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THE OPPORTUNITY TO STUDY FOR STUDENTS IN THE REMOTE AREA OF SOUTHEAST ASIA AMID THE COVID-19 PANDEMICS. CASE STUDY: INTERNET CONNECTION AND ONLINE LEARNING IN MERAUKE PAPUA INDONESIA

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Abstract

This paper will discuss about challenges for students in the remote area of Indonesia. Students in Merauke will be the case study of this paper. Millions of people have suffered from job loss and wage cuts due to the economic shocks caused by Covid-19 pandemic. Not just in the economic terms the pandemics also affected education especially for the student in the remote area. By April 2020, 188 countries around the world had imposed nationwide school closures, affecting more than 1.5 billion children and youth. As a result, many schools and institutions are now offering distance learning to their pupils. Unfortunately, not everyone has the luxury to opt for this. We can imagine how will it be for the student that live in the rural area in Merauke Papua the eastern part of Indonesia for instance. They have to denied the physical distancing policy issued by the government with attending to school amid the deadly pandemic, because they have no choice. There is no adequate internet connection. This paper will used qualitative research and interview method to collect the data and answer the research question How Students in Merauke Papua Deal With the Online Learning Program? It is a huge challenge for both the government to provide best services and student to adapt.

Key words: Covid-19, Indonesia, Internet, Students, Inequality

Abstrak

Makalah ini akan membahas tentang tantangan bagi siswa di daerah terpencil di Indonesia. Mahasiswa di Merauke akan menjadi studi kasus makalah ini. Jutaan orang menderita kehilangan pekerjaan dan pemotongan gaji akibat guncangan ekonomi akibat pandemi Covid-19. Tidak hanya dari segi ekonomi, pandemi juga berdampak pada pendidikan khususnya para pelajar di daerah terpencil. Pada April 2020, 188 negara di seluruh dunia telah memberlakukan penutupan sekolah secara nasional, yang memengaruhi lebih dari 1,5 miliar anak dan remaja. Akibatnya, banyak sekolah dan institusi sekarang menawarkan pembelajaran jarak jauh kepada siswa mereka. Sayangnya, tidak semua orang memiliki kemewahan untuk memilih ini. Bisa dibayangkan bagaimana nasib mahasiswa yang tinggal di pedesaan di Merauke Papua bagian timur Indonesia misalnya. Mereka harus menolak kebijakan physical distancing yang dikeluarkan pemerintah dengan bersekolah di tengah pandemi mematikan, karena tidak punya pilihan. Tidak ada koneksi internet yang memadai. Makalah ini akan menggunakan metode penelitian kualitatif dan wawancara untuk mengumpulkan data dan menjawab pertanyaan penelitian Bagaimana Siswa di Merauke Papua Menghadapi Program Pembelajaran Daring? Ini adalah tantangan besar bagi pemerintah untuk memberikan layanan terbaik dan siswa untuk beradaptasi.

Kata Kunci: Covid-19, Indonesia, Internet, Mahasiswa, Ketimpangan.

1. Introduction

The Covid-19 virus outbreaks that emerged in the 2019 had caused many problems amid the societies in the world. The disease is caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). In both rich and poor countries either developed or underdeveloped faced the same challenges. Economics and social culture crisis become the global issue many companies have to reduced its workers to prevent bankruptcy. Millions of people have suffered from job loss and wage cuts due to the economic shocks caused by the pandemic. People's movements are limited due to the physical distancing to avoid the spreads of the virus. However, it's not just working adults that have been affected, but children as well. Alberto Muyot from non-governmental organization (NGO) named Save the Children Philippines said that children who live in poverty are the most exposed to shocks and calamities in urban settings. The pandemic which is said to push a further 34 million people into extreme poverty by the end of 2020 has further aggravated the situation of these children and their families. Some of them have to stay in cramped spaces, with limited access to water, clean toilets and hygiene facilities, making it difficult to comply with health protocols of social distancing and frequent handwashing (Athira 2020).

The first positive case of COVID-19 in Indonesia was detected on March 2, 2020, when two people were confirmed to have contracted it from a Japanese citizen. On April 9, the pandemic had spread to 34 provinces with DKI Jakarta, West and Central Java as the provinces most exposed to the corona virus in Indonesia (Indra 2020). After the announcement of the first case in Indonesia the government appealed to residents not to panic, including not to do panic buying (buying goods in huge quantity). Field facts show that the transmission of the corona virus occurs very quickly. Within 11 days after the announcement of the first case, the number of positive cases of Corona reached 69 people, 4 of whom died and 5 cases recovered. The government is trying to quickly handle it by forming a task force team to deal with COVID-19, which is led directly by the President. The head of the National Disaster Management Agency (BNPB) coordinated the rapid response team.

