
Readiness of Primary School Teachers On Emergency Curriculum Policies During The Covid-19 Pandemic : A Study Investigating Teacher' Perception

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Abstract

This study aims to explore the readiness of primary school teachers on emergency curriculum policies during the COVID-19 pandemic. Data collection was carried out through semi-structured surveys and interviews with fifty-five elementary school teachers across Jakarta province. Thematic analysis was used in this study. The results of the analysis found three main themes, namely, material organization, learning strategies, and learning assessments. Based on findings, it illustrates that most teachers have tried to be ready to implement emergency curriculum policies during the pandemic. The emergency curriculum has changed the education system in Indonesia, starting from the learning system, the selection of teaching materials, to the assessment system. The results of this study indicate that the success of implementing the emergency curriculum depend on the involvement of teachers and parents in guiding students. Parents must guide and facilitate children's learning while teachers must be creative and innovative in creating enjoyable learning for students. This research can also be a reference for future researchers to develop a

learning model during the pandemic period.

Keywords: *Emergency curriculum, teacher's perception, COVID-19*

Abstrak

Studi ini bertujuan untuk mengeksplorasi kesiapan guru sekolah dasar terhadap kebijakan kurikulum darurat selama masa pandemic COVID-19. Pengumpulan data dilakukan melalui survei dan wawancara semi-terstruktur dengan 55 guru sekolah dasar yang tersebar di wilayah provinsi DKI Jakarta. Analisis data menggunakan peta tematik kualitatif. Hasil analisis menemukan tiga tema utama yaitu, organisasi materi, strategi pembelajaran, dan penilaian pembelajaran. Berdasarkan hasil penelitian, menggambarkan sebagian besar guru telah berusaha siap untuk mengimplementasikan kebijakan kurikulum darurat selama pandemic. Hasil penelitian ini juga menunjukkan bahwa kesuksesan implementasi kurikulum darurat bergantung pada keterlibatan guru dan orang tua dalam membimbing siswa. Orang tua harus membimbing dan memfasilitasi anak belajar sedangkan guru harus kreatif dan inovatif dalam menciptakan pembelajaran yang menyenangkan bagi siswa. Penelitian ini juga dapat menjadi acuan pada peneliti selanjutnya untuk mengembangkan suatu model pembelajaran selama masa pandemic berlangsung.

Kata kunci: *Kurikulum darurat, persepsi guru, COVID-19*

Introduction

The COVID-19 pandemic forces social distancing policies, or in Indonesia it is more introduced as physical distancing to minimize the spread of COVID-19. This policy is sought to slow down the rate of spread of the Corona virus in the community. The Ministry of Education and Culture responded by providing an emergency curriculum policy which is a simplification of basic competencies that refer to the 2013 Curriculum ¹. In this emergency curriculum there is a reduction in basic competencies for each subject so that it focuses on essential competencies and prerequisite competencies for continuing learning at the next level. Emergency curriculum provisions or their implementation are valid until the end of the school year and remain in effect even

after special conditions have ended. ²

Of course, this is a challenge for education practitioners in Indonesia, especially teachers. In essence, change requires us to prepare ourselves, respond with attitudes and actions as well as always learn new things. Indonesia is not alone in finding solutions for students to keep learning and their educational rights are fulfilled. So far, there are still many countries in the world that are affected by COVID-19 and are trying to find the best solution for every problem that exists, especially in the field of education. ³

² Ibid.

³ De Giusti A, "Education during COVID-19 and beyond A U G U S T 2 0 2 0," no. August (2020): 2–26, <https://unsdg.un.org/resources/policy-brief-education-during-covid-19-and-beyond>; Unesco Beirut et al., "COVID -19 Crisis and Curriculum: Sustaining Quality Outcomes in the Context Of" (n.d.): 1–5; John Yandell, "Learning under Lockdown: English Teaching in the Time of Covid-19," *Changing English: Studies in Culture and Education* 27, no. 3 (2020): 262–269, <https://doi.org/10.1080/1358684X.2020.1779029>; Sir John Daniel, "Education and the COVID-19 Pandemic,"

¹ Kemendikbud, "Salinan Keputusan Menteri Pendidikan Dan Kebudayaan Nomor 719 LP12020," no. 021 (2020): 1–10.

In addition, Indonesia also faces several real challenges that must be resolved immediately: (1) technological imbalances between schools in several regions in Jakarta, (2) limited teacher competence in the use of learning applications.⁴ The implementation of physical distancing policy becomes the base for the emergency curriculum policy. This policy was made to provide a simple curriculum reference during online learning. In addition, teachers can focus on essential and contextual education and learning, reduce teaching load, and increase teacher psychosocial well-being⁵.

