the COVID-19 pandemic reported by detik.com, kompas.com, and CNNIndonesia.com.

To know how the three online media framed the news on the implementation of the new academic year 2020/2021, the researcher used the Robert N. Entman framing analysis model, which has two main elements, namely issue selection and highlighting certain aspects of an issue. Framing analysis aims to see how the framing of news by media. The news about the pros and cons of the implementation of the new school academic year 2020 during The COVID-19 pandemic is thought-provoking to analyze using the Robert Entman framing model analysis. Here, the researchers will analyze news from online media namely Detik.com, Kompas.com, and CNNIndonesia.com.

## **2. RESEARCH METHOD**

This qualitative research used The Robert N. Entman framing analysis model. Framing itself as a method to see how an event is presented by the media (Entman, 1993). The presentation is done by emphasizing certain parts, highlighting certain aspects, and magnifying certain storytelling ways of reality. Framing is an approach to see how reality is shaped and constructed by the media (Setiawan, Huda, & Mardana, 2016). The process of forming and constructing that reality result in the existence of a certain part of reality that is more prominent and easier to recognize. As a result, it is easier for the audience to remember certain aspects that are presented prominently by the media (Eriyanto, 2002).

According to Erving Goffman, sociologically the concept of frame analysis maintains the continuity of our habit of classifying, organizing, and actively interpreting our life experiences to understand them. These interpretations are called frames, which allow individuals to localize, feel, identify, and label events and information (Subur, 2015).

In the framing analysis method itself, there are several model approaches. One of them is the Robert N. Entman approach model. According to Robert Entman, what we know about reality or the world depends on how we frame and interpret that reality. The concept that is emphasized in Robert Entman's framing model is how to see, "The Power of Communication Text."

Entman sees framing in two major dimensions, namely the selection of issues and the emphasis or prominence of certain aspects of facts or reality. Issue selection deals with aspects related to fact selection. Meanwhile, the prominence of certain aspects of an issue is about aspects related to writing facts, how these aspects were selected, and how these aspects were written (Eriyanto, 2002).

The emphasis or accentuation is a way to make a reality or fact more meaningful. A fact or reality that is prominently presented will have and create its own impression for the public. This has a very good chance of getting the news to the attention of the public. Framing will ultimately determine how a fact or reality will appear on the public.

To find out how the framing is carried out by the media, there is a framing device proposed by Entman that can describe how an event is interpreted and marked by journalists. Entman divides the framing device into four elements.

Define the Problem. It is a master frame that emphasizes how events are interpreted differently by journalists, how an event or issue is seen and defined, where the event or issue will be seen as what problem, and finally, the reality that is formed will be different.

Diagnose Causes (Estimating the Cause or Source of the Problem). It is a framing element that is used to frame who is the actor of an event, or what is the factor causing the problem or event. In the Diagnose Causes, the cause or source of the problem here can mean what, and it can also mean who. Of course, to see and understand an event we must determine what and who is



considered to be the cause of the problem. Therefore, if a problem is understood differently, the causes of the problem will be understood differently, too (Anggoro, 2014).

Make Moral Judgment (Making a Moral Decision or Judgment on the Cause of the Problem). It is a framing element that is used to justify or argue for the definition of a problem that has been made. It can also be used to see what moral values are presented to explain a problem. When the problem has been defined, the cause of the problem has been determined. Then, strong arguments are needed to support the idea. The ideas that are followed relate to something familiar and well-known to the public (Eriyanto, 2002).

Treatment Recommendation (Emphasizing Settlement). This element is used to assess what the journalists want, and what path was chosen to solve the problem. The resolution surely depends on how the event is viewed and who is seen as the cause of the problem (Eriyanto, 2002).

### 3. RESULT AND DISCUSSION

This framing analysis was carried out on news published by Detik.com, Kompas.com, and CNNIndonesia.com on June 15<sup>th</sup> to June 17<sup>th</sup> 2020. On that date, the media reported a lot about the implementation of the new 2020 school academic year which was announced by the Minister of Education and Culture Nadiem Makarim on June 15<sup>th</sup> 2020 in a webinar on the guide to the implementation of the new school academic year 2020/2021 on KEMENDIKBUD RI's YouTube.