On March 13, 2020, the President signed Presidential Decree Number 7 of 2020 concerning the Task Force for the Acceleration of Handling Covid-19. This task force is led by the Head of BNPB. Strategic steps are also immediately taken by the government, especially in the health sector. Covid-19 referral hospital added. Initially 100 government hospitals were prepared to be added to 132 government hospitals, 109 Indonesian national army (TNI) hospitals, 53 national police of the republic of Indonesia (Polri) hospitals, and 65 state owned enterprise (BUMN) hospitals. The government then issued a limitation on physical movement The implementation of restrictions on community activities, known as PPKM, is one of the policies of the Government of the Republic of Indonesia to combat the COVID-19 pandemic. Previously, the government had imposed a policy of Large-Scale Social Restrictions (PSBB) which took place in several regions in Indonesia. This was implemented because of the initiative of the local government. Meanwhile, the PPKM policy was carried out simultaneously on the basis of the central government's command. PPKM was first enforced on January 11 to January 25, 2021, then precisely in seven provinces on the island of Java, including DKI Jakarta, West Java, Banten, Central Java, Yogyakarta, East Java, and Bali. As time goes by and adjusts to the conditions of each region in Indonesia, PPKM is carried out in a sustainable manner starting

from Java Island, Sumatra Island, Kalimantan Island, Sulawesi Island, to the National scale. The terms PPKM began to emerge from the original PPKM Volume One and then turned into PPKM Volume Two, Micro-based PPKM to Emergency PPKM. From these terms, each PPKM has distinguishing parameters which are detailed so that they can be used as a reference for regional control in limiting community activities (Agus 2021).

The policy then affected the education sector where it force the student to learn vie online. With the Emergency PPKM, there are seven provinces that are required to conduct distance learning (PJJ). Nadiem (Ministry of Culture and Education of Indonesia) mentioned the seven provinces, namely DKI Jakarta, Banten, West Java, Central Java, DI Yogyakarta, East Java, and Bali. These areas are not allowed to conduct limited face-to-face learning until the Emergency PPKM ends (Rahajeng 2021). In the eastern part of Indonesia Papua applied the PPMKM level 2 on 8 November 2021 and it had impacted the education sector badly because there is no adequate internet tools and connection.

Internet connections also become a critical problem for the student in both urban cities or remote area of Papua. In urban area such as Jayapura city for instance teaching and learning activities during the COVID-19 pandemic that were carried out online could not run effectively. Many students and parents of elementary school students in the Danau Sentani area, Jayapura Regency, Papua, do not understand how to go to school online. Online teaching and learning activities have also stopped since internet disruptions occurred in Jayapura City and Jayapura Regency at the end of last April.

In Merauke Papua students still face many difficulties in accessing education especially amid the pandemic. It is caused by the lack of internet infrastructure for instance a case in 14 May 2022 where according to jubi.co.id there is internet problem that affected a journalist to send her report. Nuryani, who works as a journalist every day, said that when she was going to send news and photos to her editor, she had to find a certain location to get internet access. "I have to go around and around Merauke City to be able to send photos and news. Not to mention for children's school affairs, it takes time to download their school assignments," she said. She hopes that disruption to internet network access in Merauke Regency can be resolved soon. Because, at the present time internet access is one of the main needs of society in everyday life. Nuryani, who works as a journalist every day, said that when she was going to send news and photos to her editor, she had to find a certain location to get internet access. "I have to go around and around Merauke City to be able to send photos and news. Not to mention for children's school affairs, it takes time to download their school assignments," she said. She hopes that disruption to internet network access in Merauke Regency can be resolved soon. Because, at the present time internet access is one of the main needs of society in everyday life (Arjuna 2022). Based on this case we could argue that the lack of internet network in Merauke has affected students whose fight for their future.

This paper will trying to describe how the condition that faced by students in remote area in dealing with the pandemic that caused them to study in a distance.

1.1 Literature Review

There are several journals or article that being used by the author as a literature review to avoid repeating in making the research. The author analyzed it and continue to develop the previous research.

The first literature review a research written by Muhammad Syofian and Novri Gazali titled “Kajian Literatur: Dampak Covid-19 Terhadap Pendidikan Jasmani”. The article talk ababout activities affected by the existence of Covid-19 are the education sector experiencing a shift in the implementation of learning based on e-learning from home only. This research aim to determine the impact of Covid-19 on physical education. This is very much needed to determine the implementation and impact of physical education learning in the current Covid-19 pandemic, with the hope of providing information on the methods used in literature studies or literature reviews. Literature study is a research design used in collecting data sources related to a topic. Data collection for literature studies was carried out using a database search tool as a stage of searching for literature sources. Data collection uses the preferred Reporting Items for Systematic Reviews AND Meta Analysis (PRISMA) method. The screening results that are appropriate and needed are 8 National Journal articles and 7 International Journal articles. Based on the articles that were found and analyzed, there were positive and negative impacts caused by the Covid-19 virus on Physical Education learning, which were reviewed based on a literature review of previous research results (Kajian Literatur Dampak Covid-19 Terhadap Pendidikan Jasmani. 2021). The difference with this research is in the objective where it only discussed about the impact of Covid-19 on physical then in this discussion will talk about it’s impact on the student especially in remote area of Indonesia.

