Research Article

Impact of Covid-19 on Higher Education Institutions in Indonesia

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Abstract

The Covid-19 pandemic has had a major impact on various fields, including the field of higher education. During Covid-19, online learning is widely used for addressing closed higher education institutions. Over 90% of countries have implemented a remote learning policy to deal with the pandemic. Impact of Covid-19 impact on state and private higher education institutions in Indonesia and their policies were examined. Indonesia's higher education institutions have adopted various policies to effectively continue their on-line education and learning according to the guidelines of government and local governments. Particularly the present study focuses on the universities that have the geography education department. Some of these geography department of the universities quickly adapt courses to the on-line situation, while others need time to adapt. Several barriers have occurred, such as limited ICT mastery for some lecturers and students, ineffective online learning, limited internet access for some students and financial difficulties for some students. In response to these problems, some higher education institutions provided guidance to lecturers and students, encouraged lecturers for effective online courses, enhanced online education facilities and media, and offered assistance to students through reduced tuition costs and internet quotas. On the basis of the hybrid teaching allowance granted by the Ministry of Education and Culture, hybrid learning trial have been carried out by some government higher education institutions. Much needs to be taken into account: the local government policies in accordance with the current situation in Covid 19; the different higher education institutions conditions; the different backgrounds and characteristics of students, and all the requirements of the Ministry of Education and Culture. In particular with regard to mutual safety, most students had still to be immunized, which remains a separate barrier to this. Higher education institutions in Indonesia needs to prepare very carefully for learning through hybrid learning, both at the preparation stage, during implementation, and at the monitoring stage, especially due to the increase in Covid-19 cases in mid of 2021. All higher education institutions policies and activities, especially hybrid learning, need to be carefully considered and prioritize the safety of students, education staff and the community.

Introduction

Education and training systems worldwide are experiencing unprecedented coronavirus (COVID-19) disturbances that call for timely efforts to ensure the learning can continue in some form. Although much of the focus has been on the impact on health, liveliholes, safety, and economic growth in relation to response mechanisms, the pandemic can undermine hard-earned educational progress on all levels if no timely action is taken. As from September 2020, 80 countries continue to implement national and local closures of the school, which affect approximately 1,1 billion students worldwide, according to the UNESCO data. An unprecedented challenge in educating and training institutions to sustain education and development is the expected lengthy closure (over six months). Several international agencies have developed their own Covid-19 impact analysis, outlining necessary strategic responses and a strong focus on new teaching and learning approaches as they remain closed. Governments have arrangements for continuity of learning at all levels, even as institutions for education and training remain physically closed (Mamun & Ullah, 2020).

During COVID-19 the main mechanism to address closed schools has been internet or online learning. There is concern about equal opportunities to learn. More than 90% of the countries have implemented some form of remote learning policy to respond to the pandemic, according to a recent UNICEF report. However, a significant number of students in developing countries have no access to the internet connectivity or the devices required (UNICEF). The potential to "build back better" where the flailing education systems may use the crisis in order to develop more practiced and build much more resilient, efficient and equitable systems, is another shared feature of policy directions to recover from COVID-19. Investment would be necessary in order to enhance national connectivity, support students to learn in their home country to supplement face-to-face learning, and increase teachers' digital and other pedagogical skills in managing mixed and remote learning and student social well-being. The underlying principle of the policy guidelines discussed suggests that governments and societies must take steps to respond not as transitional measures to the COVID 19 crisis but rather to form a strategy of response with medium to long term prospects for enhancing the quality and resiliency of education systems (Sia & Adamu, 2020b).

In early March 2020, Indonesia entered the Covid-19 positive case cycle, which quickly spread to several parts of Indonesia. The government immediately laid down policies to minimize Covid-19's spread, including mobility control policies. This policy reinforced the health management policy (tracing, testing, treatment) and was then implemented through health protocols with masks, handwashing and distance maintenance. In line with this policy, since April 2020, several Regional Governments issued Large-Scale Social Restrictions (PSBB) policy (Bank Indonesia, 2020). The PSBB policy has been implemented in a number of different forms, including school from home (SFH), work from home (WFH), public workshops and places of worship, public transport constraints and the closure of schools and higher education institutions (HEIs). Currently there are approximately 4,650 higher education institutions in Indonesia consisting of 872 academies, 322 polytechnics, 2,504 high schools, 258 institutes, 655 universities, and the rest are community academic institutions. Of these, 12% are state universities and 88% are private universities. The Ministry of Education and Culture (Kemendikbud) through Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Emergency Period of the Spread of Covid-19 mandates higher education institutions to conduct distance learning or online learning (Yudiawan & Sunarso, 2021).

