



# THE COMPARISON BETWEEN THE NORMAL CURRICULUM AND THE NEW NORMAL CURRICULUM OF ENGLISH IN JUNIOR HIGH SCHOOL 9TH GRADE

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## Article Info

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## ABSTRACT

This research is aimed at to investigate the differences between the normal curriculum and the new normal curriculum for junior high school in 9th grade. The research questions were formulated in this study. (1) What is difference between the normal curriculum and the new normal curriculum? (2) What are the consideration of the government that effect the curriculum in general?. This research belongs to descriptive analysis research. The main research instrument were the normal curriculum and the new normal curriculum. Both are the 2013 Curriculum. The researcher used comparison table to compare both curriculum. The result of descriptive analysis shows that the difference between the normal and the new normal curriculum was the amount of the Basic Competences. In the normal curriculum, there are 11 basic competence both in knowledge and skill competence. While in the new normal curriculum, there are 5 basic competences for both the knowledge and the skill competence.

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## **1. Introduction**

The corona pandemic (covid-19) has had an effect on the education sector. Both in terms of learning and educational management itself. Even though, the biggest hope in education is that there will be a change in behavior that is better in terms of cognitive, affective and psychomotor learners. With the collaboration between the school, community, government and families, it is hoped that better educational conditions will be born. The target curriculum achievement will be realized if all these components carry out their respective roles and responsibilities optimally.

The start of a new school year in conditions that are completely unclear overshadows the condition of Covid-19 pandemic. Distance learning is still ongoing in almost all regions of Indonesia, as well as conditional face-to-face learning with strict health protocols. It is certain that many adjustments will be made by all parties. The teacher is no exception, who of course also have to adjust in terms of pursuing the target achievement of the learning curriculum. (Sabarudin, 2020)

Ahead of the 2020-2021 school year, several complaints were submitted by fellow teachers. These complaints are not only from them, but also from parents. In general, everything has to do with how they should facilitate children's learning. Semester 2 of the 2019-2020 school year has indeed provided us with valuable lessons. The Covid-19 pandemic storm has changed educational routines, both academic and non-academic. Managerial-administrative, in my opinion, will not be too affected, especially because it is easier to adapt to the online work system. The toughest challenge is in academic facilitation. There has actually been a lot of discussion about how this should be addressed. (Khairil Azhar, 2020)

The Ministry of Education and Culture during the COVID-19 Pandemic issued a Minister of Education and Culture Regulation (PERMENDIKBUD). Permendikbud with Number 719 / P / 2020 concerning Guidelines for Implementing Curriculum in Educational Units in Special Conditions. This Permendikbud was issued on 4 August 2020. Regarding schools in this special condition, what determines is the Central Government or Local Government.

Based on the above background, there are two goals in this study. 1) to investigate the difference between the normal curriculum and the new normal curriculum, 2) to investigate the consideration of government to adjust the curriculum in the pandemic era.

## **2. Methodology**

This study was conducted by comparing the normal curriculum and the new normal curriculum in the term of the basic competence. The researcher also made some news analysis in the online newspaper via internet.

Hopefully, this study can provide the teachers with the clear description of both curriculum the normal and the new normal curriculum and the government consideration on the curriculum adjustment in the pandemic era. For the other researchers, this study can give them inspiration to conduct the similar research. A table of comparison is used to compare the normal and the new normal curriculum.

## **3. Result and Discussion**

Based on the Permendikbud 37/2016 (normal curriculum) and Permendikbud 719/P/2020 (new normal curriculum), the curriculum objectives include four competencies, namely (1) spiritual attitude competence, (2) social attitude, (3) knowledge, and (4) skills. This competence is achieved through an intracurricular, co-curricular, and / or extracurricular learning process.

The formulation of the Competence for Spiritual Attitudes is "Respecting and living the teachings of the religion they adhere to". The formulation of the Social Attitude Competence is "Showing honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, self-confidence, in interacting effectively with the social and natural environment within the range of associations and existence". Both competencies are achieved through indirect teaching,

namely modeling, habituation, and school culture by paying attention to the characteristics of subjects and the needs and conditions of students.

The growth and development of attitude competencies is carried out throughout the learning process, and can be used as a consideration for the teacher in further developing student character.