The second by Roswita Hafni titled “Dampak Pandemi Covid-19 Terhadap Pendidikan Online” This study aims to provide information about the impact of the COVID-19 pandemic on online education in Indonesia, and can provide input to the government in improving the quality of education. This research is a descriptive study, where one of the government policies in tackling public spending in the field of education is to provide subsidies to students and students, as a sample is a quota subsidy. Online learning is one way to prevent the chain of spreading the covid 19 outbreak. And requires adequate facilities and infrastructure, such as laptops, computers, smartphones and internet networks and is expected to make students more independent, because it emphasizes student centeredness. They are more daring to express their opinions and ideas (Roswita 2021). This article discussed about the impact of Covid-19 in Indonesia scale while in this only talk about it’s impact in remote area of Merauke.

The third and last article from Nureza Fauziah with the title “Dampak Covid-19 Terhadap Efektivitas Pembelajaran Daring Pendidikan Islam” Islamic education so far often uses one-way methods and few also use technology. The objectives of this research are, 1) Knowing Islamic education 2) Knowing about Covid-19 3) knowing the effectiveness of online learning 4) knowing the factors that influence the success of online learning. The research

method used is a qualitative method in the form of library research. The collection of this research is to collect relevant books, journals. The results of this study are the impact of Covid-19 can make students feel anxious, if students have emotional intelligence, then they will be able to control emotions, and when doing learning will be more excited. The effectiveness of online learning depends on the technology, instructor character, and characteristics of students. Online learning in the midst of social distancing situations there are many obstacles, poor networks, inadequate facilities and infrastructure, teachers and lecturers who are not yet proficient in using technology and social media as learning media. The difference with this article located in topic where we will not talking about the impact of the pandemic in terms of religions but will focus on the infrastructure such as the networks, tools like computer phone devices to access the class via online.

1.2 Research Question

How the Impact of Covid-19 towards education and the lack of internet in Merauke Papua?

1.3 Purpose of The research

This article is aims to understand the grass roots people's problems amid the pandemic especially those who live in the remote part of the country. This article also trying to found recommendations for the government to solve the problem.

2. Analysis Framework

2.1 Justice Theory Jhon Rawls

In a theory of Justice, Jhon Rawls argues for a principled reconciliation of liberty and equality that is meant to apply to the basic structure of a well-ordered society. Central to this effort is an account of the circumstances of justice, inspired by David Hume, and a fair choice situation for parties facing such circumstances, similar to some of Immanuel Kant's views. Principles of justice are sought to guide the conduct of the parties. These parties are recognized to face moderate scarcity, and they are neither naturally altruistic nor purely egoistic. They have ends which they seek to advance, but prefer to advance them through cooperation with others on mutually acceptable terms. Rawls offers a model of a fair choice situation (the original position with its veil of ignorance) within which parties would hypothetically choose mutually acceptable principles of justice. Under such constraints, Rawls believes that parties would find his favored principles of justice to be especially attractive, winning out over varied alternatives, including utilitarian and 'right wing' libertarian accounts.

Rawls belongs to the social contract tradition, although he takes a different view from that of previous thinkers. Specifically, Rawls develops what he claims are principles of justice through the use of an artificial device he calls the Original position; in which, everyone decides principles of justice

from behind a veil of ignorance. This "veil" is one that essentially blinds people to all facts about themselves so they cannot tailor principles to their own advantage:

"No one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance."

According to Rawls, ignorance of these details about oneself will lead to principles that are fair to all. If an individual does not know how he will end up in his own conceived society, he is likely not going to privilege any one class of people, but rather develop a scheme of justice that treats all fairly. In particular, Rawls claims that those in the Original Position would all adopt a maximum strategy which would maximize the prospects of the least well-off.

"They are the principles that rational and free persons concerned to further their own interests would accept in an initial position of equality as defining the fundamentals of the terms of their association."

Rawls bases his Original Position on a "thin theory of the good" which he says "explains the rationality underlying choice of principles in the Original Position". A full theory of the good follows after we derive principles from the original position. Rawls claims that the parties in the original position would adopt two such principles, which would then govern the assignment of rights and duties and regulate the distribution of social and economic advantages across society. The difference principle permits inequalities in the distribution of goods only if those inequalities benefit the worst-off members of society. Rawls believes that this principle would be a rational choice for the representatives in the original position for the following reason: Each member of society has an equal claim on their society's goods. Natural attributes should not affect this claim, so the basic right of any individual, before further considerations are taken into account, must be to an equal share in material wealth. What, then, could justify unequal distribution? Rawls argues that inequality is acceptable only if it is to the advantage of those who are worst-off.

