Basic education in COVID-19 pandemic: Who suffer the most during school closure in Indonesia?

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with

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Motivation

- UNESCO, in March 2020, estimated that 1.3 billion children were affected by school closure due to pandemic.

- The Ministry of Education and Culture suspended school activities to prevent the spread of COVID-19 since March 2020.

- We wanted to learn how the school closure policy may widen the education outcome inequality, particularly at primary education, in Indonesia.

Why Focus on Primary Education?

- Students at this level are still heavily dependent on other people to support their learning activities

- Primary education is a foundation for learning

Survey Respondent

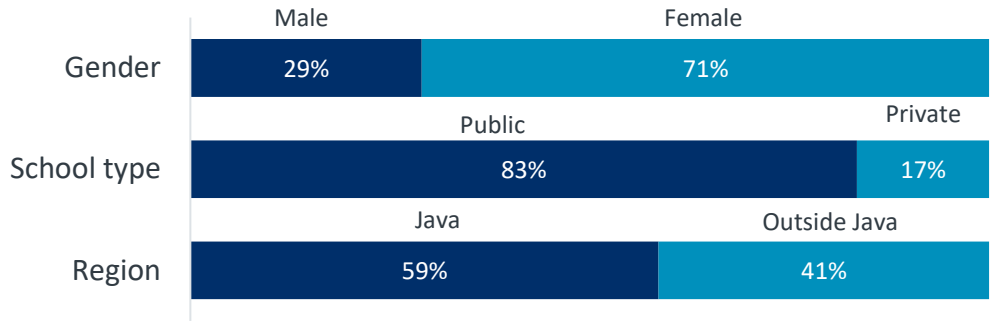
Data collection (April – June 2020)

Teacher: Applicants of PPG Prajabatan 2017

Quantitative

Qualitative

Respondent: 290 homeroom teachers



- The selection of teacher respondent considers:
  a. Location (Jawa & Luar Jawa)
  b. School type (public & private)
  c. Location type (urban & rural)
- Parents and principals are chosen from those selected teachers