With the elimination of face-to-face lectures, online learning is a solution in the Covid-19 pandemic for continuing educational and learning activities. Online learning is a solution for further education and learning (A'yun, Suharso, & Kantun, 2021). However, it also influenced the geographic education providing universities. However, they adopted the online methods to teach geography education. Online learning is done through the help of various applications, including Zoom, Google Classroom, email, and others (Taufik, 2020). The Government has ordered educational establishments to guarantee continuity of study by remote education during a coronavirus disease crisis. Online, distance and digital learning methods using Zooms, Moodles, Google Hangouts and WhatsApp have been developed by both government and universities (Katam & Otieno). The Covid-19 impact on Higher Education in Indonesia was analyzed in this study. The study was completed with an overview of various policies generated in Asian countries by the governments and institutions of geographic higher education (HEIs). Different policies implemented by the Indonesian Government and HEIs, both early pandemic policies and the latest policies, have been reviewed. Conclusions and recommendations for future lectures are presented, in particular when the Covid-19 pandemic has not yet ended.

Literature review

Globally, COVID-19 has also disrupted geographic higher education significantly, and millions of students are now studying online and closing campuses and institutions. In the current environment, both the completion of the tertiary and the new student entry to university is now a challenge. As the COVID-19 pandemic is spreading, the only option left was to shut down the schools, universities and colleges for an indefinite period of time (Martinez, 2020). Higher Education or tertiary education is essential for generating the workforce necessary for economic activities and for increasing countries' competitiveness. Highly educated graduates contribute to economic growth and innovation based on knowledge. Companies also rely on higher education graduates, but the lack of qualified personnel can hinder economic growth. Therefore, the recovery efforts of COVID-19 should include effective strategies for sustaining and strengthening higher education. Universities and institutions of other tertiary education are closed off in 175 countries as of 8 April 2020, and more than 220 million (13 per cent) of students worldwide affected by COVID-19 have suffered considerable disruption (McNeill; Sia & Adamu, 2020b).

Online Teaching and Learning in Higher Education

Indonesia Government has adopted a policy to address the Covid-19 pandemic and to learn online at home with the aim of cutting the virus spread chain. This policy is certainly very good to pursue, as the same applies in some countries that are affected by the virus. Online learning, however, is not easy, as the learning objectives should also be implemented entirely in the online media, for example through the presence of appreciation, material provision, question and answer process, and assessment activities. In addition to these designs, careful preparation by the school, teachers, students and parents must be supported (Karaeng & Simanjuntak, 2021).
Online learning is also known as remote learning. This learning model demonstrates efforts to ensure access to learning for geographically-distance-bound teachers and students, so that an interactive communications system is required in the learning process in order to connect the two to various resources required in them. Distance learning increases the motivation of students to collaborative learning and reduces the limitations of the schools and allows students to make their learning experiences unforgettable (Tsai, Yeh, Wang, & Cheng, 2016). The distance learning process offers the opportunity to encourage cross-border learning through free access for various subjects to educational sites (Fuicu, Popa, Dobrilovic, Marcu, & Bogdan, 2017). Online learning is a system that makes it easier for students to learn more and more. Students can learn without being limited by space, distance, and time via the facilities provided by the system. Online learning not only presents materials in writing but also may vary, for example, by adding audio or video (Sahlström, Tanner, & Valasmo, 2019). Over the last decade, online learning has actually been studied (Nie, 2020). However, users prefer smartphones to other devices, because smartphone comfort and offered prices are also cheaper than other devices (Rusli, Rahman, & Abdullah, 2020).

Covid-19 and the Response of Asian Higher Education Institutions (HEIs)

In Asia, the various approaches to COVID-19 were employed. The government has banned all foreign tourists and ordered that companies like malls, lounges, gyms, schools and universities should be closed down (Sia & Adamu, 2020a). The opening of universities was partial on 1 July 2020 and completed on 13 August 2020 after about four months of closure (Sia & Adamu, 2020b). With the opening of universities across the country, universities must follow five strict measures: self-health inspections, Thai Chana checks, temperature checking, mask wear and social distance (Sia & Adamu, 2020b). The Ministry for Higher Education, Science, Research and Innovation (MHESI) has launched a work-generating program aimed at providing employment to 10,000 research and science agencies in order to mitigate the impact of COVID-19 (Joungtrakul, Wongprasit, Seangsawang, & Klinhom, 2021). The MHESI has given Microsoft Thiede (2012) access to more than 60,000 teachers and two million students, and has announced that 52 universities are lowering tuition fees to help students in the COVID-19 crisis (www.universityworldnews.com). Universities have also adopted core initiatives and partnerships to make the digital transition a success. LIC, an independent learning platform that encompasses resources, information, tools and methods to support online education, is launched by University of Chulalongkorn (Chang et

al., 2021).