Curriculum was instrumental in the advancement of education and development of human life. Therefore, the preparation of an emergency curriculum must have a strong foundation⁶. Therefore, in developing a curriculum must analyze the foundation in designing, developing, and implementing the curriculum. A strong curriculum foundation will produce a curriculum that is able to make human beings holistic with all the abilities they have. The use of an appropriate and strong foundation in developing the curriculum is not only needed by curriculum compilers

at the central level (macro), but especially must be understood and used as a basis for consideration by curriculum developers at the operational level (educational unit), namely teachers and school principals⁷.

The curriculum can be interpreted as a planning document which contains the objectives to be achieved, the content of the material, and the learning experiences that students must do, strategies and ways that can be developed, evaluations designed to gather information about achieving goals, and the implementation of documents designed in real form. Continuous and continuous curriculum changes should also be followed by the readiness to change of all parties concerned with education in Indonesia because the curriculum is dynamic, not static. If the curriculum is static, then it is a bad curriculum because it does not adapt to developments in its era. This is where the teacher's role is indispensable. In the conditions of the COVID 19 pandemic, the emergency curriculum planned by the government is inseparable from the objectives of national education, namely, developing capabilities and shaping the character and civilization of the nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. Through the contents of Law, we can take the meaning that the aim of the provision of national education is to make every Indonesian citizen as an individual who not only has broad insight but also has virtuous attitudes as aspired in Pancasila.⁸ Pancasila is

Prospects 49, no. 1-2 (2020): 91-96, <https://doi.org/10.1007/s11125-020-09464-3>.

⁴ Azmil Abidah et al., "The Impact of Covid-19 to Indonesian Education and Its Relation to the Philosophy of 'Merdeka Belajar,'" *Studies in Philosophy of Science and Education* 1, no. 1 (2020): 44; Barbara Means and Julie Neisler, "Teaching and Learning in the Time of COVID: The Student Perspective" 25, no. 1 (2021).

⁵ Harlinda Syofyan, Zulela MS, and Mohamad Syarif Sumantri, "Use of Integrated Thematic Teaching Materials Based on Problem Solving in Natural Science Learning in Elementary Schools" (2019): 1-6; Reza Rachmadtullah, M. S. Zulela, and Mohamad Syarif Sumantri, "Computer-Based Interactive Multimedia: A Study on the Effectiveness of Integrative Thematic Learning in Elementary Schools," *Journal of Physics: Conference Series* 1175, no. 1 (2019).

⁶ Endro Wahyuno, Ruminati, and Sutrisno, "Pengembangan Kurikulum Pendidikan Inklusif Tingkat Sekolah Dasar," *Sekolah Dasar* (2014): 77-84.

⁷ Vidi Sukmayadi and Azizul Halim Yahya, "Indonesian Education Landscape and the 21st Century Challenges," *Journal of Social Studies Education Research* 11, no. 4 (2020): 219-234; Karima Nabila Fajri, "Proses Pengembangan Kurikulum," *Islamika* 1, no. 2 (2019): 35-48.

⁸ Tajuddin Noor, "Rumusan Tujuan Pendidikan Nasional Pasal 3 Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003," *Wahana Karya Ilmiah* 3, no. 01 (2018): 123-144, <https://journal.unsika.ac.id/index.php/pendidikan/article/>

enshrined in the Preamble of the 1945 Indonesian Constitution and comprises five abstract principles: (1) belief in one Almighty God; (2) just and civilized humanity; (3) the unity of Indonesia; (4) democracy guided by the wisdom of 1. deliberations among representatives; and (5) social justice. All aspects of Pancasila must be practiced in everyday life.

Based on the description above, the researcher explore the perceptions of elementary school teachers about 3. emergency curriculum policies in this pandemic. As for who need to be considered in this case is the problem of the readiness of educators or teachers. The teacher problem is crucial because if the teacher is not ready to implement the new curriculum, the best curriculum will not bring any changes to the world of national education. Teacher readiness is very important in implementing this curriculum. Teacher readiness will have an impact on teacher activities in encouraging better ability to make observations, ask questions, reason, and communicate what they have gained after receiving the subject matter ⁹. Teacher is the spearhead in the implementation of the 2013 Curriculum, because in addition to implementing what is stated in the curriculum, teachers must also ensure that the material presented can be understood by their students. Several studies have shown that teacher readiness

is very important in accepting this emergency curriculum policy. they must understand and master the operational implementation of the emergency curriculum. ¹⁰ The research questions are:

1. How is the readiness of primary school teachers on emergency curriculum from the aspect of teaching material organization?
2. How is the readiness of primary school teachers for emergency curriculum from the aspect of learning strategies?
3. How is the readiness of primary school teachers for the emergency curriculum from the aspect of learning assessment?