**Table 1.**

**The Knowledge Competencies and Skills Competencies**

NO	NORMAL CURRICULUM	NO	NEW NORMAL CURRICULUM
	CORE COMPETENCE		CORE COMPETENCE
3	<b>KNOWLEDGE</b> Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events	3	<b>KNOWLEDGE</b> Understanding knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture related to visible phenomena and events
	<b>BASIC COMPETENCE</b>		<b>BASIC COMPETENCE</b>
3.1	Implementing social functions, text structure, and linguistic elements of oral and written interpersonal interaction text that involve the act of expressing hope, prayer and congratulations for happiness and achievement, and responding to them, according to the context of their use	3.1	Implementing social functions, text structure, and linguistic elements of oral and written interpersonal interaction texts that involve the act of expressing hopes, prayers and congratulations for happiness and achievement, and responding to them, according to the context of their use
3.2	Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the act of giving and requesting information regarding the intent, purpose, consent to carry out an action / activity, according to the context of its use. (Pay attention to the linguistic elements to, in order to, so that (dis) agreement)		
3.3	Comparing social functions, text structure, and linguistic elements of several special texts in the form of labels, by asking for and providing information related to medicine / food / drink, according to the context of its use		
3.4	Comparing social functions, text structure, and linguistic elements of several oral and written procedural texts by giving and asking for information related to food / drink recipes and manuals, short and simple, according to the context of their use	3.2	Comparing social functions, text structure, and linguistic elements of several oral and written procedural texts by giving and asking for information related to food / drink recipes and manuals, short and simple, according to the context of their use
3.5	Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the act of giving and requesting information related to conditions / actions / activities / events that are being carried out / occurring at this time, the past, and the future, according to with the context in which it is used (note the present continuous, past continuous, will + continuous)		
3.6	Applying social functions, text structure, and linguistic elements of oral and written transactional interactions involving the act of giving and asking for information related to conditions / actions / activities / events that have been / have been done / happened in the past and are related to the present state, without mentioning the time they occurred		

NO	NORMAL CURRICULUM	NO	NEW NORMAL CURRICULUM
	CORE COMPETENCE		CORE COMPETENCE
	specifically, according to the context of use (note the present perfect tense)		
3.7	Comparing social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to fairy tales, short and simple, according to the context of their use	3.3	Comparing the social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to fairy tales, short and simple, according to the context of their use
3.8	Applying social functions, text structure, and linguistic elements of oral and written transactional interactions that involve action provide and request related information circumstances / actions / activities / events without the need to mention the perpetrator in accordance with the context of its use. (pay attention to the linguistic elements of passive voice)		
3.9	Comparing social functions, text structure, and linguistic elements of several oral and written information report texts by giving and asking for information related to other subjects in Class IX, short and simple, according to the context of their use	3.4	Comparing social functions, text structure, and linguistic elements of several oral and written information report texts by giving and requesting information related to other subjects in Grade IX, short and simple, according to the context of their use
3.10	Comparing social functions, text structure, and linguistic elements of several special texts in the form of advertisements by providing and requesting information related to products and services, according to the context of their use		
3.11	Interpreting the social functions and linguistic elements of song lyrics related to the life of junior high school / MTs adolescents	3.5	Interpreting the social functions and linguistic elements of song lyrics related to the life of adolescents in SMP / MTs
	CORE COMPETENCIES		CORE COMPETENCIES
4	SKILLS	4	SKILLS
	Processing, presenting, and reasoning in the realm of the concrete (using, unraveling, arranging, modifying, and making) and the abstract realm (writing, reading, counting, drawing, and composing) according to what is learned in school and other sources that are the same in perspective /theory		Trying, processing, and presenting in the realm of the concrete (using, unraveling, arranging, modifying, and making) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with what is learned in school and other sources in the same perspective /theory
	BASIC COMPETENCE		BASIC COMPETENCE
4.1	Compiling a very short and simple oral and written interpersonal interaction text that involves the act of expressing hope, prayer and congratulations on happiness and achievement, and responding to it, taking into account social functions, text structure, and linguistic elements that are correct and in context	4.1	Compiling a very short and simple oral and written interpersonal interaction text that involves the act of expressing hope, prayer and congratulations on happiness and achievement, and responding to it, taking into account social functions, text structure, and linguistic elements that are correct and in context
4.2	Composing the interaction text, a very short and simple oral and written transactional which involves the act of giving and asking for information related to the intent, purpose, agreement to carry out an action / activity, taking		

