Adjustments Made to the Emergency Curriculum

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Abstract

Among the teachers' duty is to fulfill the mandatory material in a curriculum. Yet the Pandemic made it nearly impossible for teachers to carry out their duty to fulfill it. The time, the learning platform, the number of material, and other countless factors hinder its' fulfillment. Thus the government issued a decree of Emergency Curriculum to address this problem. This study aims to see the difference between the Revised K13 Curriculum which is used prior to the Global Pandemic Covid-19 and the Emergency Curriculum which is issued by the Ministry of Education during the Covid-19 Pandemic. This research used document analysis method, and the source of data is the attachment of Decree of The Minister of Education and Culture of The Republic of Indonesia No. 719/P/2O2O about Curriculum Implementation Guidelines in Education Units under Special Conditions. The attachment consist of core competencies and basic competencies for all level of education, and only attachment for middle and high school level of English subject will be analyzed. The results of the analysis show that there are reduction as much as 57% of the middle school level material, and as much as 40% reduction of the high school level material. Specifically the material for the 7th grade junior high school level is reduced as much as 35%, the 8th grade junior high school as much as 67%, and the 9th grade junior high school as much as 58%. Whereas for 10th grade senior high school level there is 33% reduction, for 11th grade there is 47% reduction, and for 12th there is 41% reduction. The highest reduction is given to grammar material which is reduced by 75% in all grade level, the second most reduced is short functional text by 67% reduction, and followed by long functional text with the least reduction of 11%.

Keywords: Curriculum; Emergency Curriculum; core competence; basic competence

1.Introduction

The global Covid-19 pandemic adds new challenges to the world of education. COVID-19, the most catastrophic global pandemic of the 21st century, has initiated unimagined disruption in numerous sectors. António Guterres (2020), UN Secretary-General claimed never before in the world's education history there was dire disturbance like one that the Pandemic has generated today and it threatens a loss of learning that may expanse beyond one generation of students. The field of education has been so terribly affected that, according to UNESCO, approximately 60% of the world's student population were stripped of their education due to the pandemic (Rahman, 2020).

Governments all around the world are still indistinct about when regular classroom activities will begin again. This occurrence lead to a major leapt in the utilization of various online teaching and learning platforms (Kamal M.I, 2021). Online teaching are now being conducted in nearly all schools and universities by using all possible educational technology resources. This has made it technically challenging for teachers and students to embrace this "new normal" academic milieu (Rahman, 2020).

Indonesia and its education unit is no exception to this occurrence. As is the circumstance with many other nations all over the world, Indonesia has been clambering since earlier this year to guarantee that the education system staying functional, although with required compromises to acclimatize to the present situation, such as substituting conventional, face-to-face learning with online classes (Nugroho, 2021).

And the government answered every challenge with a solution as quickly as possible. Often a solution is also followed by other challenges. For instance, the virus that causes Covid-19 disease is easily transmitted by interaction, thus the given solution from the government is physical distancing (Lotfi M., 2020). This policy is implemented to the whole society which also include students, teachers, and school staff. The implication of this policy is distance learning or online learning (M. N. Anwar, 2020).

The dictionary of Merriam Webster defines distance learning as a process of education in which instructor and students do not meet in a classroom but utilize the Internet, e-mail, and mail to conduct the classes. Thus students are separated from teachers and other students. This means that students learn remotely and do not have face-to-face learning

with tutors or other students (Cahyadi A., 2021). The basic description of distance learning is that the teacher and the students are separate in the spatial dimension and that this distance is occupied by using technological resources (Luluk, 2021). Appropriately planned distance learning programs is the absolute way to obtain more knowledge. Besides it can be very convenient and effective way to obtain more education. This may appear challenging without students and teachers interacting in a classroom, but people enrolled in distance learning programs can learn just as much away from a classroom as in one (M.A, 2020).