Table 1 explains the analysis of news from online media Detik.com, Kompas.com, and CNNIndonesia.com. This analysis will be adjusted to the four elements of Robert Entman's framing, namely Define Problem, Diagnose Causes, Make Moral Judgment, and Treatment Recommendation.

**Table 1: Online Media News Analysis**

| New School Academic Year in COVID-19 Period News Analysis |  |  |   |  |
|---|--|--|---|--|
| Element   | News 1   | News 2   | News 3  | News 4   |
| Define Problem  | The Commission X of DPR RI asked MENDIKBUD to reformulate the guidelines for the implementation of the new school academic year 2020/2021.   | Fulfilment of the curriculum during Distance Learning will be difficult to implement one hundred per cent because the fulfilment of education quality is not the main target, but maintaining the health of teachers and students is a priority. | An epidemiologist from University of Griffith, Dicky Budiman stated that the opening of teaching and learning activities in schools must be decided wisely and carefully, also requires consideration from competent experts.                         | The decision of MENDIKBUD, Nadiem Makarim which only opens face-to-face teaching and learning activities in areas with green zone status was considered inconsistent and unsolvable.   |
| Diagnose Causes   | The Commission X considers the learning guide for the new school academic year 2020/2021 to be insufficient, because it does not contain details on how the curriculum adapts during The | The compliance of the curriculum cannot run optimally and teachers cannot provide maximum lessons in implementing distance learning because internet access for teachers and students is only  | Dicky Budiman conveyed the reasons why the opening of this teaching and learning activity must be thought carefully, namely: (1) the current pandemic condition is still at its peak and has not been optimal in controlling the pandemic, (2) school | Nadiem Makarim allows the opening of schools in the green zone with the condition that there is permission from the local government and the national committee, and whether students can go to school or not depends on the |

|                          |  |   |  |  |
|--------------------------|--|---|--|--|
|                          | COVID-19 pandemic.   | 51 per cent effective on average.   | opening involves two age groups, namely students, and teachers or school staff, and both of them have risks and characteristics of each, (3) interaction in a closed room (classroom) is riskier than outside of the room. | permission of their parents.   |
| Make Moral Judgment      | The Commission X received many complaints from stakeholders regarding a complicated virtual education system, because the learning materials were still based on a content-dense curriculum. | The implementation of distance learning later will be divided into three, namely: online, semi online, and offline (manual). KEMENDIKBUD will optimize TV channels, local radio, and community radio. | On the other hand, Dicky said that the COVID-19 zoning system in a region is currently relatively unreliable in terms of data. Most of the reported testing data is not real-time.   | According to The General Secretary of FSGI, Setriawan, KEMENDIKBUD should arrange in more detail regarding learning carried out by various methods and organize an emergency curriculum during The COVID-19 pandemic. MENDIKBUD has not yet to explain further about how strategies to minimize education backwardness and ensure that education runs effectively during the pandemic. |
| Treatment Recommendation | MENDIKBUD Nadiem Makarim said that the policy was issued by prioritizing the health and safety of students, educators, education personnel, families, and the community.                     | In the new school academic year, KEMENDIKBUD will continue to support distance learning by providing educational TV, internet quota assistance, and providing learning houses.                        | <b>There is no emphasis on completion on this news.</b>  | <b>There is no emphasis on completion on this news.</b>  |

Sources: Four headlines were the subject of research.

From the news that had been analyzed, the researchers found news framing movements regarding the pros and cons of implementing the new school academic year 2020 during The COVID-19 pandemic. In the results of the news analysis published by Kompas.com on June 15<sup>th</sup> 2020 entitled "*Komisi X: Panduan Pembelajaran Ditengah Pandemi Belum Detail (The Commission X: A Learning Guide during The Pandemic Not Yet Detailed)*," there are elements of define problems, diagnose causes, make moral judgment, and treatment recommendation. Similar to the news published by Detik.com, a news entitled "*Pembelajaran Tak Maksimal, KEMENDIKBUD: Jaga Kesehatan Jadi Prioritas (Learning Is Not Optimal, KEMENDIKBUD: Keeping Health a Priority)*" also uses the four elements of Entman framing, namely define problems, diagnose causes, make moral judgment, and treatment recommendation. Meanwhile, in two articles published by Cnnindonesia.com entitled "*Ahli Respon Nadiem Buka Sekolah Saat Pandemi (Expert Responds on Nadiem Opening School When Pandemic on its Peak)*" and "*Ragam Kritik*



*Untuk Nadiem Soal Buka Sekolah di Tengah Corona (Variety of Criticisms for Nadiem on Opening School in the Middle of Corona)"* do not use the treatment recommendation element. The news published by Cnnindonesia.com only uses the elements of define problems, diagnose causes, and make moral judgment.

