

Implementation of the 2013 Curriculum during the COVID-19 Pandemic at MAN Insan Cendekia Paser

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Abstract:

The Ministry of Education and Culture has issued an emergency curriculum to deal with pandemic conditions, which has become a reference for MAN Insan Cendekia Paser in distance learning. The government provides three curriculum options that can be chosen by educational institutions, namely, continue to apply the national curriculum, implement the emergency curriculum, and simplify the curriculum independently. This attracted researchers to research the implementation of the 2013 Curriculum during the COVID-19 Pandemic Period at MAN Insan Cendekia Paser. This study uses a qualitative research approach with the subjects studied, namely teacher representatives, waka curriculum, and school principals, which were carried out with data collection techniques in the form of observations, interviews, and documentation. The validity of the researcher's data used the triangulation method. The data in this study were analyzed by data condensation steps, data presentation, and conclusion. The results of this study are that all teachers have prepared curriculum plans by compiling annual programs and semester programs based on the COVID-19 emergency curriculum. In preparing the lesson plan, all MAN IC Paser teachers have also adjusted their preparation according to the guidelines for the COVID-19 emergency curriculum. Moreover, online learning was implemented for the Presentation and learning at MAN IC Paser at the beginning of the COVID-19 pandemic. In August 2021, the implementation of learning was carried out in a limited face-to-face manner. It was carried

out face-to-face in October while implementing the COVID emergency curriculum. The challenges and barriers in implementing the 2013 curriculum during a COVID-19 pandemic include less than optimal learning using practicum methods, student saturation, and difficulty in assessing student attitudes.

Keywords: 2013 curriculum, learning implementation, covid-19

A. Introduction

Education is an effort to develop personality and abilities, both inside and outside school, which lasts a lifetime in the family, school, and community. Thus, education is a shared responsibility between family, community, and government¹. As an implication of the concept of lifelong education, it can be seen from the government's attention to improving the quality of school education, education outside of school, and education in the community. Thus the government has implemented a policy that education starts from when a child is born until he dies².

National Education System Law (UUSPN) No. 20 of 2003 Chapter 1 article 1 outlines that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, community, nation, and country. Emphasis on students developing self-potential to realize quality human beings who have intense spirituality in themselves as well as religion, noble era, and personality who are also intelligent in themselves. So educational efforts need to be carried out in three main activities (1) guiding, (2) teaching, and (3) training.

Curriculum documents and implementation are quality educational activities' primary functions. As one of the education system's elements, the curriculum serves as a guide when implementing the educational process³.

Currently, Indonesia is facing challenges while the COVID-19 pandemic is still ongoing. All elements of society are asked to stay at home by the government,

¹ Syafril and Zelhendri Zen, *Dasar-Dasar Ilmu Pendidikan* (Prenada Media, 2019).

² Zurqoni Zurqoni, Muhammad Arbain, and Umar Fauzan, 'The Dynamics of the Development of Islamic Education in Southeast Asia', *Borneo International Journal of Islamic Studies (BIJIS)*, 2.1 SE-Articles (2019) <<https://doi.org/10.21093/bijis.v2i1.1849>>; Puspita Puspita, 'The Role of Islamic Educational Methods on the Cultivation of Religious Awareness in Islamic Psychology', *Borneo International Journal of Islamic Studies (BIJIS)*, 2.2 SE-Articles (2020) <<https://doi.org/10.21093/bijis.v2i2.4663>>.

³ Fitra Elnurianda, Umar Fauzan, and Syeh Hawib Hamzah, 'The Challenge of Islamic Education Teaching in Inclusive Schools in Samarinda City', *Borneo International Journal of Islamic Studies (BIJIS)*, 1.2 SE-Articles (2019) <<https://doi.org/10.21093/bijis.v1i2.1239>>.

and all sectors are affected. One of the most painful is the education sector. Learning has turned into e-Learning, namely learning that does not involve face-to-face. COVID-19 needs to be treated positively in accelerating education.

The Ministry of Education and Culture has given an emergency educational plan to manage the COVID-19 pandemic circumstances, a reference for all education units, one of which is MAN Insan Cendekia Paser in leading distance learning. The deputy head of the madrasa for academic affairs, MAN Insan Cendekia Paser, said, "an emergency curriculum policy should be taken, and madrasas attempt to have the option to adjust them according to the learning needs of students, as well as break down all forms of obstacles that occur during the learning process."

The government provides three curriculum options that can be chosen by educational institutions, consisting of; continuing to apply the national curriculum, implementing the emergency curriculum, and simplifying the curriculum independently. These three options have resulted in the discovery of several institutions that, during the COVID-19 pandemic, continued to apply the national curriculum or K13. This attracted researchers to research the implementation of the 2013 Curriculum during the Pandemic Period at MAN Insan Cendekia Paser. This research focuses on curriculum implementation in three activities: planning, implementation, and learning evaluation.