The agreement that stems from the original position is both hypothetical and ahistorical. It is hypothetical in the sense that the principles to be derived are what the parties would, under certain legitimating conditions, agree to, not what they have agreed to. Rawls seeks to use an argument that the principles of justice are what would be agreed upon if people were in the hypothetical situation of the original position and that those principles have moral weight as a result of that. It is ahistorical in the sense that it is not supposed that the agreement has ever been, or indeed could ever have been, derived in the real world outside of carefully limited experimental exercises.

Rawls modifies and develops the principles of justice throughout his book *A Theory of Justice Revised Edition* (Rawls 1971). In chapter forty-six, he makes his final clarification on the two principles of justice:

1. "Each person is to have an equal right to the most extensive total system of equal basic liberties compatible with a similar system of liberty for all".

2. "Social and economic inequalities are to be arranged so that they are both:
 - a. to the greatest benefit of the least advantaged, consistent with the just savings principle, and
 - b. attached to offices and positions open to all under conditions of fair equality of opportunity (Rawls 1971, p.266).

The first principle is often called the greatest equal liberty principle. Part (a) of the second principle is referred to as the difference principle while part (b) is referred to as the equal opportunity principle.

Rawls orders the principles of justice lexically, as follows: 1, 2b, 2a. The greatest equal liberty principle takes priority, followed by the equal opportunity principle and finally the difference principle. The first principle must be satisfied before 2b, and 2b must be satisfied before 2a. As Rawls states: "A principle does not come into play until those previous to it are either fully met or do not apply (Rawls 1971, p.38)." Therefore, the equal basic liberties protected in the first principle cannot be traded or sacrificed for greater social advantages (granted by 2(b)) or greater economic advantages (granted by 2a).

Author will use this theory to analyze the role of government in providing justice to all people irrespective of their social background, race and religions.

2.2 Modernization

Modernization is an encompassing process of massive social changes that, once set in motion, tends to penetrate all domains of life, from economic activities to social life to political institutions, in a self-reinforcing process. Modernization brings an intense awareness of change and innovation, linked with the idea that human societies are progressing. Historically, the idea of human progress is relatively new. As long as societies did not exert significant control over their environment and were helplessly exposed to the vagaries of natural forces, and as long as agrarian economies were trapped in a steady-state equilibrium where no growth in mass living standards took place, the idea of human progress seemed unrealistic. The situation began to change only when sustained economic growth began to occur. After 8,000 years of agrarian history, economic growth began to outpace population growth in a sustained way only with the rise of pre-industrial capitalism in sixteenth-century Northwestern Europe. As this happened, the philosophies of humanism and Enlightenment emerged. The idea that technological innovations based on human intellectual achievement would enable societies to overcome the limitations nature imposes on them gained credibility – contesting the established view that human freedom and fulfillment can come only in the after-life. Science began to provide a source of insight that competed with divine revelation, challenging the intellectual monopoly of the church. The idea of human progress was born and with it theories of modernization began to emerge. However, the idea of human progress was contested from the beginning by opposing ideas that considered ongoing societal changes as a sign of human decay. Thus, modernization theory was doomed to make a career swinging between wholehearted appreciation and fierce rejection,

depending on whether the dominant mood of the time was rather optimistic or pessimistic. The history of modernization theory is thus the history of anti-modernization theory. Both are ideological reflections of far-ranging dynamics that continue to accelerate the pace of social change since the rise of pre-industrial capitalism.

Modernization theory emerged in the Enlightenment era with the belief that technological progress would give humanity increasing control over nature. Antoine de Condorcet (1979) was among the first to explicitly link technological innovation and cultural development, arguing that technological advances and economic growth would inevitably bring changes in people's moral values. This idea of human progress was opposed by notions that considered the changes they observed as indications of moral decay. Edmund Burke (1999) formulated such an anti-modern view in his *Reflections on the Revolution in France*, while Thomas R. Malthus (1970) developed a scientific theory of demographic disasters. Adam Smith (1976) and Karl Marx (1973) propagated competing versions of modernization, with Smith advocating a capitalist vision, and Marx advocating communism (Christian Welze, Ronald Inglehart 2007).

In the context of this research the author will analyzed how the Covid-19 pandemics had introduced us to a new kind of era, especially in Papua. As we can see in the education sector where internet infrastructure become a crucial part in dealing with online learning policy.

3. Research Method

3.1 Qualitative Type of Research and Analysis

In this article, the qualitative research method will be used to analyzed the issue regarding students in Merauke in dealing with the online learning, caused by the Covid-19 pandemics. Qualitative research is a type of scientific research. In general terms, scientific research consists of an investigation that, seeks answers to a question, systematically uses a predefined set of procedures to answer the question, collects evidence, produces findings that were not determined in advance and produces findings that are applicable beyond the immediate boundaries of the study. Qualitative research shares these characteristics. Additionally, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations (International n.d.). The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the "human" side of an issue that is, the often contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not be readily apparent. When used along with quantitative methods, qualitative research can help us to interpret and better understand the complex reality of a given situation and the implications of quantitative data. Although findings

from qualitative data can often be extended to people with characteristics similar to those in the study population, gaining a rich and complex understanding of a specific social context or phenomenon typically takes precedence over eliciting data that can be generalized to other geographical areas or populations. In this sense, qualitative research differs slightly from scientific research in general.

