



The Implementation of Curriculum 2013 during Covid-19 Pandemic Era: A Case Study at SMP Negeri 1 Kedungreja

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ABSTRACT

Investigating the implementation of Curriculum 2013 during this Covid-19 pandemic outbreak is an interesting study to discuss. Curriculum as the most important element in the education world continues to change. Its implementation can also change when the outbreak of Covid-19 pandemic occurs. This study aims to discover the implementation of Curriculum 2013 in SMP Negeri 1 Kedungreja during the Covid-19 pandemic era. This study uses qualitative descriptive method. The study was conducted by interviewing five teachers of SMP Negeri 1 Kedungreja who teaches different subject matters. The findings reveal that long distance learning through online class activity is chosen by SMP Negeri 1 Kedungreja in implementing the Curriculum 2013 during Covid-19 pandemic era. It is applied in order to adapt with the changing situation during pandemic outbreak. All of the teachers use WhatsApp to bridge their online class. There are three steps that the teachers do in conducting online class, teaching planning, teaching implementation, and teaching evaluation. Some supporting and obstacles factors are taken into consideration in implementing the online class.

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1. Introduction

Curriculum is the most important part of the educational process. In the old view, curriculum is interpreted as a set of subjects taught in schools. Meanwhile, in a new view, curriculum can be interpreted as an educational design that provide opportunities for students to develop their potential (Daryanto, 2014). Both points of views on the curriculum, its existence is still important to improve the quality of education. Like traffic, curriculum a sign that must be obeyed in order to be safe on the road. The curriculum is a reference for educational managers and actors to implement the learning process (Zaini, 2009).

The curriculum has changed time after time to improve the quality of education. Its changing is done so that it is not left behind with its era. Curriculum renewal is needed because the curriculum as a means to achieve the goal of society should adapt to the changing development and ongoing. The curriculum is currently being implemented in Indonesia is the Curriculum 2013. It has been implemented by all schools in Indonesia. However, the outbreak of Covid-19 pandemic in Indonesia makes needs of adjustments and innovations in the implementation of the existing curriculum (Tatang Sudrajat, 2020).

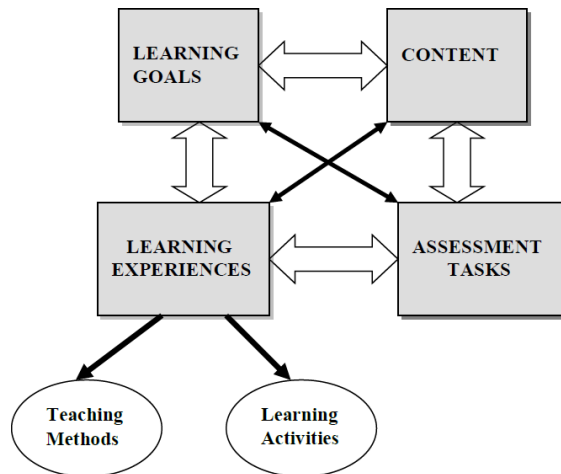
Implementing the curriculum is the most crucial and sometimes the most difficult phase of the curriculum development process. Implementation is an interaction between those who have created the program and those who are charged to deliver it. Implementation is the carrying out of something or the practical application of a method, procedure or desired purpose. Loucks and

Lieberman (1983) define curriculum implementation as the trying out of a new practice and what it looks like when actually used in a school system. Implementors (whether they be teachers, principals, district education officers) should be well-versed with the contents of the curriculum. They must be clear of the purpose, the nature, and the real and potential benefits of the innovation.

The final destination of any curriculum is the classroom. As the teacher enters the classroom, decision making becomes the responsibility of the teacher. Classroom teachers will take over and make decisions of a methodological nature. They will be more aware to these topics into their consideration, like the objective of learning, the material to deliver, teaching methods and strategies, and evaluation strategy. Implementing instruction in the classroom includes specifying instructional or learning goals, selecting content, selecting learning experiences and choosing techniques or tasks to evaluate instruction (see Figure 1).