B. Literature Review

1. Curriculum Implementation

Based on the official dictionary of the Indonesian language explains that implementation is the implementation and application. Implementation is the execution or execution of a design that has been prepared clearly and extensively, which is usually done after the plan is deemed appropriate. Therefore, implementation is stated as the process of implementing policies and ensuring their achievements⁴.

In simple terms, the implementation can be stated as an application or an implementation. According to⁵, implementation is a judgment. Another

⁴ I Gusti Ayu Purnamawati, *Akuntansi Dan Implementasinya Dalam Koperasi Dan UMKM* (PT. Raja Grafindo Persada, 2021).

⁵ G Majone and A B Wildavsky, *Implementation as Evolution* (N.D.).

understanding is expressed by⁶, which states that implementation ends in activities. There are actions and procedures in a system. The system's assertion implies that execution is not simply an action but a movement that is arranged and completed decisively founded on specific standards to accomplish the goals of the action. Therefore, the implementation is not alone but is influenced by the next object, namely the curriculum. As explained, curriculum implementation means "a process of teachers, teaching staff implementing the curriculum (curriculum that already exists in a learning situation in the classroom." Alternatively, in other words, the actual implementation of the curriculum by teachers, and teaching staff in the teaching and learning process, curriculum and implementation are seen as an inseparable part of curriculum development⁷.

2. 2013 Curriculum in the COVID-19 Pandemic Period

In this particular education policy during the COVID-19 pandemic, the Ministry of Education and Culture has issued a policy through the Ministry of Education and Culture Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions, namely Education units in special conditions in the implementation of learning can choose from 3 (three) options. As follows:

- a. The current national curriculum is the 2013 curriculum as an implementation of Law No. 32 of 2013. This curriculum is a form of refinement of the competency-based curriculum (KBK) and the education unit-level curriculum (KTSP). However, it refers to the competence of attitudes, knowledge, and skills in an integrated manner. As mandated by Law 20 of 2003 concerning the National Education System contained in article 35⁸.
- b. In addition to the first option, where education units are allowed to continue to refer to the national curriculum, academic units are also allowed to refer to a curriculum with simplified basic competencies, namely based on the Decree of the Research and Development and Books Agency Number 018/H/KR/2020 concerning Core Competencies and Basic Competencies of

⁶ Leah Schubert and others, 'Implementation and Operation of Incident Learning across a Newly-Created Health System', *Journal of Applied Clinical Medical Physics*, 19.6 (2018), 298–305 <<https://doi.org/10.1002/acm2.12447>>.

⁷ Moeh Juddah and Zaenal Abidin, *Analisis Kebijakan Pendidikan Islam* (Yogyakarta: Bintang Pustaka Madani, 2021).

⁸ Presiden Republik Indonesia, 'Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional', 2003.

Lessons in the 2013 Curriculum in Early Childhood Education, Elementary Education, and Secondary Education in the Form of High Schools⁹.

- c. Independent Curriculum Development. Development alludes to a movement that delivers a "new" technique, where the strategy's action, assessment, and refinement are completed. This understanding of development also applies to the educational curriculum. Because curriculum development is also related to the preparation of the curriculum itself and its implementation in educational units accompanied by intensive evaluation¹⁰.

C. Research Method

This study uses a qualitative research approach. Informants in this study: teacher representatives, deputy head of the madrasa curriculum, and head of the madrasah. The collection technique in this study was in the form of observation, interviews, and documentation on implementing the 2013 curriculum at MAN IC Paser. For the validity of the data, the researcher used the triangulation method. Furthermore, the data in this study were analyzed by data condensation, data presentation, and drawing conclusions.

D. Results and Discussions

1. Implementation of the 2013 Curriculum

Curriculum implementation means a process of teachers and teaching staff implementing the curriculum (the existing curriculum is in a learning situation in the classroom. Curriculum implementation can be observed in three activities: planning, implementing, and evaluating learning. The form of implementing the 2013 curriculum during the COVID-19 pandemic at MAN IC Paser is as follows:

Lesson Planning

In lesson planning that refers to the COVID-19 emergency curriculum, there are a series of activities carried out by teachers of MAN IC Paser: preparation of Annual and Semester Programs, Preparation of Learning Implementation Plans (RPP), Presentation, and Management of Learning. During this COVID-19 pandemic period, educational units are given wide space to design curriculum

⁹ Badan Penelitian dan Pengembangan Dan Perbukuan, 'Keputusan Badan Penelitian Dan Pengembangan Dan Perbukuan Nomor 018/H/KR/2020 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Anak Usia Dini, Pendidikan Dasar, Dan Pendidikan Menengah Berbentuk Sekolah Menengah A', 2020.

