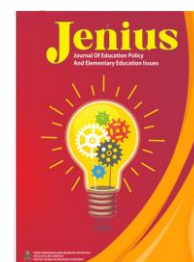




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Scrutinizing Emergency Curriculum in an Elementary School: A Case Study at SDN Wonotingal Semarang

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 27 February 2022 Accepted: 6 June 2022 Published: 30 June 2022</p> <p>Keywords: Elementary school; Emergency Curriculum; Learning; Pandemic</p>	<p>The flexibility in implementing a curriculum adapting to the learning conditions and needs is one of the efforts undertaken by the Indonesian government to prevent the spread of Covid-19. This curriculum is referred to as the 'Emergency Curriculum', which is a simplification of the national curriculum. This current study delineates an overview of the preparation and the lessons taught during the implementation of the emergency curriculum due to the pandemic. This case study was carried out at SDN Wonotingal Semarang in the academic year 2020/2021. Data collection was carried out through observation, interviews, and documentation which validated data triangulation. This study indicates that the implementation of the emergency curriculum was a solution to the education unit's lack of preparedness to tackle the pandemic. The curriculum structure is created by taking into account a range of factors as guidelines in schools. Flexible learning is the answer to the challenges that may arise during an emergency. Life skills education becomes an alternate achievement that students must acquire in the new normal. To sum up, this study offers an alternate perspective on curriculum development and learning during the pandemic, particularly in elementary schools.</p>

INTRODUCTION

Based on Circular Letter Number 4 of 2020 On Health Protocol for Travelers during the Covid-19 Pandemic, the government makes a policy to prevent the spread of Covid-19, educational activities that were previously carried out face-to-face learning should be shifted to online (Nurfadhillah et al., 2021). This has caused a lot of turmoil in the world of education, especially in basic education (Putri et al., 2021). Educators are perplexed about how students will learn, what will be learned, and when and where learning will take place. This commotion implies that the issuance of the Decree of the Minister of Education and Culture Number

719/P/2020 (Mardiah et al., 2021). The policy allows for flexibility in curriculum implementation in educational units that are tailored to the conditions and learning needs of students (Sumarbini & Hasanah, 2021). This curriculum is then referred to as the 'emergency curriculum', which is a simplification of the national curriculum.

The emergency curriculum is one of the attempts given by the Indonesian Ministry of Education and Culture to cope with learning difficulties during the pandemic (Harahap et al., 2020). Even though it is being implemented, educational units have the option to continue using the 2013 curriculum. It is undeniable that the new paradigm during the pandemic and present technology breakthroughs entail a shift in thinking (Hasanah, 2021). Educators must begin thinking about how to survive the Covid-19 pandemic and how to leverage technology as a vehicle for learning implementation. This becomes the trigger to apply learning in conformity with the requirements in the educational unit.

In early 2020, education units, especially elementary schools, suffer from the impact of the Covid-19 pandemic. This is due to the inability to adjust to pandemic conditions and its lack of understanding in executing the emergency curriculum. Several previous studies have shown that many obstacles occur during the implementation of the emergency curriculum. It is due to unpreparedness for curriculum changes (Irwan et al., 2021). This unpreparedness generates public concern about the country's loss of an educated generation. In addition, the competence of educators is still inadequate (Revilda et al., 2021). Many teachers have yet to understand the use of technology as a learning medium when it comes to adopting information technology-based learning. This is exacerbated by the inadequate infrastructure of educational units for the implementation of online learning (Saifulloh & Darwis, 2020). Errors in the application of lessons during the pandemic are still common (Yasin et al., 2021). Not only is learning boring but the expected competency achievement cannot be met.

Educators make every effort to achieve learning objectives (Suhendro, 2020). The efforts in question are related to planning and implementation in learning. Educators, in this case, teachers, are the center of control (Prabowo et al., 2020). Teachers must consider the situation of the education unit, the competency of the educators themselves, and the background of students as the main components of the basis for constructing learning designs when planning learning, particularly during the pandemic. The role of parents in learning during a pandemic is especially important in elementary schools that they should also educate their children at home.