Based on those framing, the researcher will analyze those news according to Robert Entman's four framing elements. Then, the results of the analysis will be interpreted so that the framing of the news by Kompas.com, Detik.com, and CNNIndonesia.com can be found.

#### **First News Analysis:**

**Title** : Komisi X, Panduan Pembelajaran Ditengah Pandemi Belum Detail  
(The Commission X: A Learning Guide during the Pandemic Is Not Detailed Yet).

**Source** : *Kompas.com* (Detik, 2020) -15/06/2020, 19:41 WIB

Define Problem: The Commission X of DPR RI asked the Minister of Education and Culture to reformulate the guidelines for organizing the new school academic year 2020/2021. It is due to the fact that the guide does not contain details about the learning curriculum during the COVID-19 pandemic. This was conveyed by The Chairman of Commission X of DPR RI, Syaiful Huda, at the webinar on the guidelines for the implementation of the new school academic year 2020/2021 on KEMENDIKBUD RI's YouTube on June 15<sup>th</sup> 2020.

*"This learning guide does not contain details on how the curriculum can adapt during The COVID-19 pandemic,"* said Syaiful.

From the headline of the news, it has been clear the focus of the issues to be discussed in the news. However, the problem regarding the formulation of the curriculum during the COVID-19 pandemic was not the only note conveyed by The Chairman of the Commission X of DPR RI. In the webinar of the guidelines for the implementation of the new school academic year 2020/2021 on KEMENDIKBUD RI's YouTube on June 15<sup>th</sup> 2020, The Chairman of Commission X of DPR RI, Syaiful Huda, provided 6 notes addressed to MENDIKBUD and KEMENDIKBUD, namely:

1. The Commission X of DPR RI asked MENDIKBUD to reformulate the guidelines for organizing the new school academic year 2020/2021, because it has not included details about the curriculum during The COVID-19 pandemic.
2. The Commission X of DPR RI asked KEMENDIKBUD to increase the quota for PIP KIP Tuition in 2020/2021.
3. The Commission X of DPR RI requested that there should be tuition fee relaxation for students.
4. The Commission X of DPR RI requested that KEMENDIKBUD have a map of educational needs in each region, which concerns: the number of schools that do not have internet access, and the number of schools that have not been able to provide medical devices to implement health protocols.
5. Assisting schools and campuses affected by COVID-19.
6. The Commission X of DPR RI requests that KEMENDIKBUD continue to be pro-active in coordinating, consolidating, and collaborating with local governments through the provincial and regency education offices.

From here we can see the selection of issues made by journalists. From the six notes given by The Chairman of The Commission X of DPR RI, the first note is the reformulation of guidelines

for the implementation of the new school academic year 2020/2021 chosen by journalists to be presented.

**Diagnose Causes:** The source of the problem contained in the news is the guidelines for implementing the new school academic year 2020/2021 learning which has not included the details, especially curriculum issues. According to The Chairman of Commission X of DPR RI, Syaiful Huda, the curriculum during this pandemic has not been discussed and designed by MENDIKBUD and KEMENDIKBUD.

*"We, Commission X, encourage that this COVID-19 pandemic learning guidelines should reformulated to be more adaptive to the situation, especially for distance learning."* He said.

**Make Moral Judgment:** The argument from Commission X of DPR RI regarding the reformulation of guidelines for the implementation of the new school academic year 2020 is due to complaints from stakeholders and education actors, who complain that virtual education is complicated to implement because the learning materials are still based on a content-dense curriculum. This condition makes students, teachers, and parents experience the complexity of learning.

**Treatment Recommendation:** Media Kompas.com also strengthened the statement from MENDIKBUD, Nadiem Makarim, regarding the principle of issuing guidelines for the implementation of the new school academic year 2020, namely prioritizing the health and safety of students, teachers, education personnel, families, and the community.

*"The principle of issuing educational policies during The COVID-19 pandemic is to prioritize the health and safety of students, educators, education personnel, families, and the community."* He said.