¹⁰ Nana Sudjana, *Pembinaan Dan Pengembangan Kurikulum Di Sekolah*, 4th Editio (Bandung: Sinar Baru Algesindo, 2002).

structures, learning activities, and learning media while remaining oriented toward developing knowledge, strengthening character, and improving skills by following health regulations and protocols¹¹.

Based on the interviews, observations, and documentation, it is known that at MAN IC Paser, all teachers have prepared curriculum plans by compiling annual programs and semester programs based on the COVID-19 emergency curriculum. Each subject's basic competencies and material content have been adjusted to the COVID-19 emergency curriculum. In preparing the RPP, all MAN IC Paser teachers have also adjusted their preparation according to the guidelines for the COVID-19 emergency curriculum.

Before carrying out learning, a teacher must prepare a learning implementation plan (RPP) which, in outline, contains basic competencies, material content, media, learning resources, learning models and methods, and evaluations that will be used in the learning process.

In the learning process, the teacher must create an atmosphere and the right strategy to encourage interaction between students and train them to think critically. Selecting suitable learning media can create a pleasant learning atmosphere for students. Media usage should be a part of any learning activity that draws students' attention because it is a learning component. Learners will be able to interact actively by utilizing the students' potential and the media used in the process through various methods and learning media. Based on the results of interviews, at MAN IC Paser, in preparing learning media, most teachers use learning videos on YouTube, a few others use power points, and some also make video recordings explaining the material to be taught. The teacher hopes that by creating these learning media, he or she will encourage student interaction during online learning, stimulate students to think critically, and make it easier for students to understand the material presented and explore it independently outside of class hours.

Learning Implementation

The curriculum in a school education unit is a tool or effort to achieve certain school education goals, which are considered quite appropriate and crucial to achieving. The function of the curriculum for students as a learning organization is to prepare students. The function of the curriculum for teacher educators is a reference to becoming good, competent, and qualified teachers. The function of

¹¹ Ahmad Munajim, Barnawi Barnawi, and Fikriyah Fikriyah, 'Pengembangan Kurikulum Pembelajaran Di Masa Darurat', *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, 4.2 (2020), 285 <<https://doi.org/10.20961/jdc.v4i2.45288>>.

the curriculum for school principals is as a guide in carrying out a supervisory function, namely improving the learning situation¹².

In the COVID-19 emergency curriculum, basic competencies are downsized in each subject. This changes the annual and semester program previously prepared by each subject teacher at MAN IC Paser. Thus, the madrasa emergency curriculum planning can determine the extent to which the emergency curriculum will be successfully implemented in learning activities. The better the planning, the better the results will be obtained in implementing this madrasa emergency curriculum. Teachers have a very important role in curriculum planning because teachers are the spearhead of curriculum implementation. Teachers must be able to equate planning and teaching practice¹³. Teachers need to be involved in formulating each component and element of the curriculum because teachers are not only users but also planners, thinkers, developers, implementers, and curriculum evaluators¹⁴.

During the COVID-19 pandemic, the learning process at MAN IC Paser was implemented online for three semesters from the beginning of the COVID-19 pandemic in 2020, which was then carried out face-to-face limited and face-to-face. In implementing online learning, teachers at MAN IC Paser use the Zoom meeting platform, Google Classroom, Google Forms, and Quizizz. Zoom Meeting is used when the teacher delivers material and conducts discussions with students. The teacher uses google classroom to distribute learning modules, learning media, and independent assignments to students. At the same time, Google Forms and Quizizz are used by teachers in carrying out learning evaluations. The selection of learning platforms is tailored to the needs and skills of each subject teacher.

Furthermore, for Presentation and learning at MAN IC Paser at the beginning of the COVID-19 pandemic, online learning was implemented using the google classroom platform, zoom meetings, Google Forms, and Quizizz. Furthermore, in August 2021, the implementation of learning was carried out in a limited face-to-face manner. In October, a full face-to-face meeting was held while still implementing the COVID emergency curriculum.

¹² Tarpan Suparman, *Kurikulum Dan Pembelajaran* (CV. SARNU UNTUNG, 2020).

¹³ Selamat Widodo, 'Peran Guru Dalam Mengimplementasikan Kurikulum 2013 Edisi Revisi', *Jurnal Pena Karakter*, 1.1 (2018), 46–54.

¹⁴ Uranus Zamili, 'Peranan Guru Dalam Pengembangan Kurikulum', *JURNAL PIONIR*, 6.2 (2020).

In learning with a limited face-to-face system, some students carry out online learning while others do face-to-face learning. The schedule distribution is carried out proportionally between students who carry out online learning and students who carry out face-to-face learning.