16 Teachers

8 Parents

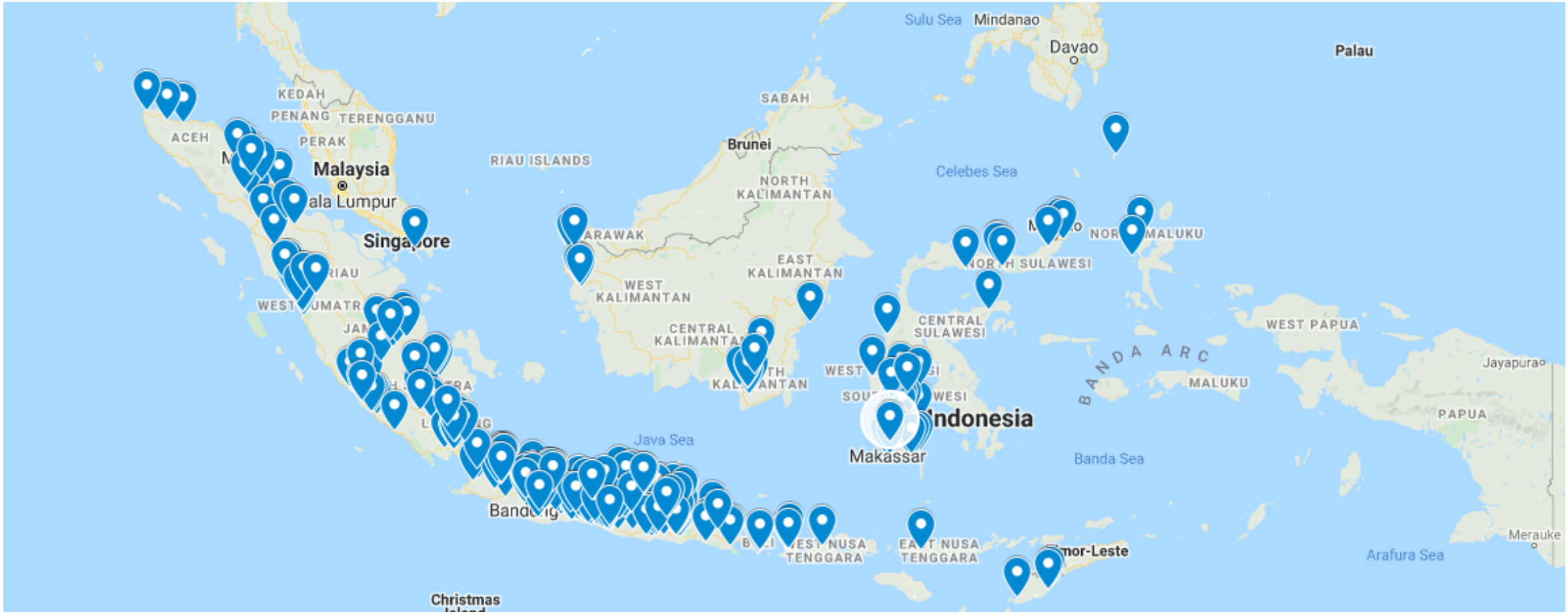
7 School Principals

Notes:

Information collected from quantitative survey is based on teacher respondents' perception and claim.