Ministry of Education Singapore has introduced various prevention measures, including assemblies, mass celebration and camps activities, when Singapore raised the alerted level in February 2020 (Dabrowski, Nietschke, Taylor-Guy, & Chase, 2020). Students of Higher Education institutions moved into home learning from 8 April 2020 to 4 May 2020 as increased safeguards to prevent escalating COVID-19 infections (Jacinta, Chen, Yap, Hsu, & Teo, 2020). HEIs currently enter into safe reopening stages in Singapore, with most of the learning activities remaining online, with the exception of on-campus laboratory and practical session (Tan, 2020). The disease occurred in Malaysia in late February 2020. The MCO or Movement Control Order was carried out on 18 March 2020 in conformity with the WHO guideline. All classes in HEIs were changed to e-learning when the MCO was implemented (Menon, 2020). In the educational sector, HEIs are permitted to partially reopen in Malaysia with online teaching and learning. Simultaneously the MCO studies were sent to their homes in large quantities in March 2020 (Arumugan, 2020; Grondys, Ślusarczyk, Hussain, & Androniceanu, 2021).

COVID-19's financial consequences range from immediate concerns about the well-being of students to sector-wide, long-term concerns on support needed to recover from the effects of the pandemic. Many students in Malaysia have been stuck on campuses under the Movement Control Order. Some institutions in Malaysia have used disaster relief funds to support university students and to distribute food and other necessities in order to ensure their well-being (Nweze, 2017). On the other hand, the growing risk that international students will not return to their host institutions or that enrolment objectives may have dire consequences, particularly in already difficult or vulnerable systems, due to administrative changes in the school exit or admissions criteria. The return and the achievement of international students will determine whether institutions remain open and employees are employed. Malaysia (Hunter, 2020).

China is under pressure to increase higher education participation. The limited space available to more students at traditional campuses, which can be solved by investing in large-scale online learning programs, represents one challenge to this expansion. Another benefit of online studies is that they can stimulate more student-teacher interaction, as several East Asian studies have showed (Dunrong & Jin, 2020). Another important issue is the repercussion of postponement of final secondary and university admission examinations, which affects human capital production's tertiary pipeline. There are concerns that time disruptions could push students in other universities to apply, pursue remote alternatives in other universities, or cause bottlenecks in local university admissions (Leung). COVID-19 also poses a high risk of loss of employment and reduced tuition income. Long-term impacts related to future budget constraints are also becoming more and more possible. Many universities across China have announced cuts to research and other expenditures as a result of COVID-19's economic impact (Yang, 2020). There are important benefits in online education in countries with significant connectivity infrastructures such as the Republic of Korea. Nevertheless, there have been recent concerns about access for younger learners to devices and the Internet and about the adequate skills of students and teachers in optimum use of software and learning technologies. In university, these concerns are equally relevant (Kulal & Nayak, 2020). Korea moves to a hybrid system that combines the best features of online education and face-to-face education to optimize teaching and education (Akpınar, 2021).

In Philippines, the Higher Education Commission worked with institutions of higher education to provide flexible learning training and capacity building for faculty members, and started an online platform for teaching and learning resources which allows educators to share innovative answers in the Philippines higher education environment (Joaquin, Biana, & Dacela, 2020). Some Philippine institutions are considering reimbursing student fees (Rabe, Sy, Cheung, & Lucero-Prisno, 2020).

Almost 95 percent of Indonesian universities complete online learning through the Online Learning System Program (SPADA). In all tertiary education, the SPADA offers LMS online lectures and courses which are free for students (Yamin, 2020). After Covid-19 cases have been discovered in Indonesia, the elimination of face-to-face lectures is an alternative to continuing education and learning in the midst of the corona virus (Efriana, 2021). Several studies on student experiences highlight some of the challenges they face during 2020. A survey showed three-quarters of students from 12 universities in Indonesia rated online learning during the pandemic of COVID-19 as worse than offline learning. This can happen because of the impact of moving to online learning, efforts to adapt to independent time management, lack of good access to equipment or the internet and fewer interactions with lecturer and fellow students (Susilana, Hutagalung, & Sutisna, 2020).

Methodology

This paper employed qualitative analysis as a research method to explore impact of Covid-19 on Higher Education institutions in Indonesia. Various studies, studies, reports on teaching and learning in universities in Indonesia and Asian countries during the Covid-19 pandemic from various online sources have been reviewed. COVID-19 impact on state and private Higher Education institutions in Indonesia and their policies were also examined further in the discussion to provide explanation and analysis on how the pandemic provides further challenges on future teaching and learning when Covid-19 pandemi still exist.

