



THE IMPLEMENTATION OF CURRICULUM OF ENGLISH TEACHING IN PANDEMIC ERA

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ABSTRACT

Since pandemic covid-19 attacked so many countries including Indonesia, it changed so many ways looking at the world especially in education system. The system changed by doing an online teaching and learning process. To cope with this pandemic situation, The Education Ministry of Indonesia issued "Emergency Curriculum" under special circumstances. A suitable curriculum is intended to provide flexibility for schools to choose the best curriculum that suits to their students especially in this pandemic era. This study reveals the teachers' perception towards the implementation of emergency curriculum in English teaching in Junior High School teachers in Cilacap. The study was conducted through interviewing two English teachers. The results of this study are the teachers have good perception of emergency curriculum; the curriculum helps the teachers just to focus on the simplified basic competence for continuing learning at the next level. But, the teachers also find difficulties in implementing the curriculum through interactive lesson dealing with the students' motivation. In line with this obstacle, teachers have to encourage the students' motivation during the teaching learning process all the time.

1. Introduction

The covid-19 pandemic has spread to the world of education. Since March 2020, Indonesian students were sent home and changed all the teaching learning process virtually. Teachers and students had to change their habit from face-to-face to online learning. Online learning has its roots in distance education. The term fully online is used by Bates (2005) to distinguish distance courses where students must have access to the internet via an appropriate digital device to undertake a course of study. However, many schools were not ready to apply home learning. It was a sudden for the teachers and students to do online classroom, use digital platforms that never been used before. Moreover, they rush to gain the curriculum coverage of curriculum 2013. The Indonesian education sector has overcome numerous challenges over the years, but nothing had prepared yet to face this pandemic covid-19 until The Education Ministry of Indonesia issued an "Emergency Curriculum" under special circumstances.

This "Emergency Curriculum" is an answer for the teachers in Indonesia to fit with the students' needs during this pandemic era. Nadiem Makarim as stated in Jakarta Post said that a proper curriculum in educational units under special circumstances is expected to provide flexibility for schools to choose the best curriculum that suits the learning needs of students. Educational units under special circumstances can choose one of the three curriculum offered, namely; (1) continuing to refer to the National Curriculum; (2) using the emergency curriculum; (3) simplifying the curriculum independently. Continuing to refer to the National

curriculum means the teachers can use the curriculum 2013 without any changes. It refers to the teachers to get the target of national curriculum without considering adjusting the curriculum in this pandemic era. They only change the teaching learning process into online learning. The emergency curriculum means that the Education Ministry has made simplification on national curriculum. In the curriculum, any basic competence for each subject are reduced so that the teachers and the students can focus on essential competency and needed competency for continuing learning at the next level of education. The teachers only follow the designed curriculum from the ministry and teach the students the simplified basic competence. The third curriculum means that the teachers can make the curriculum by themselves. They can develop the curriculum in the English teachers' forum in their regency or at their schools to fit the learning needs during this pandemic era.

Based on the background above, this study is conducted to get the answers of the following research questions: (1) what do the teachers know about the emergency curriculum in pandemic era? (2) What do they think about implementation of emergency curriculum in pandemic era? (3) What are the obstacles of the emergency curriculum implementation in pandemic era?

METHODOLOGY

In accordance with the background of the study, the researcher used a descriptive method to study the teachers' perception towards the implementation of emergency curriculum during pandemic covid-19 era. Atmowardoyo (2018) stated that Descriptive method is used to describe existing phenomena as accurately as possible. This research was a case study in qualitative research which refers to an in-depth examination about an individual, a unit of organization, or a particular event with special characteristics. The sources of data were two English teachers in Junior High School who used emergency curriculum in their teaching. The data collection in this research was by doing interview to answer the research questions. An interview is generally a technique which involves asking open-ended questions to converse with respondents and collect elicited data about a subject. The semi-structured interview was given to the respondents. The questions relate to the three main topics of teachers' perception, implementation and obstacle of emergency curriculum in pandemic era.

FINDINGS AND DISCUSSION

The research gained the data by doing interview with the two respondents. The interview was done through Whatsapp application. The researcher communicated twice with the respondents in different time.

1. The teachers' perception towards emergency curriculum in pandemic era.

Based on the interview result, the teachers said that they had the benefit from the issue of emergency curriculum from the Ministry of Education and Culture. The interview can be described as follows.

a. Teacher A

Interviewer: Do you know that the Education and Culture Ministry have issued the emergency curriculum in this pandemic era? Do you use it in your school?

Interviewee: Yes, of course. We use it since the second semester. Because when the curriculum issued, we had decided to use the national curriculum. In fact, when we used it in the first semester, we couldn't finish our material because of the limitation of time and students' understanding.

Interviewer: What do you think about it?