Method

Research Design

This research was a type of qualitative research in the form of a case study. The purpose of the case studies in this study was to provide more background information than normal case studies, to compare the results, and to allow researchers to spend more time studying the information required for their experiment or case. In this study, the researcher wants to describe how is the readiness of primary school teachers on emergency curriculum. A literature search was carried out to find out the conceptual and operational definitions of the research focus, namely data related to the emergency curriculum during the COVID-19 Pandemic.

The creation of data collection instruments is based on the operational definition of the emergency curriculum itself. Curriculum aspects are focused into three themes, namely

view/1347; Arita Marini et al., "Model of Character Building for Elementary School Students," *International Journal of Control and Automation* 12, no. 4 (2019): 1–10; Arita Marini, "Character Building Through Teaching Learning Process: Lesson in Indonesia," *PONTE International Scientific Researchs Journal* 73, no. 5 (2017): 177–182.

⁹ William P. Bintz and Gumiko Monobe, "Interdisciplinary Curriculum: Using Poetry to Integrate Reading and Writing across the Curriculum," *Middle School Journal* 49, no. 3 (2018): 36–48, <https://doi.org/10.1080/00940771.2018.1439667>; R Ennis, "Critical Thinking Across the Curriculum: A Vision," *Topoi* 37, no. 1 (2018): 165–184, <https://www.scopus.com/inward/record.uri?partnerID=HzOxMe3b&scopus=84973594875&origin=inward>.

¹⁰ Jaka Bangkit Sanjaya and Rastini, "Implementasi Kurikulum Darurat Di Masa Pandemi Covid-19 Dalam Upaya Pemenuhan Hak Pendidikan," *Journal of Indonesian Law* 1, no. 2 (2020): 161–174; Ahmad Munajim, Barnawi Barnawi, and Fikriyah Fikriyah, "Pengembangan Kurikulum Pembelajaran Di Masa Darurat," *DWIJA CENDEKIA: Jurnal Riset Pedagogik* 4, no. 2 (2020): 285; Kierstin M Giunco et al., "Lessons From the Field: Catholic School Educators and COVID-19.," *Journal of Catholic Education* 23, no. 1 (2020): 243–267, <http://10.0.60.5/joec.2301172020%0Ahttp://simsrad.net.ocs.mq.edu.au/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=146780298&site=ehost-live>.

material organization, learning strategies, and learning assessments in the emergency curriculum. Data collection was carried out by online surveys then semi-structured interviews to obtain more in-depth data. Data analysis was carried out following established procedures for analyzing items and observation indicators ¹¹.

Participants

Participants in this study were fifty-five teachers in elementary schools spread across Jakarta Province, namely North Jakarta, South Jakarta, East Jakarta, Central Jakarta and West Jakarta cities. The purposive sampling technique was used by distributing questionnaires online using Google Forms to representatives of fellow researchers who have access to primary schools in these four cities. The city selection is to describe the entire administrative city in the Jakarta Province area. Descriptive data of demographic characteristics including gender, length of teaching experience, and teacher education level are presented in Table 1.

Table 1. Participant's Characteristic

	Frequency	%
Gender		
Female	38	69.09
Male	17	30.91
Working years as teacher		
1-5 years	14	25.45
5-10 years	18	32.73
10-15 years	23	41.82
Level of education		
Bachelor's	48	87.27
Master's	7	12.73
Others	-	-

Data Collection

Data collection was carried out in two

stages. The first step was carried out by surveying 55 primary school teachers as respondents. The survey consisted of 15 questions in the form of short answers, using Google Form. The questions arranged based on literature relevant to the research objectives, which include aspects in the emergency curriculum. The survey data collection was conducted from 19th of February to 5th of March and was attended by fifty-five primary school teacher respondents. After the survey data was collected, a transcript of the results of each respondent was made, and an initial code was made. The second stage of collection was carried out using semi-structured open-ended questions with 15 out of 55 primary school teachers who responded to the survey. The researcher made interview guidelines based on the initial code from the first stage data. Interviews were conducted online for 1.5 - 2 hours per respondent via the WhatsApp application from 8th of March until 12th of March. Every day the researcher and the team interviewed three respondents. Each teacher is guaranteed confidentiality and is given a pseudonym.