Survey Respondent

Location



Factors that affect learning inequality

A Teaching practices

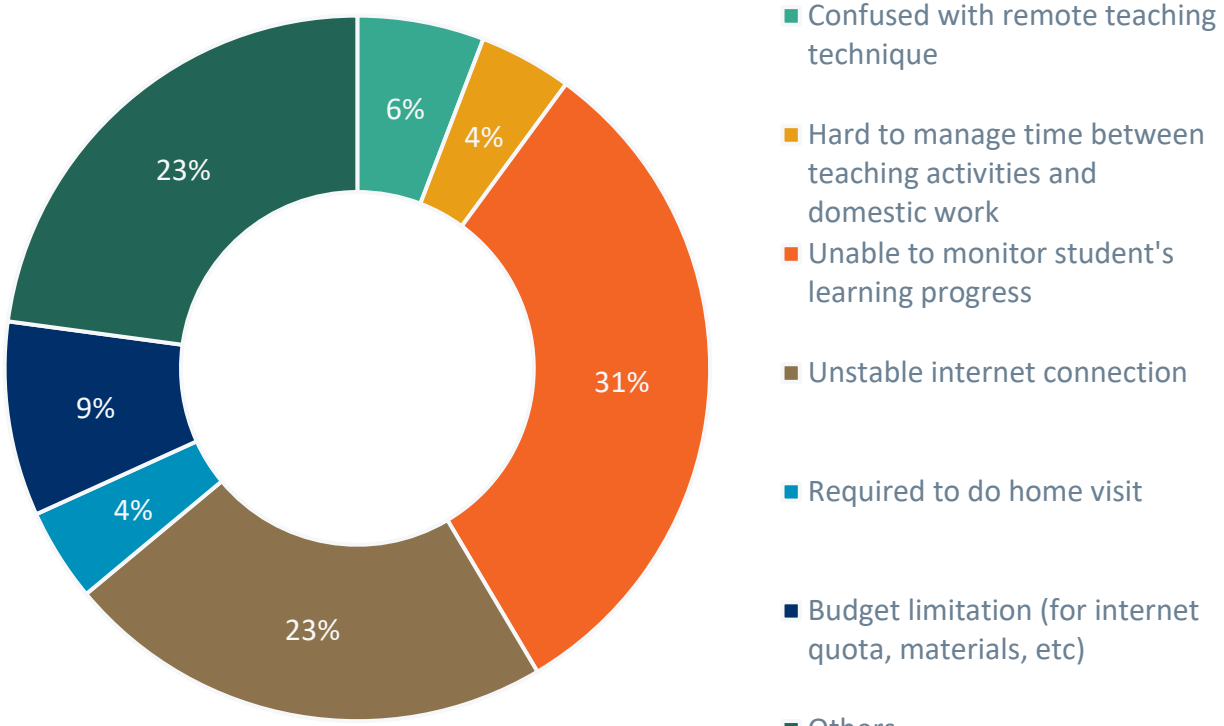
B School support

C Home environment

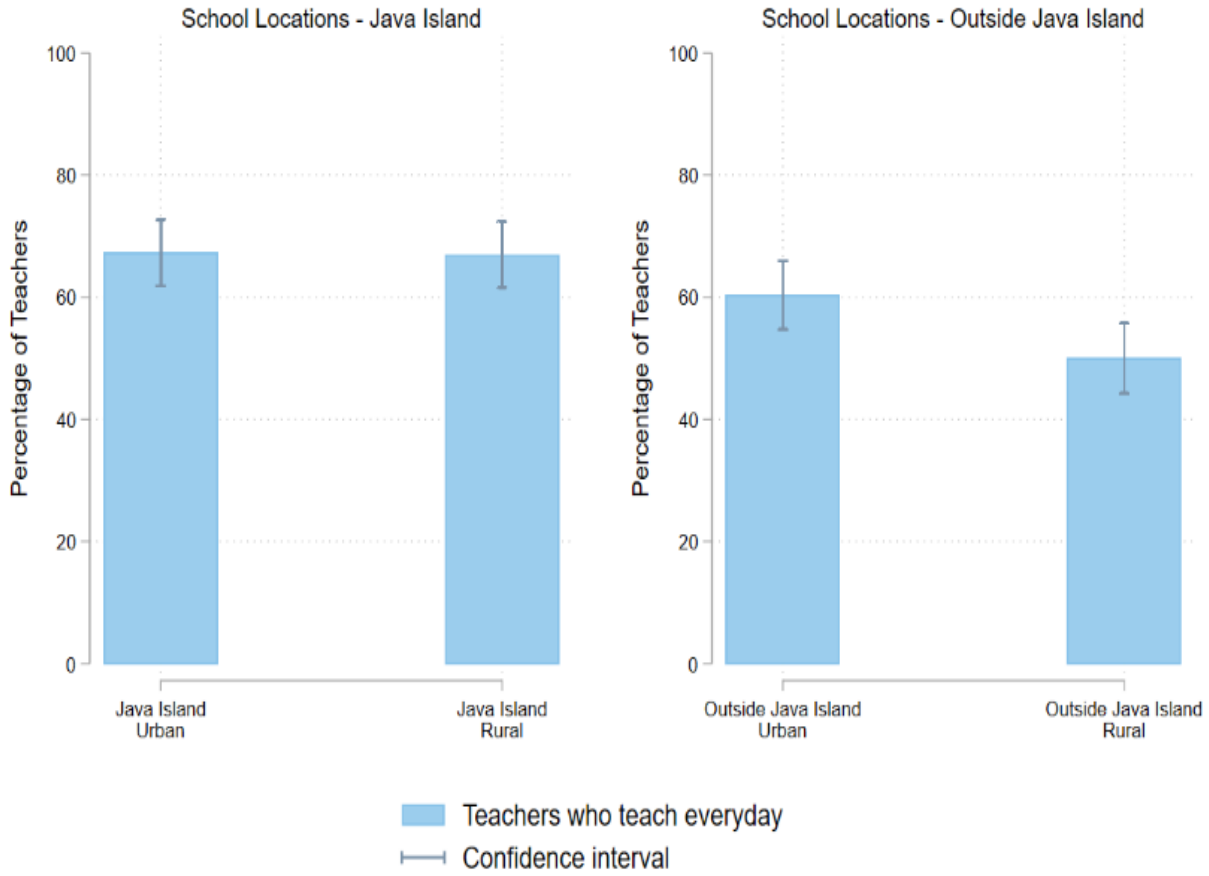
Teaching practice

Issues experienced by teachers

- Teachers could not monitor their students' learning progress
- Few teachers were still confused by which teaching technique that they should employ during the distance learning