Findings and Discussion

Trend of Covid-19 in Indonesia

Data show that Covid-19's spread in Indonesia continues to grow until mid-2021 as illustrated in Figure 1. As at 8 June 2021, the number of confirmed cases of COVID-19 had increased from last day to 1,869,325 by 6,294. In the same period, there were 51,992 deaths, up from 189, while the number of patients recovered increased to 1,717,370 by 5,805 (Wolf et al., 2021).
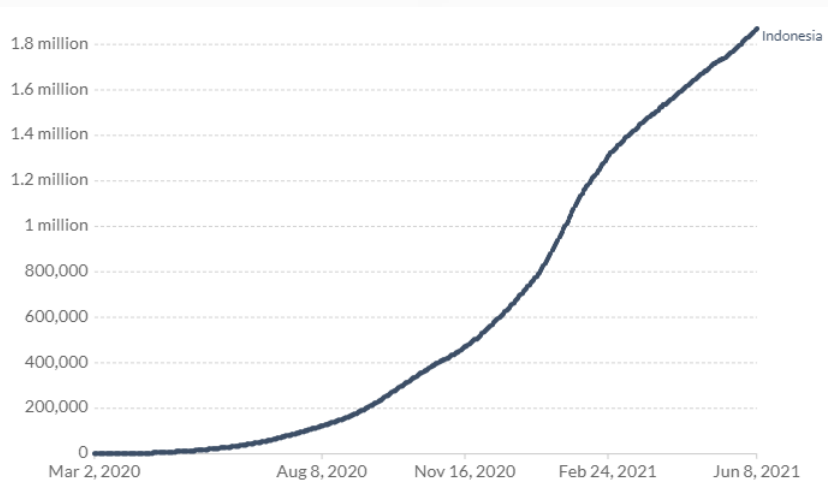

Figure 1. Cumulative Confirmed Covid-19 Cases in Indonesia
Source: Johns Hopkins University CSSE Covid-19 Data

In response to the COVID-19 pandemic, the Indonesian government has taken numerous measures. PSBB policy are implemented in different ways, including: work from home (WFH), public closure, recreation and places of worship, restrictions on public transportation, and school from home (Bank Indonesia, 2020). When the Covid-19 case came into existence in Indonesia, different government and higher education policies were developed to promote the continuing learning process. Several policies related to the education sector, including the Circular of the Minister of Education and Culture Number 3 of 2020 concerning Prevention of COVID-19 in Education Units, Circular Letter of the Minister of Education and Culture Number, Circular Letter 36962/MPK.A/HK/2020 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Covid-19, Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education Policies During the Covid-19 Emergency, as well as Regional Heads's Circular Letter. Several other policies are outlined in Circular Letter Number 302/E.E2/KR/2020 concerning the Study Period for the Implementation of Educational Programs and Circular Letter Number 15 of 2020 concerning Guidelines for Organizing Learning From Home in an Emergency Period for the Spread of Covid-19 (Fikri & Diana, 2020; Nguyen et al., 2021).

With the Covid-19 outbreak in Indonesia, the Indonesian government and Higher Education, like the government and higher education of various Asian countries, also responded to the pandemic. Since early March 2020, face-to-face lectures have been moved into online learning.

689

Although it was not easy at first, the majority of stakeholders in various higher education institutions immediately responded and adapted to these changes. In fact, Covid-19 can speed up the implementation of distance education based on information technology. 98 percent of Indonesian universities undertook online education based on a survey of the Directorate-General of Higher Education. This achievement is remarkable since only a few universities had learned online before the pandemic (Fikri & Diana, 2020).

Impact of Covid-19 on State Higher Education Institutions (HEIs) in Indonesia

The consequences of the pandemic have affected the higher education learning process in Indonesia. Universitas Gadjah Mada (UGM) has responded quickly to the call on the University of UGM to raise awareness of the spread of Corona and to take measures to improve the health and self-protection of the virus by means of a Rector Notice dated 30 January 2020. The Rector of UGM issued again on 17 February 2020 a policy to postpone and reprogram all international activities involving the universities. Since March 2020 the spread of Covid-19 is starting to rise quickly and UGM is taking pre-emptive action by issuing the circular of the Rector beginning on the 14th of March 2020. The UGM also provided several facilities for the learning process such as elisa.ugm.ac.id and elok.ugm.ac.id (Fikri & Diana, 2020).

Several other policies were issued in order to prevent COVID-19 spread.on the UGM campus, namely: a) Guidelines for Teaching and Learning Activities for the Even Semester of the 2020/2021 Academic Year at UGM, b) Towards a New Order of Normality at UGM, c) Guidelines for Teaching and Learning Activities during Pandemic of COVID-19, d) Independent Health Screening Facilities and Real Time Polymerase Chain Reaction (PCR) Examinations for the UGM community, e) Policies for Education, Teaching, and Student Affairs in the Context of Limiting Maximum Activities on Campus during the COVID-19 Emergency Response Period, f) Restrictions Maximum Activities at UGM Campus, g) COVID-19 Emergency Response at UGM, h) Preparedness and Prevention of the Spread of COVID-19 at UGM, i) Online Lecture Guide in the COVID-19 Emergency Response Period for Academicians at UGM, j) Use of Meeting Rooms at UGM for COVID-19 Emergency Response, and k) Work from Home Guidelines Regarding Follow-Ups for Prevention of the COVID Spread in the Environment only UGM (luk.staff.ugm.ac.id/UGM/atur).