Data Analysis

Data analysis followed the thematic analysis steps outlined by Braun and Clarke.¹² Initially, researchers familiarize themselves with the data through the transcription process and read the data repeatedly. The researcher coded the data to be described in a qualitative and narrative manner. For example, "We identified the characteristics of the material before being taught by students", then given the code "Stimulus 1.A". Code generation is grouped into themes. Then the 1A stimulus was rewritten under the theme "emergency curriculum material selection" a theme of how

¹¹ Gökhan Dağhan and Buket Akkoyunlu, "Bilişim Teknolojileri Dersinde Kullanılan Performansa Dayalı Değerlendirme Yöntemlerine İlişkin Nitel Bir Çalışma," *Kuram ve Uygulamada Eğitim Bilimleri* 14, no. 1 (2014): 333-338.

¹² Virginia Braun and Victoria Clarke, "Qualitative Research in Psychology Using Thematic Analysis in Psychology Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 77-101, <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20> <http://www.tandfonline.com/action/journalInformation?journalCode=uqrp20>.

teachers develop basic competency mapping concepts.

The themes are then reviewed to ensure they form a coherent pattern and fit the data. These themes were then refined further, with a detailed analysis carried out on each theme. After the themes are analyzed, an integration of these themes is made into the form of a thematic map. This thematic map shows the organization of concepts according to various levels, and potential interactions between concepts are then developed. The analysis team then discussed all code and categorization, as well as possible integration between codes so that code could be streamlined. This inductive technique allows the identification of a participant's given theme in response to a research question. See Figure 1 below. and the possibility of integration between codes so that code can be streamlined. This inductive technique allows the identification of a participant's given theme in response to a research question. See Figure 1 below. and the possibility of integration between codes so that code can be streamlined. This inductive technique allows the identification of a participant's given theme in response to a research question. See Figure 1 below.

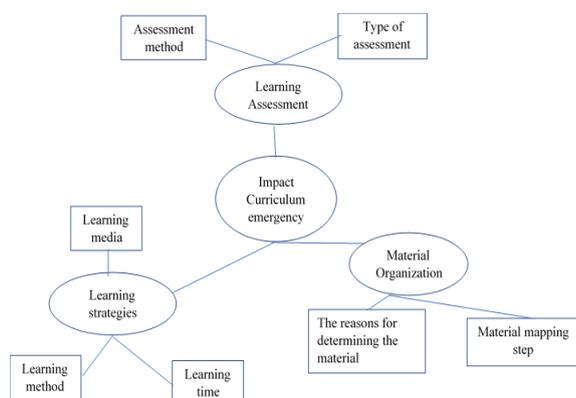


Figure 1. Research Themes

Credibility

A credible qualitative study must report the true representation of the participants, the research context, and

sufficient evidence to support the conclusions made.¹³ All respondents have sent interview transcripts for data verification. Then the researcher invited the respondents to revise the results of the transcript without changing the meaning of the original transcript. Then the researcher analyzed the data during the coding process and identified the themes. The first author kept notes regarding the ongoing data analysis, forming an audit trail for review.

Finding and Discussion

Finding

Material Organization

In this emergency curriculum, basic competencies are simplified for each subject. Therefore, the selection of teaching materials must be made. Learning materials are knowledge, skills, and attitudes that must be mastered by students in order to meet established competency standards¹⁴. The selection of teaching materials is very important in order to create quality learning. The selection of teaching materials found in this study includes the reasons for selecting the material and the steps for mapping teaching materials. Most of the teachers said that they had never conducted activities to analyze teaching materials, they only had to follow the learning implementation plan that had been provided by the government. However, some teachers stated that they identified teaching materials based on the characteristics of the material that could be taught during this Pandemic period. Several teachers expressed their opinion:

For me teaching material is important. Subject matter is a medium to achieve learning goals that are "consumed" by students. So as teachers, we must

¹³ Siti Hawa Abdullah and S Raman, "Quantitative And Qualitative Research Methods: Some Strengths And Weaknesses," *Jurnal Pendidik dan Pendidikan* 17 (2001): 120–134, [https://pdfs.semanticscholar.org/8da6/92b996f00e22dcccdb7f840986210d71db31.pdf%0Ahttp://apjee.usm.my/JPP_17_2001/Jilid 17 Artikel 10.pdf](https://pdfs.semanticscholar.org/8da6/92b996f00e22dcccdb7f840986210d71db31.pdf%0Ahttp://apjee.usm.my/JPP_17_2001/Jilid%2017%20Artikel%2010.pdf).