According to Sugiyono, qualitative research methods are research methods based on post positivism philosophy used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, sampling data sources is carried out purposively. such as characteristics or characteristics of a population and snowball sampling with the help of key-informants. The collection technique is tri-angulation (combined), data analysis is inductive or qualitative, and the results of this study emphasize meaning rather than generalization (Anwar 2012).

3.2 Data Collections and Sources

There are three most common qualitative methods to obtain data, explained in detail in their respective modules, are participant observation, in-depth interviews, and focus groups. Each method is particularly suited for obtaining a specific type of data (International n.d., p. 2).

- Participant observation is appropriate for collecting data on naturally occurring behaviors in their usual contexts.
- In-depth interviews are optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored.
- Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented.

In this article the author will only used In-depth interviews with teacher in Merauke. The author will ask several questions that related to the objection of this research. The interview will also involve a 5 grade student from Merauke. Data collection techniques in this study the authors use document techniques or library studies. This document or library study technique is useful for increasing knowledge about various concepts that will be used as a basis or guide in the process of a research. According to Martono (Martono 2010, p 46-50) literature study in data collection techniques is one type of secondary data that is often used to help when the research process is carried out. This technique is usually obtained from books, scientific works of previous research, news in print and electronic media, and websites that contain the required information.

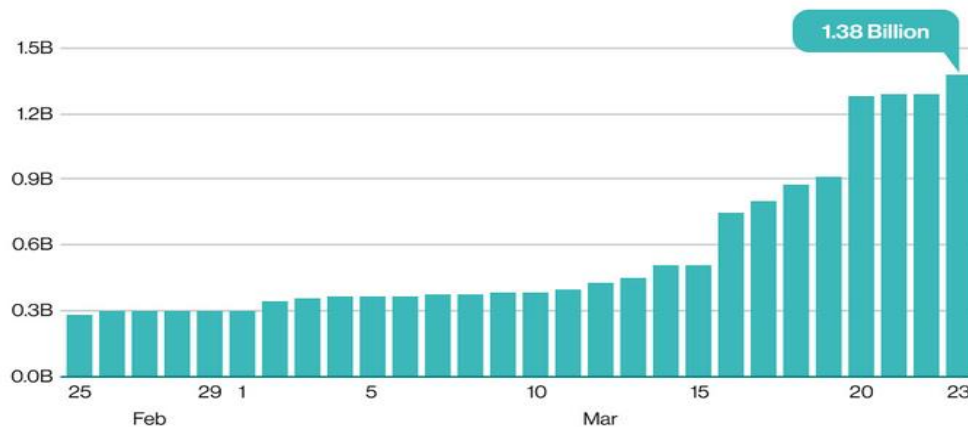
4. Discussion

4.1 Educations in the Southeast Asia amid the Pandemics

According to the United Nations (UN) stated that while more than two-thirds of countries around the world have introduced a national distance

learning platform, only 30 percent of low-income countries have done so. Children living in informal settlements, camps with limited infrastructure and no access to the internet are especially impacted.

NUMBER OF LEARNERS IMPACTED BY SCHOOL CLOSURES WORLDWIDE



*Figures refer to learners enrolled at pre-primary, primary, lower-secondary, upper-secondary and tertiary education levels.

For instance, the ability of Rohingya children to access quality education is severely restricted in Myanmar, in Nduga Indonesia and in refugee camps elsewhere. The Burmese Rohingya Organization UK (BROUK) said that over 73 percent of Rohingya children in Rakhine state self-identify as illiterate. According to media reports, Rohingya children are often unable to attend mixed Rakhine-Rohingya schools and are kept in separate education facilities where the quality of education is limited. In addition, internet access in conflict-wrecked Rakhine is currently too slow for communication as 3G and 4G services are tethered.

Although studies have shown increased internet penetration over the years, millions of people in Southeast Asia still cannot afford unlimited and stable connections. For example, despite many having access to high-speed Internet in Kuala Lumpur, the capital city of Malaysia some other states in the country experience a much slower internet speed. In fact, it was reported that some parts of the state of Sarawak in East Malaysia has no internet connectivity at all. Which brings to attention the recent story of Veveonah Mosibin, a student from the East Malaysia state of Sabah who posted a video of herself having to climb a tree in order to sit for her exams online. The video went viral and has since prompted the Malaysian Communications and Multimedia Commission (MCMC) to devise plans to erect a telecommunications tower in Veveonah's village of Kampung Bilangau Kecil, Pitas to give her, other students and fellow villagers improved internet access.