These challenges prompted researchers to conduct more research on the implementation of an emergency curriculum and effective learning during a pandemic. It is

intended that this study would provide a solution to any issues that may develop during both online and offline learning. There has been no similar research conducted in Semarang, Indonesia, especially in elementary schools. Semarang is the capital of Central Java Province and SDN Wonotingal Semarang is one of the model schools there.

Based on this background, this research specifically intends to provide an overview of the preparation of the emergency curriculum during the pandemic. It also scrutinizes the learning implemented by educators during the emergency curriculum. The focus of the research is on how the emergency curriculum in elementary schools is implemented and how educators manage their learning during the Covid-19 pandemic. It is envisaged that the findings of this study will provide an alternative perspective on curriculum development and learning during the pandemic, particularly in elementary schools.

METHOD

The qualitative strategy was adopted to determine what the subject experienced (Surya & Rofiq, 2021). Field research in the form of a case study was used in this study. A case study can be defined as in-depth research conducted to understand the details of a case or events (Suherli et al., 2021).

This study was carried out at SDN Wonotingal Semarang, which is one of the model schools of the Internal Quality Assurance System (SPMI). The school was established and fostered by the Central Java Education Quality Assurance Agency (LPMP) to become a reference school for other schools in the implementation of the implementation of education quality assurance independently (Rosdiana & Soedarmo, 2019). The subjects in this study were nine educators at SDN Wonotingal Semarang, while the informant was the principal. The research was carried out in the academic year 2020/2021 when the emergency curriculum was implemented.

Observations were carried out in a participatory manner where the researcher acts as part of the object of research. The interviews were conducted offline. Documentation serves as supplementary data from observations and interviews. The documentation in this study focuses on documents and policies regarding the emergency curriculum as well as other appropriate data.

After collecting data from observations, interviews, and documentation, data reduction was carried out by selecting data related to learning applied during the emergency curriculum

at SDN Wonotingal Semarang. The data was presented in narrative form. The conclusion was drawn from the analysis. The validity test used triangulation by validating data from observation, interviews, and documentation to check the truth. It was done by comparing the results of interviews between school principals and nine educators at SDN Wonotingal Semarang. The data serves as the foundation for the researcher's analysis in developing the study's findings and conclusions.

RESULTS AND DISCUSSION

Emergency Curriculum

The emergency curriculum has been applied to all levels of education in Indonesia, from elementary school to tertiary education since the Covid-19 pandemic. The effect is more noticeable in elementary schools (Utami & Zahrudin, 2021). The curriculum serves as a guideline for all activities in the education unit, including intra-curricular, extra-curricular, and co-curricular activities (Salabi, 2021). The findings of this study show that at SDN Wonotingal Semarang, the curriculum was structured by simplifying the previous curriculum and selecting essential Basic Competencies. The content of the lessons and the subjects given are still the same. It is just that the implementation of self-development in the form of extracurricular is abolished and self-habitation is focused on a clean and healthy way of life that is not only physically but also spiritually beneficial. The preparation emergency curriculum structure adjusted the needs and conditions of the education unit to achieve mutually agreed educational goals (Marlina & Bashori, 2021). Referring to the findings, curriculum simplification is regarded appropriate as a type of curriculum adjustment to the conditions now being encountered by educational units during the pandemic.

In putting the emergency curriculum into action, educators are compelled to create materials that will be distributed to students. (Badruidin, 2020). Students at SDN Wonotingal Semarang are provided two types of material, one that contains essential basic competencies and the other that can be studied independently. Basic competencies serve as a priority and independent material for life skills education.