NO	NORMAL CURRICULUM CORE COMPETENCE	NO	NEW NORMAL CURRICULUM CORE COMPETENCE
	into account social functions, text structure, and linguistic elements that are correct and in context		
4.3	Catching the contextual meanings related to social functions, text structure, and special text language elements in the form of short and simple labels, related to drugs / food / drinks		
4.4	Catching meaning contextual related to social functions, text structure, and linguistic elements of oral and written procedural text, very short and simple, in the form of recipes and manuals	4.2	Catching contextual meanings related to social functions, text structures, and linguistic elements of oral and written procedural texts, very short and simple, in the form of recipes and manuals
4.5	Composing the interaction text. A very short and simple oral and written transactional which involves the act of giving and asking for information related to circumstances / actions / activities / events that are being done / occurring at this time, the past, and the future, taking into account social functions, text structure, and correct linguistic elements and in context		
4.6	Compiling a very short and simple text of oral and written transactional interactions involving the act of giving and asking for information related to circumstances / actions / activities / events that have been / have been done / have occurred in the past in relation to the present state, without mentioning the specific time of their occurrence, with pay attention to social functions, text structure, and linguistic elements that are correct and in context		
4.7	Catching contextual meanings related to social functions, text structure, and linguistic elements of narrative, oral and written texts, very short and simple, related to fairy tales	4.3	Catching contextual meanings related to social functions, text structures, and linguistic elements of very short and simple oral and written narrative text, related to fairy tales paying attention to social functions, text structures and linguistic elements that are correct and in context
4.8	Compiling a very short and simple oral and written transactional interaction text that involves the act of giving and asking for information related to circumstances / actions / activities / events without needing to mention the perpetrators by paying attention to social functions, text structures and linguistic elements that are correct and in context. (pay attention to the linguistic elements of passive voice)		
4.9	4.9 The information report text 4.9.1 Cathcing meaning contextually related to social functions, text structure, and language elements of oral and written information report text, very short and simple, related to topics covered in other subjects in Class IX 4.9.2 Compiling oral and written information report text, very short and simple, related to topics covered in other subjects in Grade IX, taking into account social functions, text structure, and linguistic elements, correctly and in context	4.4	4.4 Information report text 4.4.1 Catching meaning contextually related to social functions, text structure, and linguistic elements of oral and written information report text, very short and simple, related to topics covered in other subjects in Class IX 4.4.2 Compiling oral and written information report text, very short and simple, related to topics covered in other subjects in Grade IX, taking into account

NO	NORMAL CURRICULUM	NO	NEW NORMAL CURRICULUM
	CORE COMPETENCE		CORE COMPETENCE
			social functions, text structure, and linguistic elements, correctly and in context
4.10	Catching contextual meanings related to social functions, text structures, and special text language elements in the form of advertisements, short and simple, related to products and services		
4.11	Catching contextual meanings related to social functions and linguistic elements of song lyrics related to the life of junior high school / MTs youth	4.5	Catching contextual meanings related to social functions and linguistic elements of song lyrics related to junior high school / MTs youth

As it is displayed in the table above, the difference between the normal curriculum(left column) and the new normal curriculum (right column) is the amount of the basic competencies. The normal curriculum has 11 basic competencies for both the knowledge and the skills. While the new normal curriculum has only 5 basic competencies for both the knowledge and skills competencies. The new normal curriculum only offers 5 basic competencies that are regarded as essential materials for the grade 9<sup>th</sup> students. The 5 essential materials are: 1) expression of hopes, prayers and congratulations for happiness and achievement, and responding to them; 2) oral and written procedural texts; 3) oral and written narrative text; 4) oral and written information report text; and 5) song lyrics.

Based on the Learning Policy Adjustment in the Covid-19 pandemic era that was issued by the 4 ministers in their joint decree (SKB) on 7 August 2020, there are some obstacles in distance learning (or PJJ). The obstacles are stated below:

- a. Teachers
  - Difficulty in managing distance learning (PPJ)and tend to focus on completion of the curriculum
  - Less learning time so that the teacher might not fulfill the time allotment.
  - Difficulty in communicating with parents as partners at home.
- b. Parents
  - Not all parents can afford it accompanying children studying at home because there are other responsibilities (work, business home, etc.).
  - Difficulty in understanding the lesson and motivating the children while they are accompanying them studying at home
- c. Students
  - Difficulty in concentrating to learn from home and complained about its severity assignment of questions from the teacher
  - Increased stress and boredom due to sustainable insulation that cause anxiety and depression for children.

The obstacles above made the government to make change or adjustment in the curriculum. There are some considerations that support the adjustment above. The considerations are as follow:

- a. Health and safety of students, teachers, education staffs, family and society
- b. Growth and development of students and psychosocial conditions

Both conditions become considerations in the fulfillment of educational services during the COVID-19 pandemic era.

#### 4. Conclusion

The aims of the study was to compare the normal curriculum and the new normal curriculum. According to the result from the analysis, we can draw some conclusions. The difference between the two curriculum is the amount of the basic competencies. The normal curriculum has 11 basic competencies for both the knowledge and the skills. The new normal curriculum has 5 basic competencies for both the knowledge and the skills. The new normal curriculum only provides the essential materials i.e. 1) expression of hopes, prayers and congratulations for happiness and achievement, and responding to them; 2) oral and written procedural texts; 3) oral and written narrative text; 4) oral and written information report text; and 5) song lyrics. The considerations that taken by the government to make a change to the curriculum are: 1) health and safety of students, teachers, education staffs, family and society; 2) growth and development of students and psychosocial conditions.

Analyzing the normal curriculum and the new normal curriculum has given the writer the understanding the difference between both curriculums. Then, finding out the considerations those has been taken by the government in changing the curriculum has let the writer understand that the government has always been thinking about the nation.

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