Other challenges arise from this policy not long afterwards. The Joint Decree of 4 Ministers categorized these challenging into 3 point of view: the teacher's, the parent's, and the student's. Teacher's challenges are difficulty in managing PJJ and tend to focus on completing the curriculum, less learning time thus the teachers are not likely to meet the mandatory of teaching hours, difficulty in communicating with parents as teacher's partners at home. As the parents' challenge, their problems are their inability to accompany their children to study at home because they have other responsibilities (work, housework, etc.) also difficulty in understanding the lessons and motivating their children when accompanying learning at home. Meanwhile, student's challenge is difficulty in concentrating during learning and complaining about the severity of the given exercises also the increased feeling of stress and boredom due to sustainable isolation. Not to mention the problems of limited access to learning resources (either because of the problem of electricity / internet coverage), as well as funds for access which are suffered by all.

Many other researchers conducted a study about distance learning and online learning. In his research, Rahman (2020) found out that without eye contact during teaching, actually teaches can't able to understand whether students give full attention or not, there is less proper interaction, and less attendance, very time consuming in preparing lessons, more chance of cheating and making exams is quite challenging. Nugroho (2021) found some similar issues in their research; as the teachers can't see the students directly, they can't track if the students is actually following the class or doing other activities, the classroom interaction also consumes a lot of time because the students don't respond directly, doing games and other fun activities alike to grasp the students' attention is rather difficult in online learning, speaking assessment becomes more time consuming than before, a lot of the students late in submitting their online assignments due to the lack of understanding the instruction. Moorhouse (2020) led a research to explore the challenges confronted by teacher during the pandemic. The findings pointed to students' low participation during online class, their liking to be passive participant. These two problems made the learning dominated with a long quietness and students' short response which is definitely uncomfortable. Also teachers' limited familiarity on using the video-conferencing application is another hurdle in online classes. These hurdles take place when running the class online both synchronously and asynchronously.

All of the aforementioned problems must be addressed to fulfill the students' education rights. The pandemic must not deprive them of their right to learning for too long (Moorhouse, 2020). One by one the solutions have been implemented through trial and error. For example, training on the use of e-learning are widely provided by the relevant institution, the internet quota are subsidized by the ministry of education, various e-learning platforms with more complete features are developed, the unstable internet connection has been overcome by installing Wi-Fi in the village hall which can be accessed for free, although the installation has not been carried out in all village across the state (Na'im, 2021). One of the challenges of this pandemic is about the material within the curriculum that must be completed in a term.

To deal with problems related to the curriculum, the government implemented a new policy, namely the Emergency Curriculum (under special conditions) (N. M. Anwar, 2020). This is contained in the Decree of the Minister of Education and Culture regarding The Guidelines for Curriculum Implementation in Education Units in Special Conditions (M. N. Anwar, 2020). The emergency curriculum is a simplification of basic competencies for each subject so that it focuses on essential competencies and prerequisite competencies for continuing learning at the next level. The implementation is valid until the end of the school year and still valid even though the special conditions have ended (M. N. Anwar, 2020).

Myriad of research about the effect of Pandemic COVID-19 toward education have been done, and many of the research have been conducted specifically related to the Emergency Curriculum and alike, but none of these seek the difference of the previously implemented curriculum with the current mandatory curriculum, which is Emergency Curriculum. Hence this study is carried out to find the adjustment made in the Emergency Curriculum and the typical material adjusted to the Emergency Curriculum.

Distance Learning

Distance learning is used to describe the delivery of learning material to remote places via print, audio, video (live or pre-recorded) and/or computer technologies, comprising both synchronous and asynchronous instruction (Janet O., 2009). In synchronous model participants are obliged to interact at the same time. The examples are a live one-way broadcast of a lecture and live two-way communication among a number of students and teachers (as in an online tutorial). Whereas in asynchronous model the participants are not required to interact and to be present at the same time in which discussion forums and emails can be applied (Bates, 2003). The term distance learning is approaches that focus on opening access to education and training, releasing learners from the restraints of time and place. It offers supple learning chances to individual and group learners. At the present days distance learning is mostly conducted

by using the internet thus it is also referred to online learning. The Global Pandemic force has made this online learning the most rapidly growing segment of education. It is now a vital part of the typical of educational systems in both developed and developing countries (Patricia F., 2020).