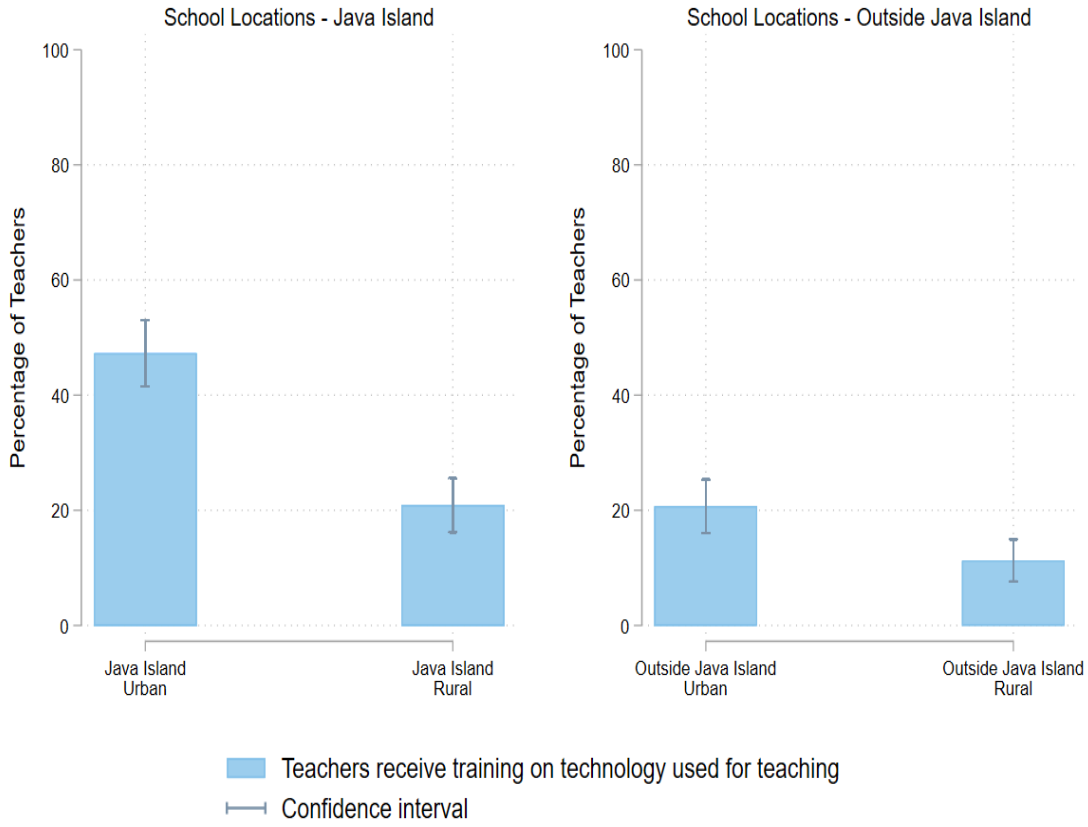
Regular learning activities



- Not all teachers had learning session every day during the first months of school closure
- Only a half of teachers in rural area outside Java who still taught every day during the same period
- Signal strength and network coverage are not evenly distributed between regions in Indonesia (BPS, 2018)
- The gap of cell phone ownership between rural and urban is about 16% (BPS, 2018)

School Support

Training on technology used for teaching



- Training on technology was very limited for teacher who live outside Java and the rural area in Java
- Only a half of teacher respondents received training on technology organized by school