¹⁴ Diana P. Zwart et al., "The Effects of Digital Learning Material on Students' Mathematics Learning in Vocational Education," *Cogent Education* 4, no. 1 (2017): 1–10, <http://dx.doi.org/10.1080/2331186X.2017.1313581>.

fully understand the types and objectives of the material that we will teach students so that learning targets are achieved. (Teacher 3).

In my opinion, we don't need to analyze teaching materials, because they have been provided by the government. We just have to follow. On television channels, radio, YouTube videos, they also display teaching materials every day. So, it really relieves the teacher. (Teacher 13)

I teach the material as it is just like learning in class. Even though in a short time, at least students have known and felt learning the material without being eliminated. (Teacher 2)

In addition, in implementing this emergency curriculum the teacher also analyzes the types of material that can be taught during a pandemic. The government has provided several options, one of which is to give teachers the freedom to determine the material being taught, of course with proper consideration and analysis. Most of the teachers stated that their steps in choosing the teaching material were by analyzing whether this type of material could be taught online or that it required face-to-face classes in class. In essence, the selection of teaching materials needs to consider several things, including student potential, relevant to regional characteristics or student needs, in accordance with learning objectives, as well as material that contains ethics and morals. In this case, teacher 10 stated:

This pandemic condition has shocked both teachers and students. Learning is done at home. I feel it is impossible if all the basic competencies in this national curriculum will be complete. Therefore, I usually choose teaching materials that are essential and have the prerequisite competencies for continuing learning at the next level. In addition, I emphasize teaching materials that contain ethics and character values. For me the important thing is they can study well at home. So, in the step of choosing teaching materials, I identified basic competencies and learning objectives, then I classified the material based

on its type and meaning in this period. (Teacher 10)

Teaching materials are the foundation of the learning system. What I did during this pandemic, I created a theme analysis map and basic competencies, then I adjusted the teaching materials based on the indicators and goals set. (Teacher 15)

I did not do an analysis of the selection of teaching materials. It's easy, I only choose teaching materials that can be taught online. The important thing is students learn. (Teacher 9)

The selection of teaching materials that were delivered by the teacher during the pandemic was more in the direction of teaching materials that were relevant to the needs and characteristics of students. Their limited understanding of the role of teaching materials in learning makes them indifferent in the selection of teaching materials. However, there are also some who are very enthusiastic about answering all of their activities in selecting teaching materials. In fact, the use of an emergency curriculum is one of the options schools can take to implement relaxation and adaptation of learning in special conditions, such as when a disaster occurs. However, the selection of teaching materials needs to be done so that student competence can still be achieved.

Learning Strategies

Learning strategies are the methods chosen to deliver subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to students¹⁵. The teacher's strategy in implementing the emergency curriculum found in this study is the learning method, learning media, and learning time¹⁶. Some teachers stated that the method used in implementing this emergency curriculum was the assignment method. They assign students to complete several activities and answer the questions given. However, there are also some teachers who teach their

¹⁵ Habibi et al., "Project Brief Effects on Creative Thinking Skills among Low-Ability Pre-Service Physics Teachers," *International Journal of Evaluation and Research in Education* 9, no. 2 (2020): 415–420.

¹⁶ (Kemendikbud, 2013)

students with game methods, problem solving, project-based learning, and many more. Several teachers expressed their opinions, including:

During this pandemic, I usually assign structured assignments to them. Online conditions make it complicated for me to carry out the learning as a whole. So, I sorted the activities of the students, and assignments were assigned to them so that they studied every day. On Fridays, parents usually come to school to collect their child's assignments for assessment. In the meantime, what I am doing is like that. (Teacher 1)

For me, online learning is not optimal, especially for elementary school aged children. Owned facilities are very limited. Therefore, during this pandemic, usually within one week, I held project activities at home, meaning they studied offline at home, for example work activities, gardening, experiments, and other projects. Then in one week, there is one day of holding a zoom meeting with students to provide learning feedback for them. (Teacher 3)

My method of teaching during this pandemic is e-learning. Every day there is an online face-to-face meeting for 1 hour. This is done to convey the teaching material on that day. Then they are given activities and tasks that must be done and collected in the afternoon. (Teacher 4)

The meaning of student learning depends on the teaching method used. The higher the quality of the teaching method, the more meaningful the learning will be¹⁷. There are many different teaching methods used by teachers during the implementation of the emergency curriculum during this pandemic. There are teachers who use online learning applications full time and there are also those who only give assignments via

¹⁷ Thuwayba Al Barwani and Abdo Almekhlafi, "International Journal of Instruction" 6, no. 2 (2013): 113–126; Kyu Tae Kim, "The Structural Relationship among Digital Literacy, Learning Strategies, and Core Competencies among South Korean College Students," *Educational Sciences: Theory and Practice* 19, no. 2 (2019): 3–21.