Journalists want to present a statement from MENDIKBUD regarding the principle of issuing educational policies during The COVID-19 pandemic. In this case, the main priority is the health and safety of students, teachers, parents, and the community.

### **Second News Analysis:**

**Title** : Pembelajaran Tak Maksimal, Kemendikbud: Jaga Kesehatan Jadi Prioritas  
(Learning Is Not Optimal, KEMENDIKBUD: Keeping Health Becomes a Priority)

**Source** : *Detik.com* (Inkana, 2020) - 16/06/2020, 15:15 WIB

**Define Problem:** Define the problem contained in detik.com news is related to the learning curriculum during The COVID-19 pandemic. According to The Regulatory Expert Staff for Education and Culture, Chatarina Muliana Girsang, with the implementation of distance learning, of course, the fulfilment of the curriculum will also be difficult to run to its full potential. At this time, the quality fulfilment of education is not the main priority, but the health of students and teachers is the main priority at this time.

*"The curriculum process targets, learning process targets, materials, etc. cannot possibly be fulfilled optimally. It is because our choice at this point is how to maintain health condition and break the spread of the COVID chain that must be a priority. It is not the fulfilment of the same quality of education if there is no COVID, so that is not the main target at this time,"* She said, Monday (8/6/2020).

In detik.com news, it was written that the statement delivered by Chatarina was delivered on June 8<sup>th</sup> 2020, which means that the statement was delivered before the announcement of the guidelines for the implementation of the new school academic year 2020/2021 by MENDIKBUD, Nadiem Makarim on KEMENDIKBUD RI's YouTube. Detik.com also quoted statements from two figures, namely The Regulatory Expert Staff for Education and Culture, Chatarina Muliana Girsang, and the Acting General Director of Early Childhood Education, Primary Education, and Secondary Education, Hamid Muhammad, who explained about the problems of the learning curriculum during The COVID-19 pandemic, as well as problems with distance learning methods.

**Diagnose Causes:** Chatarina Muliana Girsang said that KEMENDIKBUD could not possibly set the same target as the previous condition, since it is related to the evaluation of various inputs regarding curriculum fulfilment that cannot run optimally and teachers who cannot provide lessons optimally during distance learning. From Chatarina's statement, the Acting General Director of Early Childhood Education, Primary Education, and Secondary Education, Hamid Muhammad gave response, that is, from the results of the evaluation, internet access of teachers and students is only 51 per cent effective. Online and virtual learning setups are not as easy as imagined, because they are complicated and need very good preparation (Setianingrum, 2019).

From the selection of news issues by detik.com, it is almost the same as kompas.com which discussed the distance learning curriculum together during The COVID-19 pandemic. However, what makes the difference is that detik.com explains the reasons why distance learning activities are not running optimally.

**Make Moral Judgment:** Because the problem of internet access owned by students and teachers is only 51 per cent, Hamid Muhammad said that later on, distance learning will be divided into three, include online, semi-online, and offline (manual).

*"Distance learning can be online, some semi-online, and some offline or manual. From that, we have actually carried out an assessment (with) BALITBANG during April and the results have been obtained,"* He said.

Detik.com argues that in the implementation of distance learning, KEMENDIKBUD has done various ways to help students and teachers who are learning using an offline system (manual) including optimizing TV channels, local radio, and even community radio. The sentence "have done various ways" was chosen to denounce the policies carried out by KEMENDIKBUD during distance learning.

**Treatment Recommendation:** Hamid Muhammad stated that in the new school academic year, KEMENDIKBUD will continue to support distance learning by providing educational TV, providing internet quota assistance, and providing learning houses.

*"That is why when later in the new school academic year, most of the schools are still doing distance learning. So, we at KEMENDIKBUD will continue to support distance learning through learning houses, educational TV, then cooperation with TVRI will be extended including the provision of free or cheap quota from telecommunication providers,"* He concluded.

In here, detik.com quotes Hamid Muhammad's statement regarding policies and support that will be provided by KEMENDIKBUD during distance learning for the new school academic year 2020/2021. The problem solving that detik.com wants to show is that KEMENDIKBUD will support this distance learning in various ways. Once again, detik.com uses the word "various ways" to highlight the side that KEMENDIKBUD will do everything to facilitate distance learning and facilitate learning for students and teachers. From this treatment recommendation, it can be seen

that detik.com supports KEMDIKBUD's policies regarding the implementation of distance learning for the new school academic year 2020 during The COVID-19 pandemic.