Figure 1

This Figure Shows an Example of Instructional Model



Indonesia had announced the pandemic of Covid-19 outbreak in March 2020. It brings impact in all aspects of life, including in education aspect. Large-Scale Restriction Policy (PSBB) as regulated in PP 21 of 2020 requires people to carry out physical and social distancing. This policy limits the community mobility. The community is only permitted to leave the house as needed. Activities that gather large number of people must be temporarily stopped, including in teaching and learning activities in classrooms. Schools are closed in order to stop the spread of Covid-19 transmission chain.

Stopping teaching and learning in the classroom does not mean stopping the existing educational process. Because the process of education must continue, there must be a solution to carry it on. One of the solutions is conducting distance learning education. This condition needs adjustment from students, teachers as educator at schools, and parents as educators at home. Suddenly, everyone must be very familiar with various e-learning platforms to handle distance learning activities. This situation requires teachers not to stutter about the existing technological developments.

In early July 2020, the government replaced the PSBB policy with the policy of new normal. It was applied to stabilize social, economic, and educational activities while still implementing the health protocol. The government regulates the implementation of new normal policy in KMK No. HK.01.07/MenKes/328/2020 concerning Guidelines for Preventing and Controlling of Covid-19 in Office and Industrial Workplace. Some new healthy living habits occur based on this regulation, such as wearing mask during the trip or at work, washing hands frequently, or

using hand sanitizer, not using personal tools together, and keeping physical activities and social distancing. Based on this regulation, several industries and official agencies have begun to implement arrangements for essential workers who need to continue working in offices, including educational institutions.

To respond this policy, the Ministry of Education and Culture has declared the adjustment of learning policies during Covid-

19 pandemic era. According to Nadiem Makarim, there are two strategies to overcome this policy, the expansion of face-to-face learning in the yellow zone and emergency curriculum (Kompas, 2020). Emergency curriculum is one of the choices which can be implemented by the educational institutions who conduct the long-distance learning (PJJ). In this emergency curriculum, there is a simplification of basic competences so that the students will focus on the essential competencies which becomes prerequisite of the next learning level.

For this reason, at the beginning of the implementation of the new normal, SMP Negeri 1 Kedungreja conducts the blended learning. When the government issued the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic Indonesia Number 03 / KB / 2020 regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year during the Covid-19 pandemic, schools in the green and yellow zones may carry out face-to-face learning if received permission from the local Covid-19 handling task force.

In connection with that policy, SMP Negeri 1 Kedungreja then conducts long distance learning to implement curriculum 2013. This study has aimed to investigate how is the curriculum 2013 implemented in SMP Negeri 1 Kedungreja. It also explains the supporting and obstacle factors in its implementation during Covid-19 pandemic era.

2. Method

This study used a qualitative descriptive method. Descriptive method is defined as a method that intentionally done to collect information about a phenomenon as in the pure condition (Yin, 2011, p.7). This research was done to investigate the implementation of curriculum 2013 in SMP Negeri 1 Kedungreja. This study can also be regarded as a case study since it was carried out in a small scale, a single case, and focused on one particular instance of educational experience or practice and not be generalized (Cresswell, 2008).

Merriam (1998, p. 19) defines case study as a study that is employed to gain in-depth understanding of the situation and meaning for those involved. In this research, the case deals with the implementation of the curriculum 2013 in SMP Negeri 1 Kedungreja during Covid-19 pandemic era and its supporting and obstacle factors beyond. According to UNESCO as cited in its web page, the curriculum implementation is the actual teaching learning activities taking places in schools through interaction between learners and teachers as well as among learners, e.g., how the intended curriculum is translated into practice and actually delivered.

The sources of the data are five teachers of SMP Negeri 1 Kedungreja as the respondent to answer the research questions. The researcher used interviews as data collection. Interview is a technique that is used by the researcher by having dialog with the interviewers in collecting information to get the data.