Two year of having a roller-coaster teaching situation through the pandemic, the teachers have survived the challenge complete shifting in their teaching experience even and are still struggling now due to many factors. For instance appropriating the material to suit the online learning which requite digital literacy. This resulting in challenging teacher workloads (Siahaan, 2019). There is an increase in the quantity and use of education platforms. However, many instructors have not integrated these platforms into their teaching practice (Situmorang K, 2021). Social media platforms and conferencing applications are more popular than EdTech (Education Technologies) for digital learning. Facebook, WhatsApp, and LINE; and conferencing applications Google-meet and Zoom are the most popular choices for communicating and distributing teaching assignments. They are easier to use, inexpensive and do not oblige high Internet connection (Pradana, 2021).

Emergency Curriculum

The emergency curriculum is a simplification of basic competence in the 2013 Curriculum. The simplification of basic competencies is made for each subject so that it focuses on essential competence and prerequisite competences for learning at the next level (N. M. Anwar, 2020). Besides this curriculum is also aimed to carry out adaptation and relaxation of learning in special conditions and to provide flexibility for education units to determine the curriculum according to the learning needs of students (Aletheiani, 2021). This is to answer the challenges faced by the teachers that have to fulfill all mandatory material in the curriculum prior to the pandemic that is nearly impossible to accomplish during the Pandemic.

2.Method

This study is a qualitative document analysis and is using content analysis approach. There are 12 documents that were analyzed. Those documents are: The Core Competence and The Basic Competence of Junior High School grade 7, 8, 9 from Curriculum 13, The Core Competence and The Basic Competence of Senior High School grade 10, 11, 12 from Curriculum 13, The Core Competence and The Basic Competence of Junior High School grade 7, 8, 9 from the Emergency Curriculum, and The Core Competence and The Basic Competence of Senior High School grade 10, 11, 12 from Emergency Curriculum. Initially, each document will be examined thoroughly to obtain the familiarity with the document. Afterwards documents that consist of the core competence of and the basic competence from Curriculum 13 and Emergency Curriculum are compared to find the different in numbers in those 12 documents. And lastly those 12 documents will be analyzed again to find the typical material in the curriculum that is adjusted.

3. Findings and Discussion

The mandatory curriculum implemented in school before pandemic Covid-19 is Curriculum 13. Specifically this curriculum consist of four core competence namely 1) spiritual attitude, 2) social attitude, 3) knowledge, and 4) skills.

Each core competence has different formulation. The formulation of the Spiritual Attitude Competence is the same in all grade which is *to live and practice the teachings of the religion the students adheres to*. The formulation of Social Attitude Competence is also the same in all grade which is *demonstrating honesty, discipline, responsibility, caring behaviour (mutual cooperation, tolerance, peace), polite, responsive, and pro-active and showing attitude as part of the solution to various problems when interacting with the social environment and nature*. These two competence are achieved and assessed through indirect teaching like exemplary, habituation, and school culture, by taking into account the characteristics of the subjects as well as the needs and conditions of students. The growth and development of attitude competence both spiritual and social is carried out throughout the learning process, and can be used as the teacher's consideration in developing student character. Meanwhile the other two core competence, namely knowledge and skills, have different formulations and different basic competence for each level.

Findings

Like 2013 Curriculum, the Emergency Curriculum which are currently proposed by the government also consist of four core competence. The two first competence, which are spiritual attitude and social attitude competence, has the same formulation as the previous curriculum. However the latter two core competence made the major difference between these two curriculums. Adjustment were made specifically by reducing the number of basic competences to suit the special condition during the Cov-19 Pandemic. The following paragraph show the reduction of the basic competence made for each grade starting from the seventh grade to the twelfth grade and are summarized in a table.