WhatsApp media for students to do.

The basis for consideration in choosing strategies, methods, and learning techniques is very important to understand, because it serves as a basis for presenting, describing, giving examples, and giving training to students to achieve certain goals. There are several basic considerations for choosing a learning strategy, including suitability for objectives, suitability for material, suitability for time allocation, and strategic consideration for the characteristics of students.¹⁸ For example, to achieve goals related to cognitive aspects, will have different strategies with efforts to achieve psychomotor affective goals. Likewise, to study factual subject matter will be different from studying material to prove a theory, and so on.

Besides the method, the media is also discussed in this study. Almost all respondents use WhatsApp media in terms of learning. They have a WhatsApp group whose participants are the parents of the students they teach. This is used by them to identify student learning development. Of course, the involvement of parents in this matter is very important. Parents coordinate with teachers regarding learning on that day then parents teach their children according to the instructions given by the teacher. Several teachers conveyed what media classifications were used for learning during a pandemic¹⁹.

¹⁸ Vera Jacobson-Lundeberg, "Pedagogical Implementation of 21st Century Skills," *Educational Leadership and Administration: Teaching and Program Development* 27 (2016): 82–100.

¹⁹ Shelina Bhamani et al., "Home Learning in Times of COVID: Experiences of Parents," *Journal of Education and Educational Development* 7, no. 1 (2020): 9; Kartika Yulianti, "International Journal about Parents in Education The New Curriculum Implementation in Indonesia: A Study in Two Primary Schools" 9, no. 1 (2015): 157–168; Epatrika@depaul.edu Patrikakou Eva N.1, "Parent Involvement, Technology, and Media: Now What?," *School Community Journal* 26, no. 2 (2016): 9–24, <http://search.ebscohost.com/login.aspx?direct=true&db=eft&AN=120454446&site=ehost-live>; Jill Lammert, Hadley Moore, and Amy Bitterman, "IDC Parent Involvement Toolkit Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding," *Westat*, no. September (2018): 1–103.

In this emergency curriculum implementation, all students study at home. Their gadget facilities are also limited. So, I only use the "WhatsApp" media as a means for me to ask and answer questions with the parents of students and deliver teaching materials. (Teacher 2)

For me, the learning media today are very diverse and interesting. I usually use zoom meetings, videos from YouTube, and google classroom. Before conveying it to students, I provide a tutorial on how to use it first. I consider that the zoom meeting is effective when we face to face in a virtual manner, while the google classroom is effective in collecting assignments. (Teacher 5)

I have a hard time using a variety of media at the moment. Everything is limited, including quota availability, sometimes bad signals, and students are not ready. So usually learning is only conveyed via WhatsApp and video calls. (Teacher 8)

The media used by the teacher in delivering learning is always limited. Limited ability, limited facilities and limited time. In essence, the use of media aims to make it easier for students to understand learning material. Of course, the media used must pay attention to the conditions and potential of the students being taught. The teacher cannot impose student understanding. The teacher can identify the most appropriate media to convey the concept of material to students so that it is easy to understand.

Furthermore, the learning time aspect is also found in this study. Most of them stated that the learning time during the implementation of this emergency curriculum was very short and ineffective. Several teachers expressed their opinions:

In my opinion, study time during this pandemic is very ineffective. This is because the teacher's involvement in directing is very limited. I also cannot force students to study within a certain time. So, this short time does not make students more interpretive of the lesson. (Teacher 11)

I find it difficult to determine the study time for students. All I can do is give assignments and give deadlines for submission of assignments. However, the duration of time for students to study depends on how supported the environment and family are at home. (Teacher 13)

In my opinion, learning time during this pandemic is not very conducive. Limited learning time causes changes in goals, changes in material to affect the determination of learning strategies. This causes the learning that is delivered is not optimal. (Teacher 5).

Thus, the role of learning time greatly affects all aspects of learning in the implementation of the emergency curriculum during this pandemic. Unspecified learning time coupled with distance learning conditions causes all learning activities to be limited to only delivery, not in-depth meaning.

Learning Assessment

Assessment has also played a role in learning. This has described the results and student learning activities with the aim of making decisions about learning.²⁰ In the emergency curriculum, teachers are encouraged to carry out a diagnostic assessment.