Another state university, the Sepuluh Nopember Institute of Technology Sepuluh Nopember (ITS) has started conducting online lectures for the even semester 2019/2020 since March 16, 2020. Through a leadership circular, ITS calls for lectures to be conducted online using the facilities provided. such as an integrated learning management system application, namely myITS Classroom. ITS also calls for other activities to be adjusted, including practicums carried out in other relevant forms, as well as internships and student or lecturer exchanges being temporarily suspended. Mid-Semester Evaluation and Final Semester Evaluation, mentoring, proposal examinations, final examinations of Final Projects, Theses, and Dissertations are directed to be carried out online. As many as 70% of classes at ITS were successfully held through the myITS Classroom application, where 60% of face-to-face meetings were carried out directly via teleconference while the rest were through asynchronous content. Online classes that are not held at myITS Classroom are held via email, Whatsapp, and other social media facilities (Fikri & Diana, 2020).

In anticipating the spread of COVID-19, Institute of Technology Bandung (ITB) has implemented an online-based lecture policy for the next 14 days from March 16, 2020. This is as stated in Circular Number 506/I1.B.05/LL/2020 concerning Protocol for Lecture Activities. and Practicum in Anticipating the Spread of Covid-19 Bandung Institute of Technology (Supriadi & Sa'ud, 2017). Taking into account the situation, the Bandung Institute of Technology has extended the online lecture period to an undetermined time limit through Circular No.123/I1.B01/PP/2020 concerning the Extension of the Online Tuition Period. All lecturers are asked to prepare online lecture materials until the end of the 2019/2020 even semester according to the learning outcomes of the specified courses. Practical activities can be postponed or considered completed, according to the results of the study of health risk aspects and learning outcomes. It is recommended that the final exam be carried out using a remote exam mechanism and arranged according to the specific conditions of each course. However, for courses that for certain reasons are unable to carry out remote exams, the exam schedule can be postponed with notification and coordination with related parties (Azevedo, 2007). A new and more modern LMS, LMS Edunex was launched by ITB in May 2020. Edunex was specially developed to support ITB training, as well as external and scheduled courses like the Ministry of Education and

Culture's independent campus learning programme. The LMS program Edunex is especially designed to make it easy for ITB lecturers to use and to fulfill the needs of recent lectures (Fikri & Diana, 2020).

In relation to the Covid-19 pandemic, Open University (UniversitasTerbuka-UT) issued several policy information, namely a Circular regarding Information on Education Service Policy for Diploma/Bachelor Programs in a Covid-19 Pandemic Situation in the Even Semester of 2019/2020, Implementation of the Take Home Exam Semester Final Examination and Program Final Projects, Instructions Technical Instructions for Implementing UT Education Services in a Covid-19 Pandemic Situation, Technical Instructions for Organizing Open University Webinar Tutorials, Technical Instructions for Learning Practicum Courses in a Covid-19 Pandemic Situation, Technical Instructions for Application of Course Assignments in a Covid-19 Pandemic Situation, Technical Instructions for Online Exams Final Project for Semi-Online Proctoring-Based Programs in a Covid-19 Pandemic Situation, and the Rector's Regulation on Open University Education Service Policies in a Covid-19 Pandemic Situation (mahasiswa.ut.ac.id).

In contrast to other universities, students of the who are used to online learning can continue their regular learning process. While UT is a university with long online lectures, there are still obstacles for some UT students. Under the UT report, many students still need to go down steeper roads to the town or town of the district, climb the sides of the hill, go up to the houses' roof tops or the trees only to receive a powerful internet signal (Fikri & Diana, 2020). In April 2020 Universitas Padjadjaran(Unpad) issued a special policy regarding the extension of the study period for students who are at the end of their study period. The policy for the extension of the study period is stated in the Rector's Decree on Teaching and Learning Activities in Public Health Emergencies at the University of Padjadjaran. The policy also stipulates that students who meet the requirements can be released from the obligation to pay Single Tuition Fees (www.unpad.ac.id, 2020).

At the end of 2020, Universitas Padjadjaran (Unpad) has decided that most lecture activities will still be conducted online. These rules are stated in the Unpad Rector's Decree regarding Guidelines for the Implementation of Education, Research, and Student Activities during the COVID-19 Pandemic Even Semester 2020/2021 at the University of Padjadjaran. Several activities are carried out online for students, namely Lecture Activities for Undergraduate, Applied Bachelors and Non-Health Professions. Real Work Lectures, Learning Evaluations and Final Assignment Sessions are also conducted online while still paying attention to objectivity, assessment accountability, paying attention to the fairness of the load, and easy access for students. Meanwhile, there are still opportunities for activities that can be carried out offline, namely practical activities that must be carried out in the laboratory and field lecture activities carried out outside the campus after obtaining approval from the local government agency or government. Other allowed offline activities include program with humanitarian projects related to the COVID-19 pandemic and learning evaluation activities in the form of practical exams with special schedules and still implementing health protocols (Berry III, 2021). Regarding student study fees, in early 2021, Padjadjaran University established a single tuition adjustment policy aimed at students whose families experience financial constraints due to the Covid-19 pandemic. The policy is stated in the Unpad Rector's Decree regarding Adjustment of Single Tuition Fees (UKT) for Padjadjaran University Students in Even Semester 2020/2021 (www.unpad.ac.id).