Nuurrianti Jalli, Senior Lecturer at the Faculty of Communications and Media Studies at Malaysia's Universiti Teknologi MARA urged Southeast Asian governments to develop a proper action plan for pedagogy during times

of crisis like the coronavirus outbreak by working closely with technology providers to ease the impact of school closures on education. In her article titled, 'Lack of internet access in Southeast Asia poses challenges for students to study online amid COVID-19 pandemic', she suggested the introduction of an 'affordable device program' to ensure all families own at least one compatible device for online learning (Athira, *Fighting For Education In A Pandemic* 2020).

As people across the globe battle the COVID-19 virus and experience disruptions to their livelihoods – it is essential for learning to continue. For millions of children in the developing world, schools are the most promising pathway to well-paying jobs, careers and the ladder of social progress. As simply stated by the 41st president of the United States (US), George H W Bush: "Education is the key to opportunity. It's a ticket out of poverty."

4.2 Education in Papua Amid the Pandemics Internet Infrastructure and Modernization in Education

Papua is the largest and easternmost province of Indonesia, comprising most of Western New Guinea. The province is located on the island of New Guinea. It is bordered by the state of Papua New Guinea to the east, the province of West Papua to the west, the Pacific Ocean to the north, and the Arafura Sea to the south. The province also shares maritime boundaries with Palau to the north. The province is divided into twenty-eight regencies and one city. Its capital and largest city is Jayapura. The province has a large potential in natural resources, such as gold, nickel, petroleum, etc. Puncak Jaya is the province's highest mountain and the highest point in Indonesia. Papua, along with West Papua, has a higher degree of autonomy level compared to other Indonesian provinces (Wikipedia 2021).

Papua have an abundance natural resources like gas and gold these become one of the main income for Indonesia. Since 1992-2021 PTFI (PT. Freeport Indonesia) has contributed directly to Indonesia amounting to US\$ 21.1 billion or around Rp. 300 trillion at an exchange rate of Rp. 14,200/per US\$. The details, amounting to US\$ 1.6 billion in the form of dividends, US\$ 2.6 billion in the form of royalties, and US\$ 16.86 billion in taxes and other levies, PTFI also contributed indirectly worth US\$ 49. in almost 5 the last decade. The indirect contributions are in the form of payment of employee salaries, domestic purchases, regional development, community development, and domestic investment (Viva 2021). Irrespective of that contribution the province remains one of the least developed provinces in Indonesia. As of 2020, Papua has a GDP (Gross Domestic Product) per capita of Rp 56.1 million (US\$ 3,970), ranking 11th place among all Indonesian provinces (Indonesia 2020). Papua only has a Human Development Index of 0.604, the lowest among all Indonesian provinces according to Indeks Pembangunan Manusia menurut Provinsi 2019-2021 (Indonesia, Indeks Pembangunan Manusia menurut Provinsi 2019-2021. 2021).

Modernization of education in Papua faced many challenges. Papuan people need to mingle quickly with the changes. Covid-19 outbreaks has force them to face a new kind of learning system "Online Learning" that require well internet infrastructure. Education services in Papua always

become one of the main issue that exist, lack of adequate facilities such as school building, books and teacher has become an old song that always being listened by the native Papuans . The world of education will change in 2020, including in Papua Province. Due to Covid-19, the teaching and learning process has been diverted online. Some schools in Papua that cannot go online do so offline. Head of the Papua Province Education, Libraries and Regional Archives Office Christian Sohilait said this new system had an impact on the decline in the quality of education in Papua. "It will definitely have an impact and what is clear is whether the quality of education is going down, it's going down," he said. What is clear, continued Sohilait, is the impact not only in Papua, but throughout the world. "That's definitely affected by the quality of education, for example, Singapore has announced that they have dropped by 20 points," he said. Speaking at the iftar and discussion with the theme "Maintaining Education Quality Amid Covid-19 and Improving Educational Infrastructure in Remote Areas" on May 5 at the Horison Padang Bulan Hotel, Abepura, Jayapura, Papua, Sohilait said the impact of the new system could be seen in the numbers graduation. Also the frequency of student teaching and learning is reduced. "Frequency definitely affects the quality, if one day a normal person teaching six hours suddenly becomes zero, it will definitely affect the quality," he said (Theo 2021).