Interviewee: I think this curriculum comes in the right time and in the right place. When the teachers were shocked with the changing from face to face into online learning, this curriculum provided flexibility to us to simplify the basic competence. I can't imagine when my students have to do the same with the previous semester; many indicators have to be mastered but the time for doing online class is less than at the common situation.

From the interview script above, teacher A has known about the emergency curriculum and already use it in her school. She thought that this curriculum was very needed to face the education in pandemic era.

b. Teacher B

Interviewer: Do you know that the Education and Culture Ministry have issued the emergency curriculum in this pandemic era? Do you use it in your school?

Interviewee: Yes, I've heard about it and now we use it in our school. The English teachers' association in Cilacap has facilitated us to use this curriculum since the second semester.

Interviewer: What do you think about it?

Interviewee: For me, it's quite helpful because we don't need to teach the students all the basic competence. They have simplified the basic competence and choose the essential one.

From the interview script above, teacher A has known about the emergency curriculum and already use it in her school. She thought that it really helped the teacher to do the teaching and learning process in this pandemic era.

2. The implementation of the emergency curriculum in pandemic era.

The emergency curriculum was released by the ministry by reducing the basic competence of each subject in each class. Moreover, it provided flexibility for the teachers to suit the material with the students' need. There was no demand to complete all curriculum achievements.

a. Teacher A

Interviewer: How does the implementation of this curriculum to the students?

Interviewee: the numbers of basic competence has been reduced in this curriculum, so the students will only focus of some materials. For example, I teach grade IX. In the second semester, we only study 3 of 6 basic competences in national curriculum.

Interviewer: According to you, what efforts should be made in implementing this curriculum to achieve maximum output for the students?

Interviewee: I think, we as teachers have to deliver the material in simplest and fun way. However, when the basic competence has been reduced, but the teachers still teach in the same way like just give all material, assignment and then submit it; the

result will be the same. They won't catch the material. We can attach the media like picture or video to support their understanding.

Based on the interview script above, teacher A implemented the curriculum in fun and simplest way with the help of media to make the students understand the material. She really gets the benefit of reducing the numbers of basic competence in her teaching.

b. Teacher B

Interviewer: How does the implementation of this curriculum to the students?

Interviewee: I make a set of plan for the second semester. I divide the basic competence into indicators and prepare all the materials. I think good preparation will help to achieve better result. I made a diagnostic assessment to know the students preparation in this second semester.

Interviewer: According to you, what efforts should be made in implementing this curriculum to achieve maximum output for the students?

Interviewee: Like what I said before, teachers have to make a set of preparation before teaching the students. Moreover, we have to be clever to manage the time so that we can get the target learning although in a very limited time. Without those activities, I think the easiness of emergency curriculum that has been made by the government will be meaningless.

From the dialog above, teacher B is implemented the curriculum to the students by setting a preparation and managing the time to achieve the maximum output for the students.

3. The obstacles of emergency curriculum implementation.

Implementing the new curriculum in a new situation will be very challenging for the teachers and the students.

a. Teacher A

Interviewer: after implementing the emergency curriculum, do you find any difficulties to implement it?

Interviewee: The problems come up when doing the teaching learning process. The students were inactive in the online class. Some of students don't join the online class.

Interviewer: Oh, I see. What efforts have you done to make them more active in the class?

Interviewee: I usually make a PPT, video or do virtual classroom using zoom to get their engagements in the online class. I also try to communicate with their class advisor and parents to push them to join the class.

From the interview script above, teacher A has difficulties in implementing the curriculum especially when doing the teaching learning process. The students were inactive in the class. She prepared the fun activities in the online class and got help from the class advisor and the parents to overcome the problems.

a. Teacher B

Interviewer: after implementing the emergency curriculum, do you find any difficulties to implement it?

Interviewee: In teaching learning process, some of students were absent without any information. I moved from one platform to another to avoid boringness of having online class. Although the materials had been simplified, the students didn't do their assignments.

Interviewer: What efforts have you done to raise their motivation in joining English class?

Interviewee: I did simple things but so far it worked. I tried to give nice emoticon whenever they do good effort. I praised them when they asked questions during the lesson. I had a chat before the class began, like asking their activities at home, talking about their dreams in the future and sharing the obstacles of online class. By doing those things, I hope it can enhance their motivation to join the online class.

From the dialog above, teacher B has difficulties in enhancing the students' motivation. She had done some activities before starting the online class and changed the platforms to find the interest of the students in the online class.

CONCLUSION

This study has shown the teachers' perception towards the implementation of the emergency curriculum in pandemic era. From the study we can conclude that: First, teachers have good perception towards the implementation of emergency curriculum in this pandemic era; Second, the simplified basic competence in the curriculum really helps the teacher to focus on the learning needs; Third, The teachers find difficulties in the implementation of the curriculum especially related with the students' motivation but they already have many ways to overcome those problems.

The teachers are very welcoming the emergency curriculum in this pandemic era. Teachers have to motivate the students in the teaching learning process to maximum output of the students.

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