Impact of Covid-19 on Private Higher Education Institutions in Indonesia

The implementation of online learning is also carried out by private universities (PTS). Trisakti University Jakarta, already has online learning facilities using the LMS platform. Most of Trisakti University lecturers also give lectures using Zoom or Google Meet. After giving online lectures, the lecturers at Trisakti University are required to enter attendance and minutes into the form in the information system. The system will record each meeting in the form of entries about what lecture materials the lecturer delivered that day, the number of students who attended, the form of lectures, what assignments were submitted, and the evaluation of the meetings on that day (Fikri & Diana, 2020).

Widyatama University Bandung responded quickly in early March by issuing a circular regarding preparedness to face Covid-19. The Chancellor's circular letter was then issued regarding the follow-up to the preparedness to face Covid-19 at Widyatama University. The implementation of guidance, final exams, and student lectures are carried out online. All lecturers, staff and students are prohibited from carrying out activities on campus. The university has also postponed graduation activities scheduled for early April 2020 and international seminar activities planned to

be held in mid-April 2020. In addition, activities that require coordination with internal and external parties such as coordination meetings and the like are carried out using teleconference media. Administrative services, both related to the New Student Admission program and services to old students, continue to run and are carried out online. The university leadership urges the entire academic community to always maintain health, and practice self-distancing and not to leave the house unless there is an urgent need to prevent the Covid-19 spread. Another anticipation is to form a COVID-19 task force team in the campus environment. In mid-2020, a policy was issued regarding waivers for students who have not paid their tuition fees, reduced tuition fees, and the provision of internet credit subsidies to students until the end of 2020. Widyatama University also sprayed disinfectant liquid in all campus areas/environments and provided hand sanitizers. at several points on campus as a preventive measure against the spread of Covid-19. Other activities include spraying disinfectants in the area around the campus and distributing thousands of masks through community service activities (widyatama.ac.id, 2021).

Telkom University in Bandung responded to the Covid-19 pandemic with the learning activity carried out by online learning, the exam took place online, the final project to the final trial was also carried out online. In addition, Telkom University has formed a COVID-19 alert team which includes university leaders, faculties, and other units. The university also provides internet quota subsidies to all students, lecturers and staff. Based on the questionnaire distributed to students, the level of student satisfaction reached 95% related to online learning. To help students who are directly affected by the Covid-19 pandemic, Telkom University provides relief to students regarding the payment of Education Administration Fees in the 2020/2021 odd semester academic year. The adjustment of the single tuition fee can be deferred, in installments, or with a single tuition fee deduction Telkom University also provides quota subsidies for all students until the odd semester 2020-2021 (telkom.university.ac.id). This policy is also done by some higher education institutions in many Asian countries.

Based on the direction given by the Ministry of Education and Culture, various HEIs in Indonesia responded quickly with various policies. These policies are prioritized to maintain the continuity of learning as well as to maintain the safety of students, lecturers, and other university stakeholders. The shift from offline learning to online learning makes most lecturers and students need to adapt quickly. They need to master technology and also be supported by adequate devices accompanied by good internet facilities. In addition to having advantages, online lectures also have some disadvantages, especially from the student's point of view. After undergoing several semesters of online lectures, some students consider online lectures to be less effective, and sometimes have difficulty understanding lecture material. Some students also experience internet access problems in online learning.

Indonesia's Government and Higher Education Policy Response in 2021

Face-to-face learning activities at universities and polytechnics/community academies in the even semester of the 2020/2021 Academic Year can be done in a mixed manner (hybrid learning), face-to-face and online learning, with strict protocols for health. This refers to the Joint Decree of the Minister of Health, Minister of Education and Culture, Minister of Home Affairs, and Minister of Religion regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year in The 2019 Covid-19 Pandemic Period. Some of the requirements that must be met by Higher Education Institutions (HEIs) include preparation, implementation, and monitoring of face-to-face learning. In terms of preparation, what must be done are: 1) HEIs must obtain recommendations or coordinate with local city/district governments through the Covid-19 handling task force; 2) HEIs are only allowed to carry out curricular activities through learning, research, and community service; 3) HEIs provide hybrid learning facilities and infrastructure for students who study online and lecturers who teach online; 4) HEIs are ready to implement the health protocol as stipulated in the joint decision above and the Decree of the Minister of Health Number HK.01.07/MENKES/413/2020 (kemendikbud.go.id).

A number of state HEIs in Indonesia have taken a different route in responding to the permission of the Ministry of Education and Culture which allows face-to-face lectures under certain conditions. The Institute of Technology Bandung (ITB) delivers hybrid lectures in several study programs in response to the permission of face-to-face lectures by the Ministry of Education and Culture. It is used as a pilot model for ITB, which has been adapted to the Covid-19 pandemic. This lecture lasts about one month and has been held at the Jatinangor Campus since March 2020, while the ITB campus in Bandung has not held face-to-face lectures (Guy & Lownes-Jackson,

2013).