The emergency curriculum demands more innovative learning models and approaches for leveraging technology and information; it is expected that students will not become bored with online learning (Rahmawati & Yulianti, 2020). The time allotment from the original normal lesson was 35 minutes per 1 lesson hour (JP). It was changed to a maximum of 2 hours (120

minutes) for low grades, such as grades 1, 2, and 3. For the higher grade such as grades 4,5, and 6, the time allotment was at a maximum of 3 hours (180 minutes). To adapt to new habits, the curriculum is regulated because online learning is a must. However, there is a so-called class agreement in which teachers, student guardians, and students are granted the ability to determine the proper number of lesson hours.

Online learning will not run well without good planning (Astuty & Suharto, 2021). At SDN Wonotingal Semarang, the Lesson Plan was 1 sheet involving the main elements of lesson objectives, steps, and assessment. This administrative simplification is also one of the policies issued by the Minister of Education and Culture for independent learning (Yusuf & Arfiansyah, 2021). This convenience was applauded by instructors, who had been more concerned with preparing learning administration than with teaching itself.

Learning is implemented using the notion of flexibility during emergency online learning (Anugrahana, 2020). The education unit adapts to local government policies, in this case, those given by the Semarang City administration. The pandemic's uncertainty poses a difficulty for educational institutions (Pertiwi & Utama, 2020). SDN Wonotingal Semarang is adaptive in responding to policies. Educators wisely addressed the stipulation of work from home (WFH) or work from office (WFO) policies, namely by continuing to carry out learning even if they were WFH.

Criteria for completeness or student learning outcomes is one of the focuses of the emergency curriculum. Criteria for completeness which has been the ultimate goal of learning are eliminated. This obeys the instructions of the Minister of Education and Culture that there is no demand for completeness (Sumarbini & Hasanah, 2021). In the previous paradigm, completeness is absolute. In an emergency curriculum, education seems aimless because completeness is a general goal in educational units. The absence of criteria for completeness brings up the idea of specific objectives. The specific objective of SDN Wonotingal Semarang focuses on life skills education in adjusting to the new normal.

Overall, the implementation of the emergency curriculum at SDN Wonotingal Semarang is a solution to the education unit's lack of preparedness to address the pandemic. The curriculum structure has been designed in such a way that it may be used as a guideline for the implementation of education in schools. The deployment of flexible learning is the solution to the challenges that may arise during an emergency. The absence of criteria for completeness makes this much easier. However, in response to criticism regarding "unclear" achievement, SDN Wonotingal Semarang has responded with life skills education to continue to deliver the

best service for students.

Learning during Pandemic

This study divides learning into three stages: planning, implementation, and assessment. Planning is defined as a preparation made before carrying out learning (Astuty & Suharto, 2021). It starts from the readiness of educators in preparing for learning administration. Research findings indicate that educators carry out self-development or take part in training to support readiness for online, offline, and blended learning. This self-development is independently done by educators. SDN Wonotingal also organized self-development activities independently for all educators in supporting readiness for the academic year 2020/2021. Self-development is still being carried out during the academic year by participating in community service programs run by several colleges in Semarang.

The findings of this study demonstrate educators' and education units' commitment to improving self-competence. This is critical because improving awareness is a new perspective that educators and education units must have to preserve educational quality amid of a pandemic (Zaini & Nisak, 2021). Concerns over the loss of an educated generation were undeniably prevalent at the onset of the pandemic. Educators, in this instance competent and innovative teachers, are like a breath of fresh air during a pandemic.

Learning planning, as well as the implementation of the emergency curriculum, syllabus development, and preparation of lesson plans are based on basic competencies and life skills education as guidelines (Susilo, 2021). Some of the media used by teachers at SDN Wonotingal in online learning are divided into non-video conferencing through the WhatsApp Group application and Google Classroom and video conferencing using the Zoom Cloud Meetings and Google Meet. The applications serve not just as a means of providing material, but also as a way for educators and students to virtually meet face-to-face.

At the beginning of the school year, each class makes an agreement, a learning contract. This agreement is what keeps the learning going well during the academic year 2020/2021. Several issues arose during online learning, the most frequent of which were constraints on device ownership and internet quota. Some of the ways that educators do overcome this are by conducting home visits through visiting students' houses. There is also the option of inviting students to school and providing private limited learning. Other issues, such as students failing to complete assignments despite having gadgets, are spurred by the habit of utilizing excessive devices and using them inappropriately for learning. This problem is overcome by educators

and parents by providing guidance.