Sohilait gave an example of vocational students who should also practice, now only learn theoretically through a smartphone screen or computer. "Before there was Covid-19, people used to practice, automotive kids used to practice at Suzuki, today they can't practice anymore because of Covid-19. They only learn to see tires or car engines from the screen. This means that there is something they want to ask but cannot ask directly which makes them curious. The quality drops there," he said. As for the solution, said Sohiliat, one of them is if the Covid-19 pandemic has subsided, the quality of education will certainly increase. "If you are asked if you want a healthy child, surely parents want to have a healthy child, so that after they are good, we can start to keep the quality going up slowly," he said. Even though the quality of education in Papua is declining, said Sohilait, the community should be grateful that the death rate for students due to Covid-19 is only one student. "Of the 390 children who contracted Covid-19, only one died, that's something to be grateful for. Compared to Jakarta, up to 400 children died," he said. Papua Province, said Sohiliat, was quite good at managing education during the Covid-19 pandemic. He hoped that the community would both encourage the quality of education in Papua by complying with health protocols. He asked the public to help encourage people to maintain health protocols. Wash your hands, then wear a mask so that Covid-19 doesn't grow again. "But if people are not disciplined and Covid-19 develops, problems arise and it will affect education in Papua," he said.

The head of the Jayapura Joint High School, Sandra G. Titihalawa, said that due to Covid-19, the teaching and learning process was disrupted so that the quality or quality of learning decreased. "Of course, for the Covid-19 pandemic, the quality, the quality of learning must experience disruption and decline and must experience a shift," he said. The quality of learning has decreased, said Titihalawa, due to no direct contact in the learning process. A decrease from students who began to be less active in learning and sometimes

did not do the assignments given from school. "Under these conditions, we cannot always put pressure on students, because they may also be stressed by the existing conditions. So we provide convenience but also help students," he said. With such conditions, said Titihalawa, his party provides convenience to students while still referring to the requirements, both for grade promotion and student graduation. "For example, graduation or grade promotion during face-to-face meetings had to drop 75 to 60. That's to balance the process, because the current process is not optimal when the children are sent home," he said. Jayapura Joint High School, said Titihalawa, continues to strive to maintain the quality of education by requiring students to go through all the stages given by the school. "We provide a portfolio, then there is an online school exam, then there is a package of questions or assignments that must be completed by students, there is no compromise," he said. With the conditions of the Covid-19 pandemic, said Titihalawa, parental support is needed to improve the quality of education by playing an active role in encouraging students to be involved in the process prepared by the school. "So the quality of graduation, the quality of grade promotions, and the quality of learning require the active role of parents. Students want to do all the directions, all the stages given by the school may be possible, but students and then parents who don't back up this will definitely experience a decline in quality," he said (Theo 2021).

Internet connections also become a critical problem for the student in both urban cities or remote area of Papua. In urban area such as Jayapura city for instance teaching and learning activities during the COVID-19 pandemic that were carried out online could not run effectively. Many students and parents of elementary school students in the Danau Sentani area, Jayapura Regency, Papua, do not understand how to go to school online. Online teaching and learning activities have also stopped since internet disruptions occurred in Jayapura City and Jayapura Regency at the end of last April. Although now internet services in Jayapura City and Jayapura Regency have recovered, many students who have participated in online teaching and learning activities have not returned to online school. Anes Ibo, one of the parents of elementary school (SD) school students in Jayapura district, said that condition. According to him, children now prefer to join their parents in searching and playing in the sago forest. According to him, the enthusiasm of elementary school children to go to school has decreased since teaching and learning activities are carried out online. "Their teachers have not focused on teaching in the village since the COVID-19 [pandemic]. Add another network [internet] died [at the end of last April]. [School] online is also online which one is installed? Many students do not understand," said Ibo to Jubi News in Sentani, Wednesday (26/6/2021) (Yance 2021). Ibo asked that village areas that were not affected by COVID-19 would no longer limit teaching and learning activities. "It's good to just normalize it. The children want to go to school, but in such a situation, the children are lazy to go to school," he explained (Yance 2021).

4.3 Internet Connection and Online learning in Remote area of Indonesia and Merauke Regency

Merauke is a regency in the far south of Papua Province, Indonesia. It covers an area of 46,791.63 km², and had a population of 195,716 at the 2010 Census and 230,932 at the 2020 Census. The administrative capital is the town of Merauke; this is scheduled to become an independent city (kota) separate from Merauke Regency, and will become the administrative capital of the proposed South Papua Province, when that is established.

Internet connection always be a problem for the people in remote area of Indonesia. It is not a simple task to build telecommunications services in 3T area (Terdepan, Terluar dan Tertinggal) frontier, outermost and underdeveloped regions, especially in Papua where most of the areas consist of dense forests, hills and deep ravines. From 2015 to 2020 only 1,682 BTS (Base Transceiver Stations) were built in the two provinces with funds of around 2,6 trillion a year. From 2015 to 2020, only 1,682 BTS (base transceiver stations) were built in the two provinces, with funds of around Rp. 2.6 trillion a year. The funds come from donations from all cellular operators who set aside 1.25% of their gross income as USO (universal service obligation) development funds, because operators are reluctant to enter areas that have no economic potential. However, the digital transformation program initiated by President Jokowi requires the construction of telecommunication facilities to be accelerated evenly throughout the country. Of Indonesia's 272 million population, there are 26.5 million living in 3T areas that must be served so that they too can benefit from the various benefits that are spread through digital transformation. The government built the Palapa fiber optic (FO) network, then designed an HTS (high throughput satellite) satellite to be put into orbit in 2023 (Domu. 2021).