Sebelas Maret University (UNS) Solo, has held face-to-face lectures starting in early April with several criteria, including the 2020 batch of students, having received permission from their parents and including the results of an antigen swab. Face-to-face lectures at UNS are not an obligation for students and the campus will also continue to facilitate students who choose to study online. Lecturers who teach face-to-face lectures are prioritized for lecturers who have received the covid-19 vaccine. Face-to-face lectures in the odd semester of 2021-2022 depend on the situation. If the COVID-19 case in Indonesia can be handled properly, face-to-face lectures will be held in August 2021. Meanwhile, if the situation is not conducive, then the implementation of face-to-face lectures will be postponed to October or November 2021 (www.bbc.com).

In connection with the permit granted, several state universities have prepared hybrid learning and also distributed surveys to students to determine student preferences. A survey conducted by the University of Indonesia (UI) shows that only 28 percent of students choose full online learning activities, 48 percent of students choose blended teaching and learning activities, and 24 percent of other students choose full face-to-face learning (Muraoka, Ishikawa, Ozawa, & Egi, 2021).

Gadjah Mada University (UGM) Yogyakarta also conducted a survey related to the condition of Teaching and Learning Activities during the Covid-19 Pandemic. Based on the survey results, the majority of respondents, or as much as 54.2 percent, actually want to use blended learning. Students who choose online learning activities reach as many as 34.2 percent, while those who choose face-to-face learning activities only 11.6 percent (Todd et al., 2017). Different results were obtained from the results of a survey conducted by Unpad at the end of May 2021. As many as 68.3 percent of respondents wanted face-to-face lectures, while 14.9 percent of respondents preferred online lectures (Guy & Lownes-Jackson, 2013).

Sebelas Maret University (UNS) Solo, has held face-to-face lectures starting in early April 2020 with several criteria, including the 2020 batch of students, having received permission from their parents and including the results of an antigen swab. Face-to-face lectures at UNS are not an obligation for students and the campus will also continue to facilitate students who choose to study online. In this face-to-face trial, his party requires a maximum of 25 students. Meanwhile, lecturers who teach face-to-face lectures are lecturers who have received the COVID-19 vaccine (www.bbc.com). Institute of Technology Sepuluh Nopember (ITS) Surabaya conducted a trial in the tenth week of lectures as a material of evaluation prior to the implementation of hybrid learning. There are several policies taken by ITS in conducting this hybrid learning trial, namely: a) specifically for the 2020 batch of Subaraya domicile (in the city); b) students take face-to-face and online lectures alternately; c) confirmation from parents regarding student health; d) implement strict health protocols. If this trial period is considered effective and takes place successfully by meeting standard health procedures, then in the odd semester of the 2021/2022 academic year, ITS will conduct hybrid lectures for all students (Todd et al., 2017).

Padjadjaran University (Unpad) will run limited face-to-face lectures in the first semester of the 2021/2022 academic year. Unpad will open limited face-to-face learning activities on campus. With this model, learning will be carried out through a combination of face-to-face and online. A number of criteria set for opening face-to-face learning activities at Unpad are the willingness of tutors, the urgency of courses that require face-to-face activities, the willingness of students, student health conditions, and parental permission. Clasrooms and laboratories suitable for face-to-face learning with strict health protocols will also be selected beforehand. In essence, face-to-face learning at Unpad is prioritized for subjects that require the achievement of practical competencies, techniques, and student personality characteristics. Meanwhile, courses that can be done fully online will be conducted online (Berry III, 2021).

Universitas Brawijaya (UB) Malang plans to implement face-to-face lectures for the academic year 2021-2022. This hybrid learning is prioritized for semester 1 and semester 3 students of the 2021-2022 academic year. They are divided into two shifts so that only 25 percent of the total number of students enter the campus. Access to classrooms will be arranged so as not to cause crowds. Each student will be given a marker to ensure that students who enter campus are students who get a face-to-face learning turn (Adi, Isnaini, & Degeng, 2020).

Covid-19 and Higher Education Challenges

From the preparations that have been made by several state universities in Indonesia to start doing hybrids in the next academic year, only a few institutions have conducted trials of hybrid lectures in the past. In this trial, efforts have been made to conduct face-to-face lectures using health protocols, including maintaining distance, wearing masks, and avoiding crowds. Unlike other campuses, the UNS campus already requires antigen swab results for students who study face-to-face. In selecting students who take the face-to-face trial, several state universities use quite different criteria. In this case, ITS more specifically determines the criteria for students who take face-to-face lectures are 2020 students who live in the city. This policy is considered relatively better because it considers reducing the risk of the spread of Covid-19.