3. Result and Discussion

According to the Guidelines for the implementation of Learning in the 2020/2021 Academic Year during the Covid-9 pandemic, schools in the green and yellow zones may carry out face-to-face learning if received permission from the local Covid-19 handling task force. However, this is optional. The school must also have permission from parents to conduct face-to-face learning since in this pandemic era, the most important thing is the safety of students, parents, and teachers.

In accordance with that policy, a circular on the prevention of Covid-19 transmission No. 800/00094/38 was issued by the Cilacap District Government at January 8th, 2021. Referring to this policy, SMP Negeri 1 Kedungreja applies online learning as its curriculum implementation in this pandemic era. It has carried out using several learning platforms, like WhatsApp and Google Classroom.

The researcher got the data from the interview. The interview was conducted five times with different teachers in different time. All the interviews were done through WhatsApp due to the government policy to work from home (WFH). There are seven questions of investigating the implementation of Curriculum 2013 during Covid-19 pandemic era. The detail information is stated in the following description.

3.1 Teacher's Teaching Planning

All the teachers in this research have almost the same preparation in planning the activity for their long-distance learning. The complete description of the teacher's teaching planning can be seen as follow:

Teacher A: I usually prepare my lesson plan (RPP), platform learning I will use and tell it to my students. I also choose the learning method and the media of learning. I must not forget to take my evaluation sheet.

Teacher B: I prepare my syllabus and lesson plan for my online learning activity. I also prepare the material I will deliver to my students. The assignment is given as the students' activity during online learning meeting. I prepare the attendance list for my online learning meeting.

Teacher C: Before delivering my subject material, I take my students' attendance list in order to know who are active joining my online class.

Teacher D: There are some preparations I do before conducting my online class activity, such as preparing the material book, module, other references from magazine, internet, and update news. I also prepare the administration for my learning activity, like teaching journal, students' attendance list, and students' score list.

Teacher E: The preparation I do before starting my online learning is preparing the material by making the video. I also make sure that I have enough data quota for my online teaching learning activity.

Based on the explanation above, there are some preparations that the teachers do before conducting their online class. The teachers prepare the syllabus and lesson plan, the material to be delivered including the assignment to be done by the students, choose the method and media of learning. They also prepare their teaching administration like teaching journal, students' attendance list, and students' score list.

3.2 Teacher's Teaching Implementation

In implementing the curriculum 2013 through online learning, there are some considerations to handle by the teachers. Those considerations are about the choice of learning platform, learning method, some supporting and obstacle factors during the online learning. Below are the detail descriptions:

3.2.1 The Choice of Platform Learning

Most of the teachers uses WhatsApp as the platform to bridge the online teaching learning activities. They think that it is the most popular application which almost all the students have. Below is the interview result:

Teacher A: WhatsApp is one of the applications as a platform learning that I choose to send my instruction on online class. I use Google Classroom to make my classes become well-

arranged. I also use Google Meet when I need to discuss with my students virtually. Some of the assignments are distributed through google form.

Teacher B: I use Google Classroom to conduct my online teaching learning activity. All of my teaching materials and assignments are listed there. It makes me easier to manage my teaching learning activities. WhatsApp is the other platform I use to share my teaching instructions.

Teacher C: I download some of the videos from YouTube to be shared to my students through WhatsApp. As a culture and art teacher, YouTube serves so many videos which support my teaching materials. Sometimes I use zoom to have a virtual meeting with my students. Off course I use WhatsApp to be one

Teacher D: So far, I only use WhatsApp to conduct my online teaching learning activity. I think my students are familiar with this application and most of them have already had it on their mobile.

Teacher E: Just WhatsApp. So many activities in my online class can be done in WhatsApp. We can say hello and discuss the material I share on it.

Besides using WhatsApp to bridge their teaching instructions, Teacher A and Teacher B are accustomed to use Google Classroom as their learning platform. GC is more well managed and access able. While Teacher C tends to choose YouTube to be one of her teaching sources as we know that YouTube provides many teaching videos to share.