This assessment is carried out in all classes periodically to diagnose students' cognitive and non-cognitive conditions as a result of distance learning. The non-cognitive assessment is aimed at measuring the psychological aspects and emotional condition of students, such as the psychological and social emotional well-being of students, the students' enjoyment while learning from home, and the condition of the students' families, while the cognitive assessment is aimed at testing students' learning abilities and outcomes.²¹ The results of the assessment are

²⁰ Ngadip, "Konsep Dan Jenis Penilaian Autentik (Authentic Assesment)," *E-Jurnal Dinas Pendidikan Kota Surabaya* (2010); Dağhan and Akkoyunlu, "Bilişim Teknolojileri Dersinde Kullanılan Performansa Dayalı Değerlendirme Yöntemlerine İlişkin Nitel Bir Çalıřma."

²¹ I Wayan Widiananda and I Nyoman Jampel, "Learning Model and Form of Assesment toward the Inferensial

used as the basis for selecting learning strategies and providing remedial or additional lessons for students who are most left behind. Most teachers feel unfair in providing cognitive assessments to students. This is due to the intervention of parents in providing answers to given assignments, resulting in inauthentic cognitive assessments.

Several teachers expressed their opinion

In this emergency curriculum, I do cognitive and non-cognitive assessments of students. Cognitive assessment is given after students answer the questions I give while I give non-cognitive assessments in the form of a questionnaire. I do this to find out the progress of student learning. (Teacher 7)

For me, product-based cognitive assessment is meaningless because there is interference from parents doing it. So, I just judge it psychomotor like students are given a project assignment to make a windmill out of paper. In this case, all manufacturing activities, starting from planning, processing, until the results are recorded. Then the tapes were sent to me. This activity is much more meaningful than just answering the teacher's questions. (Teacher 11)

I find it difficult to give assessments to students, especially in terms of affective. This is a challenge in itself because most of the neighborhoods where my students live are close to crowds that do not contain character values. So, it is very difficult to instill good manners in them during this pandemic. (Teacher 1).

Statistical Achievement By Controlling Numeric Thingking Skills," *International Journal of Evaluation and Research in Education (IJERE)* 5, no. 2 (2016): 135; Xin Du et al., "ELBA: Exceptional Learning Behavior Analysis," *Proceedings of the 11th International Conference on Educational Data Mining, EDM 2018* (2018): 312–318; Susanne A. Denham, P Ji, and Bridget Hamre, "Compendium of Preschool through Elementary School Social-Emotional Learning and Associated Assessment Measures," ... for *Academic, Social and Emotional Learning*. ... 71 (2010): 617–639, <http://www.isbe.net/learningsupports/pdfs/sel-compendium.pdf>.

Most of the learning assessments carried out by the teacher were not optimal. If this continues, it will reduce the quality of learning. Therefore, there needs to be an improvement in the quality both from the assessment process to the improvement of the form of the assessment. Parents' involvement in this matter is also very important. Parents must be aware that their children must develop independently and be guided without having to intervene in all of the child's duties in order to achieve perfect scores²².

Apart from the type of assessment, the method of assessing is also discussed in this study. Most teachers provide assessments to students via google form. Some are in the form of questions, video observations, some are asked to attach the work they have made at home via this google form. In addition to the google form, there are also teachers who use Quizziz, Kahoot, and WhatsApp for assessment. As some of the teachers have said below:

Usually, I do an assessment with google form. This is because they are familiar with the application. Sometimes I ask questions, assignments, and ask them to attach files to the google form. So, I think the assessment is more structured. (Teacher 3)

I used to do various assessments. Sometimes with zoom, Quizziz, Kahoot or something else. Of course, I have introduced this application during the learning process so that they understand how to use it. (Teacher 10)

The assessment that I conducted during this pandemic period was still manual because of the limited facilities the students had. I gave the questions in hardcopy then asked parents to come to school to take the evaluation for one week and then on Friday they returned to the school to be assessed. (Teacher 14)

These were some of the forms of assessment that were carried out by teachers during the implementation of the emergency

²² Lammert, Moore, and Bitterman, "IDC Parent Involvement Toolkit Making the Most of Parent Involvement Data: Improving Quality and Enhancing Understanding."

curriculum in this pandemic. It takes an approach and a paradigm shift from the aspects of teachers, students and parents to produce quality learning assessments. The involvement of all school members in the quality of learning during this period does not only lie in the role of the teacher. Parents are also involved in providing support for the progress of their children, acting as providers of learning facilities, and providing opportunities for children to gain competence. A teacher must be creative and innovative in designing learning methods so that learning objectives can be achieved.