Learning Assessment

Assessment is a systematic and ongoing process or activity that collects information about students' learning processes and outcomes to make decisions based on specific criteria and considerations¹⁵.

During the COVID-19 pandemic, the learning assessment carried out at MAN IC Paser continued to apply authentic assessments on four aspects, namely aspects of spiritual attitudes, aspects of social attitudes, aspects of knowledge, and aspects of skills. The type of assessment carried out by all MAN IC Paser teachers is also following the assessment of the 2013 curriculum, namely daily assessment, mid-semester assessment, and end-semester assessment.

2. Challenges and Obstacles of the 2013 Curriculum Implementation during the COVID-19 Pandemic

During the COVID-19 pandemic, online learning management was the biggest challenge and obstacle for teachers in implementing the 2013 curriculum. The challenges and obstacles encountered included:

Less Than Optimal Learning Using Practical Methods

In carrying out learning, certain subjects, such as Chemistry, Physics, and Biology, need to carry out practicum. So that during the COVID-19 pandemic, teachers are also required to make online learning innovations where students only master scientific concepts in theory but can also use scientific methods as proof of scientific concepts. This is a challenge when doing online learning. The teachers at MAN IC Paser work around this by designing practicum activities that can be done independently with simple tools available at home. Teachers give demonstrations first or provide practical guidance to students. To be able to carry out the practice independently. Students who carry out practicum independently at home record their practicum activities and then collect videos and practicum reports from subject teachers.

Student Boredom

In carrying out online learning, it was found that some students did not take part in learning activities, such as not taking zoom classes, not carrying out practicums

¹⁵ Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: PT Remaja Rosdakarya, 2009), CXVIII.

that were carried out independently, and not collecting assignments. This is undoubtedly a challenge for teachers and parents to synergize with each other in supervising students during the learning process. During the COVID-19 epidemic, students' learning from home activities resulted in several conditions, including those brought on by boredom and children's diminished interest in learning, in addition to the conditions already stated. As stated in the study entitled *The Impact of the COVID-19 Pandemic on Psychology and Education and Government Policy*, it was stated that the impact of the COVID-19 pandemic situation on students was boredom¹⁶. In this situation, parents and teachers must work together to mentor and inspire kids to continue to be excited about engaging in at-home learning activities.

The difficulty of Assessing Student Attitudes

During the COVID-19 pandemic, the aspects assessed in learning are the same as during normal conditions, such as daily assessments, mid-semester assessments, and end-of-semester assessments. The aspects assessed are also the same: aspects of attitude (spiritual and social), cognition, and skills. From these aspects, based on the results of interviews with MAN IC Paser teachers, the assessment that is difficult to do during online learning is the assessment of student attitudes. Teachers do not directly meet and deal with students, so teachers only assess attitudes based on student activity in online learning. The same finding was also found in a study entitled *Analysis of Biology Student Attitude Assessment During Online Learning in the New Order Era*, which stated that the online attitude assessment process was inaccurate because teachers could not directly see the attitudes that emerged during the learning process. In addition, attitude assessment needs to be addressed during online learning in the new normal era. Both in terms of teacher readiness in terms of preparing suitable instruments in online learning and conditioning students so that learning is fun and they can develop character¹⁷.

E. Conclusion

In implementing the COVID-19 emergency curriculum management, MAN IC Paser teachers carry out various activities. These include preparing the Annual and Semester Programs, Preparation of Learning Implementation Plans (RPP),

¹⁶ Nurkholis Nurkholis, 'Dampak Pandemi Novel-Corona Virus Disiase (Covid-19) Terhadap Psikologi Dan Pendidikan Serta Kebijakan Pemerintah', *Jurnal PGSD*, 6.1 (2020), 39–49.

¹⁷ Eryuni Ramdhayani and others, 'Analisis Penilaian Sikap Siswa Biologi Selama Pembelajaran Daring Pada Era Tatanan Baru', *JURNAL PENDIDIKAN MIPA*, 10.2 (2020), 107–10.

Presentation, and Management of Learning. All teachers have prepared curriculum plans by compiling annual and semester programs based on the COVID-19 emergency curriculum. In preparing the RPP, all MAN IC Paser teachers have also adjusted their preparation according to the guidelines for the COVID-19 emergency curriculum. Furthermore, online learning was implemented for Presentation and learning at MAN IC Paser at the beginning of the COVID-19 pandemic.

Moreover, in August 2021, the implementation of learning was carried out in a limited face-to-face manner. In October, a full face-to-face was carried out while still implementing the COVID-19 emergency curriculum. Challenges and Barriers to Implementing Curriculum 2013 during a COVID-19 pandemic include less than optimal learning using practicum methods, student saturation, and difficulty assessing student attitudes.

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