The adjustment made to seventh grade junior high is by reducing 35% of basic competence in total. Initially there were 8 basic competence for KI-3 (knowledge core competence) and now it is reduced to 5 basic competence. As for KI-4 (skills core competence, the basic competence where there was 9 basic competence now there are reduced to 6 basic competence.

The initial basic competence for KI-3 in eight grade is 13 and now that are reduced to 4 basic competence, whereas the basic competence for KI-4 now there is as much as 5 where there were 15 basic competence before. In total there are as much as 67% reduction of basic competence in grade eight.

In ninth grade there were 11 basic competence for KI-3 and now it is reduced to 5 basic competence. With only one different amount, there are 12 basic competence for KI-4 in the previous curriculum, now it is reduced to 6 basic competence. Thus there are 58 % reduction of the whole basic competence for ninth grade.

The tenth grade of senior high has 9 basic competence for KI-3 at first and now it is reduced to 6 basic competence. Meanwhile the initial basic competence for KI-4 is 12 and now it is reduced to 7. In total, there are as much as 33% reduction of basic competence for tenth grade.

The eleventh grade of senior high initially has 9 basic competence fir KI-3 and now it is reduced to 4 basic competence. Whereas the basic competence for KI-4 is 12 at first, now it is reduced to 7 basic competence. Thus, there are as much as 47% reduction of basic competence for eleventh grade.

And lastly, the twelfth grade of senior high has 7 basic competence for KI-3 at first and now it is reduced to 4 basic competence. As for the basic competence for KI-4, at first this grade level has 10 basic competence and now it is reduced to 6 basic competence. Thus there is as much as 41% reduction of the basic competence for twelfth grade.

Table 1. The Summary of Reduced Basic Competence

Curriculum	7th Grade	
	KI-3 (Knowledge)	KI-4 (Skills)
Curriculum 13 (Revised)	8 KD	9 KD
Emergency Curriculum	5 KD	6 KD
Curriculum	8th Grade	
	KI-3 (Knowledge)	KI-4 (Skills)
Curriculum 13 (Revised)	13 KD	15 KD
Emergency Curriculum	4 KD	5 KD
Curriculum	9th Grade	
	KI-3 (Knowledge)	KI-4 (Skills)
Curriculum 13 (Revised)	11 KD	12 KD
Emergency Curriculum	5 KD	6 KD
Curriculum	10th Grade	
	KI-3 (Knowledge)	KI-4 (Skills)
Curriculum 13 (Revised)	9 KD	12 KD
Emergency Curriculum	6 KD	8 KD
Curriculum	11th Grade	
	KI-3 (Knowledge)	KI-4 (Skills)
Curriculum 13 (Revised)	9 KD	12 KD
Emergency Curriculum	4 KD	7 KD
Curriculum	12th Grade	
	KI-3 (Knowledge)	KI-4 (Skills)
Curriculum 13 (Revised)	7 KD	10 KD
Emergency Curriculum	4 KD	6 KD

This reduction is not necessarily done by casually removing material. The reduction is carried out on the basis of the essential competence and competence requirements for the continuation of learning at the next level. Therefore, the reduction in KD in Emergency Curriculum can be identified what basic competence or material is omitted in the entire KD in this curriculum. Here's the complete analysis.

The material that is eliminated from 7th grade level junior high is 3 out of 5 grammar material, hence it leaves 2 grammar material. For example asking and giving information about animal and public places which focuses on the use articles, plural and singular; giving and asking information about the character of people, animal, and thing which focuses on be and adjectives. Whereas the other material like short and long functional text remain intact. For instance greeting, thanking, apologizing, descriptive text, and song.

Similarly, the material that is removed from 8th grade level junior high is short functional text and grammar. 3 out of 4 short functional text material is eliminated. For example asking for attention, checking the understanding, appreciating one's performance, expressing opinion, and announcements about school activity. 5 out of 6 grammar material is also eliminated, like the use of there is and there are in asking and giving information about people, animal, and things; the use of simple past tense to express actions and routine that happened in the past; and the use of simple continuous tense to express activities or actions that is currently happening. However the long functional text remain untouched, like recount text and song.