### **Third News Analysis:**

**Title** : Ahli Respon Nadiem Buka Sekolah Kala Pandemi Memuncak  
(Expert Responds Nadiem on Opening School When Pandemic Is on Its Peak)  
**Source** : *CNNIndonesia.com* (Dal, 2020) – 16/06/2020, 14:07 WIB

Define Problem: an Epidemiologist from University of Griffith, Dicky Budiman, stated that the opening of teaching and learning activities in schools must be decided carefully and wisely. According to him, the COVID-19 pandemic condition in Indonesia is currently on its peak.

*"This needs consideration from competent experts to decide carefully and wisely. Unless the pandemic conditions are generally under control,"* said Dicky to *CNNIndonesia.com*.

From the headline chosen by *CNNIndonesia.com*, it has shown focus and conformity with the issues to be discussed by involving an epidemiologist. According to WHO, an epidemiologist is a person who is an expert in the field of science regarding the distribution, frequency, and determinants of a disease or health problem that occurs in a certain population.

Diagnose Causes: *CNNIndonesia.com* explained the narrative from Dicky Budiman who said that MENDIKBUD's policy, which opens schools in this pandemic situation, was not as easy as opening a mall. The choice of the sentence, "Not as easy as opening a mall" seems an insinuation to MENDIKBUD regarding the policy to open schools during the COVID-19 pandemic which is at its peak.

Then, *CNNIndonesia* also quoted a statement from Dicky Budiman regarding the reason why the opening of teaching and learning activities in schools must be carefully decided; that is, because the opening of school will be a risk for two age groups, namely students and teachers. These two age groups have their own characteristics and risks, then the interaction in a closed room is riskier than outdoors.

*"Therefore, I urge the central and regional governments to really involve the relevant experts before deciding to open schools, even though it is in the green zone,"* said Dicky.

Make Moral Judgment: On the other hand, Dicky Budiman also said that the data on the COVID-19 zoning system owned by a region is currently relatively unreliable. It is due to most of the reported data testing is still not real-time.

*"It means that the results announced today are not the tests that were carried out today or not even yesterday. The test results that are received or announced can be from samples from a week ago, or even more,"* said Dicky.

From this, it can be seen that the *CNNIndonesia* media only quoted a statement from Dicky Budiman regarding the COVID-19 data owned by each region. This is to strengthen the statement that the COVID-19 pandemic in Indonesia has not subsided and is still on its peak. Thus, it is very dangerous to open schools during this pandemic even though the area has a green zone status.

### **Fourth News Analysis:**

**Title** : Ragam Kritik untuk Nadiem saat Buka Sekolah di Tengah Corona  
(Variety of Criticisms for Nadiem on Opening School in the Middle of Corona)  
**Source** : *CNNIndonesia.com* (Mln, Ndn, 2020) – 16/06/2020, 14:07 WIB

News by CNNIndonesia.com online media on June 17th 2020 entitled "Ragam Kritik untuk Nadiem saat Buka Sekolah di Tengah Corona."

**Define Problem:** The definition of the problem by CNNIndonesia.com is criticism from teachers regarding the policy of MENDIKBUD Nadiem Makarim which only opens schools only in green zone areas which are considered inconsistent and unsolvable. From the selection of news headlines, there is the word, "Ragam Kritik untuk Nadiem saat Buka Sekolah di Tengah Corona (Variety of Criticism for Nadiem on Opening Schools in the Middle of Corona)." There is the word "variety," which according to the Kamus Besar Bahasa Indonesia (Big Indonesian Dictionary), the word "variety" means kinds, types, many kinds. The choice of the word "variety" in this CNNIndonesia headline will report various responses from teachers, experts, and parents of students to the policy of opening schools in the new school academic year 2020/2021 during The COVID-19 pandemic.

**Diagnose Causes:** The cause of the problem in this CNNIndonesia news is because MENDIKBUD Nadiem Makarim allows to open schools for **face-to-face learning in the green zone** on the condition that they have to get permission from the local government and the national committee, as well as parents. If parents do not allow their children to return to school, they are allowed to continue studying at home.