3.2.2 The Choice of Method Learning

One of the popular learning models in Curriculum 2013 is scientific approach. It provides five steps, namely observing, questioning, collecting information, associating, and communicating. Some of the methods like Discovery Learning, Problem Based Learning (PBL) and Project Based Learning (PjBL) are also implemented in Curriculum 2013. How do the teachers apply this kind of method in their online teaching activity? Here are the answers:

Teacher A: Problem Based Learning (PBL) is often used in my teaching learning activity. As a Math teacher, I think that problems deal with mathematic materials are needed to solve by the students.

Teacher B: I prefer to use Discovery Learning in my teaching learning activity. I prepare the material and learning instruction. The students make the study in the form of summary. It becomes their product assessment. They also have to present their summary by choosing their best summary. This presentation becomes their performance assessment.

Teacher C: I mostly use Project Based Learning in my online teaching learning process. I send the video of graphic art to my students then they have to understand by filling the questions based on the video. Then, they have to make a video of their own practice to be sent as their assignment.

Teacher D: I used different of teaching model. It depends on the material I deliver, for example when I have geguritan for my topic material, I use picture and picture technique or think, pair, and share technique.

Teacher E: I use Problem Based Learning (PBL) for my online teaching learning activity. Since I am a natural science teacher, I think PBL is the most appropriate teaching model to apply.

Some teachers apply Problem Based Learning for their method in carrying online class. This method is implemented by mathematics and natural science teachers. They think that it is appropriate method for learning since there are many problems deal with the material to be solved. Project Based Learning is selected by art and culture teacher when she wants her students deliver the video of their practice. Discovery Learning is applied by social science teacher. He thinks that students can learn the material by finding the points on the topic. Other techniques are chosen by language teacher, according to the material given.

3.2.3 Supporting Factors

There are some factors that support the implementation of Curriculum 2013 in online teaching learning activity. Most of the teachers agree that the technology facilities play an important role in the process of online class activity. They also see that the implementation of online class needs the parents and students' motivation. The brief explanation is stated in the following answers:

Teacher A: The online class schedule from school's curriculum is one of the supporting factors, I think. Without having the schedule, teacher cannot conduct their online class activity.

Teacher B: The availability of technology facilities and infrastructure becomes the factor that support my online class activity. Student's android mobile, accessible internet connection, students book module and student's worksheet are the others supporting factors.

Teacher C: I think the sustainable of internet connection and data quota are the most supporting factors for my online teaching learning activity. Without having enough quota, we cannot conduct our online class, can we?

Teacher D: There are some factors that support my online class activity. Teachers and students' mental readiness is the most influencing factor, I think. Internet connection which can be access in the rural area, books and modules are also the supporting factors for my online class. Furthermore, the motivation from parents and society is strongly affect the online class activity.

Teacher E: I think, the skill of applying technology is one of the supporting factors to conduct online class. Media of learning which can be accessed by the students anytime and everywhere must be supported by the stable internet network.

The researcher finds one interest comment from Teacher D. She mentioned that teachers and students' mental readiness becomes the most influencing factor to conduct online class activity. It has strong connection with the motivation occurs when doing online class. Some teachers and many students sometimes get bored with this kind of distance learning. However, it needs much more effort to conduct online class than face-to-face class.

3.2.4 Obstacle Factors

Instead of supporting factors, we may take obstacle factors into consideration in applying online teaching learning activity. Most of the teacher see that bad signal and students' lack of motivation become the strong obstacle during applying online class activity. Below are the detail answers:

Teacher A: I find many obstacles on my online class. Let me say, like the students have different level on their motivation, the reason of bad signal, the reason that one mobile is used by two siblings, the reason that they don't know how to use the learning application. Those obstacles often come to my online class.

Teacher B: I see there are two factors that become obstacles on my online class. The first comes from the students. Almost all of my students, if I can say 95% of my students have their own mobile but they prefer playing online game or social media to joining my online class. The second one comes from their parents. Most of the students' parent do not accompany their children to learn during this pandemic. It most because the have to go to work to support their family.

Teacher C: Bad signal is the most obstacle factor, I think. I also find that my students are not discipline. Many of them are late to submit their assignment.