Discussion

The period of the COVID-19 pandemic has changed all aspects of education around the world, including in Indonesia. To prevent transmission of the corona virus, the government has decided to provide an emergency curriculum policy with an online learning system. Emergency curriculum may feel easy when applied to higher education but difficult when applied to children of primary school age. Teachers must provide online learning while paying attention to students' cognitive development. The principles of education during this pandemic are that the health and safety of students, educators, education personnel, families and the community are the main priorities in determining learning policies, and the growth and development of students and psychosocial conditions are also considered in fulfilling educational services during the COVID pandemic.²³

²³ Esra Benli Ozdemir, "During the COVID-19 Period" 13, no. 1 (2021): 854–869; Agus Yudiawan et al., "Successful Online Learning Factors in COVID-19 Era: Study of Islamic Higher Education in West Papua, Indonesia," *International Journal of Evaluation and Research in Education* 10, no. 1 (2020); Bhamani et al., "Home Learning in Times of COVID: Experiences of Parents"; Means and Neisler, "Teaching and Learning in the Time of COVID: The Student Perspective."

In essence, this emergency curriculum was created to reduce the burden on teachers in implementing the national curriculum and students in relation to determining class promotion and graduation.²⁴ In this emergency curriculum, there is a simplification of basic competencies so that it focuses on essential competencies and prerequisite competencies for continuing learning at the next level. The government has also published many activity-based learning modules for students, teachers and parents so that they can be used as guidelines for implementing distance learning.

However, the limited understanding of all parties has caused the decline in the quality of the implementation of this curriculum. In the aspect of material organization, there are still teachers who do not pay attention to the criteria for selecting teaching materials. They do not do material analysis so that the material taught is the same as during class.

This results in the competence obtained by students will be shallow because they get too much subject matter. However, there are also teachers who follow government policies in their entirety by copying and pasting the lesson plans provided and there are also teachers who are innovative in independently selecting teaching materials by analyzing material characteristics, student potential, and student needs in the future. Most of the teachers prioritize material that contains ethical and moral values.

According to the findings, for the aspect of learning strategies, most teachers are limited to giving assignments to students through applications. There were only a few teachers who took the initiative to implement project-based learning during this pandemic. In essence, the existence of this learning strategy aims to encourage the full involvement of students in their learning development, learn how they can learn, reflect on their learning experiences, and instill a growth mindset. The better the learning strategy, the better the

²⁴ Kemendikbud, "Salinan Keputusan Menteri Pendidikan Dan Kebudayaan Nomor 719/LP/2020."

learning results will be. This learning strategy is related to media and time allocation.

Based on findings, the media used by teachers during the implementation of the emergency curriculum is quite diverse, such as zoom meetings, Quiiziz, Kahoots, google classrooms and our school applications. However, limited facilities and limited learning time change the learning target. Unspecified learning time coupled with distance learning conditions causes all learning activities to be limited to only delivery, not in-depth meaning.

Furthermore, according to the findings, as for the aspect of assessment, some teachers feel that they cannot give maximum cognitive assessment to students. This is because the interference of people in carrying out children's assignments and completing assignments makes the teacher feel unfair in giving an assessment. Teachers prefer psychomotor assessments where teachers see the process directly so that they can provide feedback to students. As for non-cognitive assessments conducted in the form of diagnostic assessments made by the teacher in the form of a questionnaire to check student learning development.

However, there are challenges for teachers, namely carrying out affective assessments. This is felt by all respondents that instilling character in children during online learning is very difficult to do. In essence, the assessment must be carried out authentically where there are significant measurements of student learning outcomes in the domains of attitudes, skills, and knowledge. However, the conditions they experience limit their skills in making quality assessments.

Conclusion

Based on the results and discussion, it illustrates that most teachers have tried to be ready to implement emergency curriculum policies during the pandemic.

The emergency curriculum has changed the education system in Indonesia. Starting from the learning system, the selection of teaching materials, to the assessment system. The existence of this curriculum actually aims to alleviate learning difficulties during the COVID-19 period so that teachers can focus on essential and contextual learning competencies. However, the limited understanding of stakeholders has shifted the purpose and basis for developing this emergency curriculum.

Therefore, teachers, parents must play an active role in the implementation of this emergency curriculum for the success of students. Parents need to guide and facilitate children's learning while teachers must be creative and innovative in creating enjoyable learning for students. Thus, this research can provide an overview of teachers' perceptions of the implementation of emergency curriculum policies during the COVID-19 pandemic. This research can be a reference for future researchers to develop a learning model that is appropriate for implementation during the pandemic period.

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