Research findings also found that learning materials and student worksheets are made as attractive as possible by combining text, images, and colors. In online learning, what educators anticipate the most is boredom. educators must be skilled at providing materials and worksheets to students (Dinar et al., 2021).

The use of applications, both in the form of non-video conferences and video conferences, has positive and negative impacts. A common problem with online learning is an unstable connection. Educators who are already comfortable with technology will have no trouble using the application. However, inexperienced educators will make learning less diversified, reducing students' enthusiasm for learning. This challenge is then overcome by educators collaborating. At SDN Wonotingal Semarang, there are 24 classes. the number of teachers who work together to compensate for each other's weaknesses. Collaboration is essential when using technology for online learning (Zakariyah & Hamid, 2020).

In learning assessment, educators frequently use numerous platforms, including Quizziz, Kahoot!, and Google Forms. Variations in this exam are extremely beneficial in overcoming student boredom. When compared to assessment techniques that require students to write answers or express ideas through video recordings, students prefer to play quizzes using applications. Learning by playing is still a useful method during the emergency curriculum due to pandemics (Sani et al., 2021). According to the findings of this study, learning outcomes during emergency learning are not used as a standard for student progress as stated by a teacher:

"We do not identify success or achievement from grades or learning outcomes, because our control as teachers is limited during learning and exams. We don't know if students cheat, plagiarize, or even done by someone else."

In general, the learning outcomes obtained by students in the academic year 2020/2021 have increased compared to the previous academic year. Although not utilized as a measure of success, these findings provide reassurance to both educators and students. Life skills education is a special goal in the emergency curriculum. The impact can be seen from blended learning in the even semester of the academic year 2020/2021. Even though it only lasted around two months, the habits formed during online learning resulted in students being prepared for the new normal. Life skills such as wearing masks, washing hands with soap, and maintaining personal and environmental hygiene have become habits at school and home. It is used by educators in preparing for learning in the following school year. It is envisaged that by knowing

every obstacle that arises and strategies to overcome them, learning will be improved in the academic year 2021/2022.

Overall, preparation is part of educators' and educational units' attempts to provide the best service possible to students during online learning. The preparation of the emergency curriculum and the implementation of online and blended learning in this research are alternative solutions to problems during the pandemic. There is no perfect curriculum because it is designed to meet the demands and advancements of the time. There is no most effective learning since learning adjusts to the learning issues that are encountered. As a result, it is critical for education units and instructors to preserve educational quality even during a pandemic. Educational units and educators must be willing to change and accept change. The rapid change in elementary school education must be coupled with the ability to adjust quickly.

CONCLUSION

The researcher concludes that implementing the emergency curriculum is a way for overcoming the education unit's lack of preparedness to handle the pandemic. The curriculum structure is prepared by considering various aspects as guidelines for the implementation of education in schools. The deployment of flexible learning is the solution to the challenges that may arise during an emergency. The elimination of criteria of completeness made teaching easier. As a response to concerns about "unclear" achievement, life skills education is an alternative achievement that students in the new normal must possess.

Learning in the emergency curriculum includes increasing the competence of educators such as planning learning based on core standard competencies and life skills education, utilizing a variety of instructional media, involving the role of parents or guardians of students, making interesting materials to learn, and collaborating with other educators. Criteria of completeness are not used as a benchmark for student success. The entire learning process is made experiences to prepare for better learning in the following academic year.

Based on the findings of this study, researchers offer suggestions for consideration, particularly for an elementary school during the pandemic. Even in a pandemic, the ethos of education, particularly in elementary schools, should be maintained, and instructors must adjust to a new curriculum, such as the existing emergency curriculum. Educators will be able to acquire the basic competencies that have been sought if they have the desire and will to do so.

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