Although some state universities have prepared policies to hold hybrid learning, it should be noted that not all lecturers, education staff and students have received the vaccine of Covid-19. Until mid-June 2020, students who have received the vaccine of Covid-19 in the first stage are only medical students who are undergoing educational practice at the Covid-19 Referral Hospital. Vaccination for the majority of students in Indonesia is not yet known when it will be implemented. This needs to be considered by HEIs in Indonesia because the implementation of hybrid lectures at HEIs where not all stakeholders have received vaccines needs to be taken seriously.

At the implementation stage of hybrid learning, according to the policy, students who are not willing to attend face-to-face lectures are still allowed to take online learning. This implies that HEIs need to also arrange scheduling for students who take full online lectures along with setting different class schedules according to student preferences. On the other hand, the arrangement of certain batches of students who are allowed to attend face-to-face lectures has consequences, especially for new students from out of town. They need to prepare financially to get a place to live before attending face-to-face lectures in the next semester. Thus, the hybrid college policy from HEIs needs sufficient time to disseminate the policy. In the hybrid course provisions, it is also stated that students who come from outside the city are required to take a swab test before taking online courses. However, HEIs still need to pay attention to the possibility of students without Covid-19 symptoms coming from within the city.

In addition to face-to-face lectures, hybrid learning still includes online lectures so that in future the same challenges still remain. Although it is expected that the online system will help students gain knowledge and learn without going to campus, not a few students complain about online learning. Besides the cost burden being added for quota purposes, most students are not relieved by tuition fees. Not to mention the increased tasks in which students simply fulfill their responsibilities in collecting lectures (Christian, Indriyarti, & Wibowo, 2021). The most often obstructive obstacle in the online learning process is that students don't have Internet packages (Arizona et al., 2020). This epidemic targets not just the educational sector, but also the economic sector, making it not easy for some students to buy internet quotas.

During Covid-19 pandemic, (Azzahra, 2020) stated that the online learning process continues to be problematic because of unfair internet access, differences in educators' qualifications and educational quality as well as the lack of ICT. Moreover, mastering and understanding of material from the disruption of the sending of information from lecturers to students is still difficult, due to various factors, including the use of educational media (Qin et al., 2020). Attractive learning media are necessary to reduce lingering because students need their own variations in online courses to remove boring (Sujarwo, Sukmawati, Akhiruddin, Ridwan, & Siradjuddin, 2020). Another challenge is that it is still difficult for some lecturers and students to manage the online application. Even if the use of online or multimedia media is one way for students to understand the subject so that the presented material is absorbed perfectly (Saputra, Hikmah, Saputra, Wahab, & Junaedi, 2021).

Hybrid learning at HEIs in Indonesia must be prepared very carefully and carefully considering the various conditions, learning facilities, and means of handling Covid-19 cases in various regions. In general, the facilities and facilities in state HEIs and private HEIs are also quite different. With excellent hybrid lecture preparation, and careful implementation and monitoring, it is hoped that hybrid lectures in universities can take place effectively and efficiently while still paying attention to the safety and health of all stakeholders. Because COVID-19 cases are still going up and down until the end of mid-June 2020, HEIs also need to always pay attention to the latest conditions related to Covid-19 cases in their respective regions so that they can immediately take the right policies.

Conclusion and Recommendations

With the outbreak of Covid-19 cases in Indonesia, the government and higher education in Indonesia have also responded to the pandemic, as has been done by the government and higher education in various Asian countries. Although it was not easy at first, the majority of stakeholders in various Higher Education institutions immediately responded and adapted to these changes, especially switching to online teaching and learning. According to guidelines by government and local governments, higher education institutions teaching geography have adopted various policies in order to continue to effectively conduct their education and learning online. Some colleges adapt courses quickly to the on-line situation, whereas others require time to adapt.

With the variety of online learning facilities in public and private higher education, various higher education uses different platforms for the online learning process. On the other hand, lecturers and students have also tried to adapt to online learning. Various obstacles occurred, including the limited mastery of ICT for some lecturers and students of higher education, online learning which is still ineffective, limited internet access for some students, and some students experiencing financial difficulties. Some higher education institutions have responded to this by providing guidance for lecturers and students, encouraging lecturers to make online lectures effective, improving online learning facilities and media, and providing assistance to students by reducing tuition fees and providing internet quotas.

Based on the hybrid tuition permit granted by the Ministry of Education and Culture, some state higher education institutions have conducted hybrid lecture trials. Some state higher education institutions have prepared to conduct hybrid lectures starting in mid-2021. There are many things that need to be considered, namely paying attention to local government policies according to the latest Covid-19 case situation, the various conditions of higher education students and lecturers, as well as all the requirements of the Ministry of Education and Culture.

The majority of students had yet to be vaccinated, which remains a separate barrier, particularly in connection with mutual security. Higher education in Indonesia needs to prepare very carefully for learning through hybrid learning, both at the preparation stage, during implementation, and at the monitoring stage, especially with the Covid-19 pandemic in Indonesia not ending until mid-2021. This needs to be done because every policy-making process and program implementation during the Covid-19 pandemic needs to prioritize the health and safety of students, lecturers, education staff and the community.

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