Even though there is a political will to build the telecommunication service in remote area there is still difficulties faced by the government. The development is divided into two stages. In the first phase, BTS targeted to be built in 4,200 locations and its construction should have been completed by 2022. While the rest will be completed until 2023. However, until the second quarter of 2022, BAKTI (Badan Aksesibilitas Telekomunikasi dan Informasi) has only completed 2,060-2,070 towers for the first phase. In the Papua region, the completion of the BTS construction was hampered by problems other than geographical difficulties. For example, about security. Feriandi head of Infrastructure Division of BAKTI said that his entity was asked to temporarily stop the BTS construction project by the Papua Regional Police after the tragedy of the shooting of eight East Palapa Ring workers (Francisca 2022). The security disturbance in Papua it's not a new phenomenon. The political struggle that emerged from the late 1960th in Papua have affected the development project in the region. For instance the racial abuse done by Civic Organization in Surabaya 2019 towards Papuans student. This incident caused a massive demonstration where end up with riot in Papua and West Papua provinces. The people at first demanding a punishment for the perpetrator then they demand to be independence from Indonesia. Rioting broke out in Manokwari, West Papua, 19 August 2019 as local people, comprising mostly

university students. The protesters blocked a number of major streets in the city on Monday morning, cutting down trees to be used as barricades (The 2019).

The lack of internet services in Merauke forced the student to go to school, according to a local media suara.merauke.go.id. Although the pace of development of Covid-19 in Merauke continues to increase, the Merauke Regency Education and Culture Office (P and K) continues to allow limited face-to-face schools. This policy is to see the development of students, because the online system does not provide an effective way of learning for students. "Now we are using the emergency curriculum which has been jointly decided by the Minister of Education, Religion, Health and the Minister of Home Affairs since 2020," explained Head of District P and K Thiasoni Betaubun,

The decision refers to the Independent Learning system, which means that children learn while playing. "Limited face-to-face contact is mandatory so that we can find out where our students' track records are. And during face-to-face meetings, there are no snacks to go to school and schools must have strict health protocols," he said. In addition, face-to-face as an anticipation of the limitations of parents and students for the use of Android phones. Moreover, if there are two or three school children in the same house, this will actually hinder the online learning process of students, because they cannot effectively use cellphones. "This must be very difficult. But if we meet face to face we can know the problem and how we see the child's progress" he concluded.

Author have conducted an interview with a teacher at the elementary school SD YPGI Gradus Adi Merauke, Mr. Willem Kogoya he said that the major issue in our school where located far from the city is infrastructures like mobile phone and networks. The student found it difficult to learn at home because they have no phone. The networks become another challenge for the student. Because of those issues we choose to learn at school and face the pandemic. But it is not like the usual where we only learnt for 2 to 3 hours. A 5 grade student name Alfrio Marselino Kogoya also stated the same about the difficulties to get a mobile phone and networks.

5. Conclusion

From the discussion above we can assume that the pandemic has caused a negative impact in many parts of human is live. Economic, social, politic and culture sectors are being affected. In this discussion found that there are so many tasks that both the central and local government have to do. The remote area in Indonesia bring various challenges such as geographic and security which postpone development program that issued by the government. Students both in remote and urban area in Papua province have to denied their safety amid the pandemics due to the inadequate telecommunications services in the region. In Merauke the local government have to let the student to go to school because it is not an effective way in learning through the internet. According to Rawls, ignorance of these details about oneself will lead to principles that are fair to all. If an individual does not know how he will end up in his own conceived society, he is likely not going to privilege any one class of people, but rather develop a scheme of justice that treats all fairly. In particular, Rawls claims that

those in the Original Position would all adopt a maximum strategy which would maximize the prospects of the least well-off. Based on this theory author believed that if the government ignored the egoism that exist in themselves the problem may solved. Modernization in education sector caused another challenges for the Papuan People, especially amid the Covid-19 outbreaks. There is no adequate preparations by both the central and local government to deal with new culture that come into Papua. The lack of internet infrastructure in Papua has lead to difficulties in learning process.

5.1 Recommendations

From the discussion above author found a long and short term recommendations that may help the development in remote area of Indonesia especially Papua.

Long term:

1. The government should open a room for dialogue with the leader of political movement that exist in Papua and West Papua Provinces.
2. The government should provide a good supervision body to control the BTS development in 3T area of Indonesia.
3. Government must apply “human center development approach” for instance send more teacher than soldier.
4. The local government must go down to the society to especially teachers and discus the problem they faced.

Short term:

1. The government can provide a mobile phone for the students in Merauke especially those who lived far away from the city.
2. At the moment the local government need to provide a free internet access for all students.

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