According to the National Coordinator of the Indonesian Education Observer Network (JPPI), Ubaid Matraji, the policy creates inconsistency and confusion.

*"This is also a confusing policy. It can be opened but depending on the parents, their child can go to school or not. In that case, how about the learning, there are those at school who have distance learning (PJJ),"* he said to CNNIndonesia via telephone.

CNNIndonesia also wrote that Ubaid Matraji assessed that the government should provide a comprehensive and definite policy ahead of the opening of the new school academic year. Until now KEMENDIKBUD has not resolved the distance learning obstacles encountered over the past three months, and KEMENDIKBUD has not yet to create an emergent curriculum amid the pandemic.

**Make Moral Judgment:** CNNIndonesia supports Ubaid Matraji's argument by quoting a statement from Vice General Secretary of the Indonesian Teachers Federation (FSGI), Setriawan, who assessed that Nadiem Makarim's attitude in giving students' decision to go to school with parental consent was not an effective solution amid The COVID-19 pandemic.

*"The question is the number of teachers are limited. Then, it means that in a school there are three learning methods. Face to face, even then they take turns each of their phases. On the other hand, teachers also have to (teach) online or come to (students') home,"* he said via video conference.

An assessment of KEMENDIKBUD's policies which were considered inaccurate and detailed in issuing and regulating policies to open face-to-face schools during The COVID-19 pandemic made teachers feel confused when teaching. Setriawan also said that the guidelines did not help teachers' obstacles when talking about curriculum implementation.

*"The secretary general's circular letter is a learning guide from home. Not an emergency curriculum. It does not regulate content standards, graduation standards,"* he added.

CNNIndonesia also supports Setriawan's argument, saying that Nadiem Makarim has not explained further how his strategy is done to minimize education backwardness and ensure



effective learning during the pandemic. It can be seen in this CNNIndonesia news that Nadiem Makarim's policy to open schools is very confusing. This is made clear by interviewing figures in the education sector to show their response to the policies taken by MENDIKBUD, as well as seeing the obstacles to opening schools during The COVID-19 pandemic. In addition, there are no rules regarding the curriculum during this pandemic and the fulfilment of other educational standards.

#### **4. CONCLUSION**

Those news releases of the three online media show criticism of the policies issued by MENDIKBUD regarding the implementation of the new school academic year 2020/2021. Each media has a different emphasis on the issue. Kompas.com criticized the need to reformulate the guidelines for the implementation of the new school academic year in more detail. Detik.com provides support for MENDIKBUD's policy of prioritizing the health of students, teachers, and families more than improving the quality of education, as well as gradual improvements in the optimization of TVRI, and provision of internet data assistance. Meanwhile, CNNIndonesia.com expressed its disapproval of MENDIKBUD's policy of opening schools when the pandemic is on its peak, because it was considered inconsistent with efforts to prioritize the health of students, teachers, and families. This policy is confusing to the public, especially since MENDIKBUD has not yet explained a strategy to reduce the education gap and ensure an effective learning process during the COVID-19 pandemic.

The news construction produced by the three media resulted in a movement of public opinion that focused on problem factors that hindered the implementation of the new school academic year 2020/2021 during The COVID-19 pandemic. Of the many obstacles faced in opening the implementation of this new school academic year, the obstacles regarding the distance learning curriculum cannot be equated with the learning curriculum before the pandemic.

#### **5. SUGGESTION**

The results of this study can make a comparison for the findings of various other mass media covering the implementation of the new school academic year 2020/2021 during the COVID-19 pandemic in Indonesia. Apart from using framing analysis, other research methods can be applied to trace data and carry out deeper analysis, for example with virtual ethnography or netnography.

#### **ACKNOWLEDGEMENTS**

The authors would like to acknowledge Drone Emprit Academic Open Data, Social Media Analysis Data Portal (<https://dea.uii.ac.id/>), Islamic University of Indonesia Yogyakarta for providing data access, Dean of the Faculty of Da'wah and Communication Islamic State University of Sunan Ampel Surabaya, and Dean of the Faculty of Social and Political Sciences University of Pembangunan Nasional Veteran East Java who provided opportunities to conduct joint research. A gratitude is also expressed to the reviewer of **JARES** (Journal of Academic Research and Sciences) of Islamic University of Balitar Blitar.

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