Teacher D: There are some obstacles in my online class. Most of my students have lower mental readiness and lack of motivation to join my online class. The students' parents and society do not really care about their online learning activity. They are busy to earn

money. I try to reflect myself on doing my online class activity, then I find that probably I am lack of the way to deliver my material into the interesting one. I also feel that I have limited time to conduct my online class activity.

Teacher E: I think that not all of the students' internet connection is in good condition becomes the most obstacle factor in doing my online class activity. There is also a limitation ability to fulfil the need of data quota for many of many students. This also becomes the obstacle that I can't deny.

The fact that the data quota supported by the Ministry of Education and Culture and also given by school do not obviously make the online class runs well. The students' motivation also gives big effect to the process of online teaching learning activity. Teacher D admits that she has limitation in delivering her material in interesting way. She assumes that when the material given in attractive way, it may take the students' interest to join online learning.

3.4 Teacher's Teaching Evaluation

After implementing a series of online class activity, the teachers need to evaluate their teaching. This evaluation is carried out in order to know how effective the online teaching learning class is. It is also used to measure the students' achievement during online class activity. The teachers conduct the evaluation use the assignment given to see the students' understanding in joining the online class activity. Below is the interview result of five teachers:

Teacher A: I use google formular to evaluate my students' understanding in joining my online activity. It is the simplest way to measure the students' achievement, I think. I just make the questions on it and share the link to my students to be answered in a certain time.

Teacher B: I conduct my teaching evaluation from many aspects. I see my students' attendance during my online class is only about 70% until 80% from my 32 students in each class. I also see from my chat in WhatsApp group. It is only read by 18 to 20 students of the group. The students who send the assignment through Google Classroom are about 10 to 14 students each class. I often remind the students to do the assignment through private chat but many of them do not respond. I think they have misunderstood in interpreting the "freedom of study" declared by Minister of Education and Culture.

Teacher C: How do I evaluate my online teaching? I correct the students' assignment then put the score into students' score list. That is the way I evaluate my online teaching activity.

Teacher D: I usually give a chance to the students to ask before ending the class. I check their attendance during the class is on-going. I correct my students' assignment to see how far the have understood the topic. I give them various interesting material to rid of their boredom. I also give them motivation to join online class.

Teacher E: I give my students some assignment and daily examination to evaluate their comprehension about the material I have addressed.

Overalls, each teacher has their own strategy in doing their evaluation as the reflective teaching. The evaluation can be addressed to measure the assessment of social and spiritual aspect, knowledge aspect, and skill aspect.

4. Conclusion

SMP Negeri 1 Kedugreja applies long distance learning through online class as the implementation of Curriculum 2013 during Covid-19 pandemic outbreak. Most of the teachers use WhatsApp to bridge their online teaching learning activities. There are three steps that teachers do in conducting the online class, namely planning, implementing, and evaluating.

In teaching planning, the teachers prepare the syllabus, lesson plan, teaching method, select the material and media, and learning platform. They also prepare the teaching administration like teaching journal, students' attendance list, students' score list.

All of the teachers choose WhatsApp as their platform learning. It is chosen because they think that almost all of the students have mobile and this application on it so that the online class will be easily carried out. Nevertheless, some teachers use Google Classroom to manage their online class. Some also use zoom and google meet to conduct virtual meeting with the students.

Some teachers, especially mathematics and natural science teachers apply Problem Based Learning for their method in carrying online class. Project Based Learning is selected by art and culture teacher when she wants her students deliver the video of their practice. Discovery Learning is chosen by social science teacher when his students need to find the points of the topic by observing and analyzing the material given.

Technology facilities becomes the most important supporting factor in implementing online class activity. Furthermore, teachers and students' mental readiness also affects its process. Beside problem connection to the internet connection, lack of students' motivation and limited knowledge about online activity become the most obstacles factor. However, it needs much effort to conduct online class.

Evaluation is conducted to measure the process of online class activity. Most of teachers use assignment sent through google formula to asses the students' knowledge aspect. While the skill aspect is assessed by project or product submitted by the students. Spiritual and social aspect are assessed by observing the students' behaviour in joining online class.

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