The material of 9th grade level junior high which is removed is also mostly grammar in use and short functional text. Out of 3 short functional text, 2 material is removed. For instance food, drink, and other product label; and food and service advertisement. However, all grammar 4 grammar material is removed, like the use of passive voice to state action or activities without telling who the subject is; the use of present perfect tense to state actions or activities that happened in the past. Whereas long functional text like, procedure text, narrative text, information report, and song remains intact.

In 10th grade level senior high, the material removed is grammar and short functional text. 2 out of 3 grammar material is removed, that leaves 1 grammar material. The grammar material which are removed are the use of going to and would like to express intention to do an action or activity; and the use of simple past tense vs present perfect tense to express activities or events that were carried out. Also 1 out of 2 short functional material is removed, which is announcement about school activities or events. Meanwhile all 4 long functional text are remains whole, like descriptive text, recount text, narrative text, and song.

In 11th grade senior high, all 2 grammar material are removed. For instance the use of auxiliary verb should and can to give and ask information about suggestion and offer; the use of passive voice to state actions or activities that happened without telling who the subject is. All 3 material of short functional text is also removed. Like asking and giving information about thought and opinion; cause and effect; and school events. Whereas all 3 long functional text remain intact, like analytical exposition, private letter, and song.

In 12th grade of senior high 1 out of 2 material of short functional text is removed, like offering help and service. 1 material left of short functional text is about caption text for picture, graph, table, and photograph. Meanwhile the only 1 grammar material in this grade level is also removed which is about the use of if in conditional sentences. 2 out of 4 long functional text is removed, which is procedure text and news item, whereas the other 2 material is about song and application letter.

Table 2. The Summary of Overall Material

Grade Level	Material					
	Grammar		Short Functional Text		Long Functional Text	
	K-13	E-Crlm	K-13	E-Crlm	K-13	E-Crlm
7	5	3	1	1	2	2
8	6	1	4	1	2	2
9	4	-	3	1	4	4
10	3	1	2	1	4	4
11	2	-	3	-	3	3
12	1	-	2	1	4	2

Discussion

In his decree, the Ministry of Culture and Education M. N. Anwar (2020) stated that all education units are given freedom to use whichever curriculum that suits their students' needs. There are allowed to choose whether to use the prior curriculum, or the Emergency Curriculum, or simplify their curriculum independently.

The data in the finding show that there are there are reduction as much as 57% of the basic competence for junior high level and as much as 40% reduction of basic competence for senior high level. This much amount of reduction is needed for education unit to fulfill the essential competence and prerequisite competences for learning at the next level as it is suggested by the Ministry of Culture and Education (M. N. Anwar, 2020). This is of course to fulfill the adaptation and relaxation of learning in special conditions. So that the teachers can take their time in adjusting the material with the digital platform they use to teach, and for students so they can take their time to engage with the material and classroom interaction.

The typical material that is widely reduced from this curriculum is grammar which is reduced as much as 75% Thus that leaves with 25% grammar material that is learned by all students of junior and senior high. This is because grammar is implicitly taught along with the long functional text material. The second most number is short functional text by 67% reduction. And followed by long functional text with the least reduction of 11%. In fact long functional text is hardly reduced at all. Especially *song* in all grade level is completely intact. This is to provide relaxation in learning language as is it suggested by the Ministry (N. M. Anwar, 2020)

4. Conclusion

Based on the explanation above, it can be concluded that there are many reductions in the number of basic competencies in this curriculum. With this reduction, it is hoped that teaching can run smoothly with teachers able to teach essential competence and prerequisite competence to support learning in the next grade level. The reduction in grammar material is done because the material is also taught implicitly along with long functional text material. *Song* material was not removed at all because it was to provide relaxation in learning for students.

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