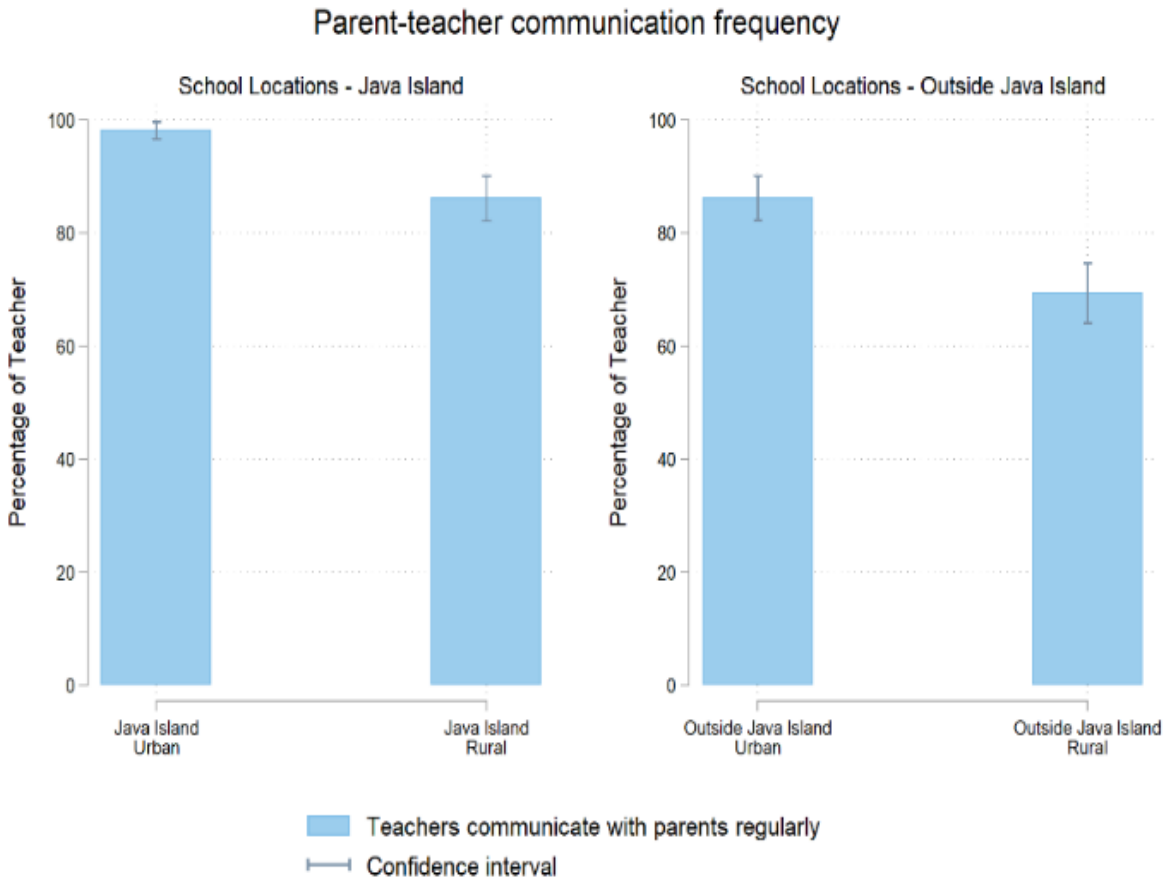
Home Environment

Three levels of guidance among parents

1. **Active guidance**
   urban parents, structured their children's day as well as actively participate as an instructor
2. **Passive guidance**
   rural parents, remind children of their classes but did not provide further assistance
3. **Absented guidance**
   rural parents, citing lack of education attainment as their inability to assist as an instructor

Home Environment

Regular communication between teacher and parents



- Almost all teacher respondents in urban area in Java had regular communication with students' parents
- 30% teacher respondents in rural area outside Java reported that the communication with students' parents was not regular

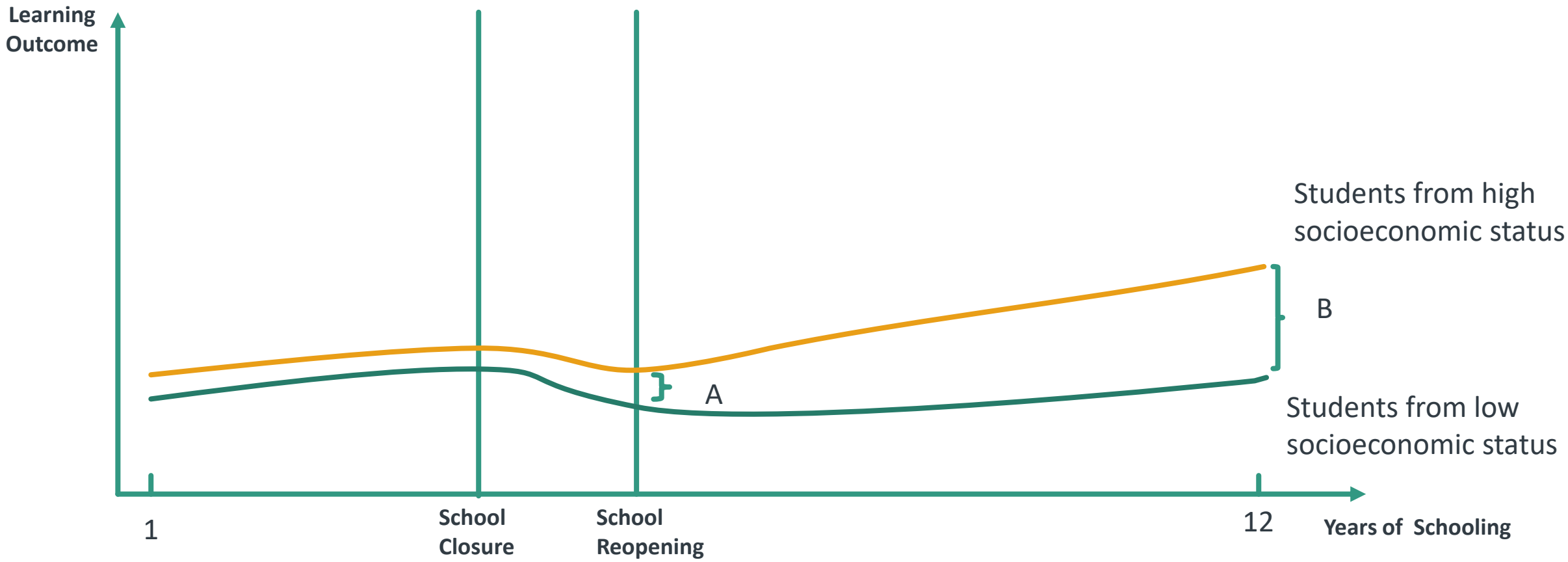
Take Aways

- Children in rural area may experience larger learning losses compared to those in urban area
  - Lack of supportive infrastructure and environment

- All the efforts taken by all education stakeholders should focus on addressing learning losses, particularly of the disadvantaged groups
  - Due to prolonged school closure, the disadvantaged students might not be able to catch up with their peers

Inequality in Learning Outcomes

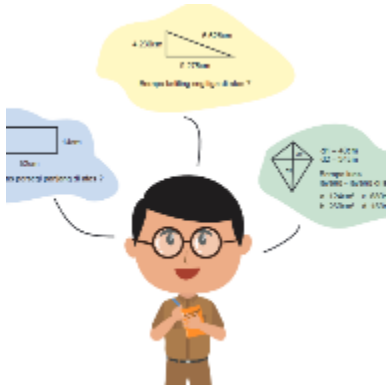
School closure, followed by the absence of mitigation effort for the learning loss



Source: Andrabi et al (2020)

Diagnostic Assessment and Differentiated Teaching

Preparation | Implementation | Follow-up Action



Identify essential materials (pre-condition basic competencies for higher grade level) to be incorporated into the assessment.

Arrange 10 simple questions:

- 2 questions according to the current grade.
- 6 questions from one grade below in semester 1 and 2.
- 2 questions from two grades below in semester 2.

- Conduct the assessment periodically.
- Identify students' competency achievements.

Group students into 3 distinct groups:

Students with above average and average score are taught by the teacher in class.

Students with **1 semester below the average** get remedial class / additional lessons from teachers.

Students with **2 semesters below the average** get lessons from lower grade teacher, and more active guidance from parents.

Source: Badan Penelitian dan Pengembangan dan Perbukuan, Kemdikbud RI (2020)

Evidence of Differentiated Teaching Practice

Balsakhi
(India)

Improve low scoring student's math score by 0.15 standard deviation in the first year and 0.28 standard deviation in the second year.

School Tracking
(Kenya)

Improve student's test score by 0.18 standard deviation.

Kemitraan Guru
(India)

Improve student's language test score by 0.25 standard deviation.

Source: https://www.povertyactionlab.org/evaluation/

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