

**PERUBAHAN KURIKULUM DAN PEMBELAJARAN BAHASA INDONESIA DI MASA CHANGES
IN CURRICULUM AND LEARNING OF INDONESIAN LANGUAGE DURING THE COVID 19
PANDEMIC: PROBLEMS AND SOLUTION****Tifani Ainurriza¹, Maman Suryaman²**

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Yogyakarta Special Region, 55281e-mail: tifaniainurriza.2020@student.uny.ac.id**Abstract**

Education has an important role as *asocial agent of change*. Education is always geared towards achieving goals nationally. To achieve this goal, what needs to be developed is the education curriculum because one of the dimensions that cannot be separated from the development of the world of education is the policy regarding the curriculum. Since the discovery of the *covid-19* virus, the government issued guidance on learning in pandemic times. The purpose of this study, namely 1) is to know curriculum changes in pandemic times; 2) how to implement Indonesian learning in times of pandemic; and 3) know the constraints and learning solutions Indonesian in the pandemic period. This research takes the form of a *literature review* based on studies of research results that are based on the topic. The results of this study, namely 1) The government issued an Emergency Curriculum. The curriculum is a curriculum that has similarities with the National Curriculum because it is a form of simplification; 2) the implementation of Indonesian learning is still not carried out optimally; and 3) learning in the pandemic period still has many obstacles experienced by teachers and learners such as inadequate equipment and poor internet connection. In addition, supervision of learners is less effective. The solution that can be done, namely teachers maximize the use of social media to interact with learners and follow discussions or guidance from schools to develop the ability to manage classes during online learning.

Keywords: emergency curriculum, Indonesian learning, covid-19 pandemic**A. INTRODUCTION**

Education has an important role as *asocial agent of change*. Therefore, education is always directed towards achieving national goals. To achieve this goal, what needs to be developed is the education curriculum because one of the dimensions that cannot be separated from the development of the world of education is the policy regarding the curriculum. Curriculum is at the heart of education. For that, the curriculum in the future needs to be designed and refined to improve the quality of education nationally. Tekait with the relevance of the curriculum by preparing learners to face the world of globalization, the curriculum must pay attention to aspects of the development of science and technology and IMTAK,

especially regarding the basic preparation of skills, intelligence, and creativity, as well as personality (Sulthon: 55-45).

Indonesia itself has undergone many curriculum changes, including the curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and most recent emergency curriculum. Curriculum changes are often influenced by a variety of factors. Since the discovery of the *covid-19* virus in December 2019 in Wuhan City, China and spread to more than 200 countries including Indonesia, it has affected existing education policies in Indonesia. The implementation of Indonesian learning during the *covid-19* pandemic refers to the guidelines set by the government through SKB 4 (four) Ministers and Decree of the Director General of

Pendis No. 2197 of 2020 on guidelines for the implementation of learning. In line with this, in particular the Ministry of Religious Affairs also issued guidance on learners in the *covid-19* pandemic called Emergency Curriculum (Dirjenpendis, 2020).

Education is the right of every citizen that must be implemented by the government under any circumstances so that national education goals can be achieved. As mandated by Law No. 20 of 2003 article 3 mentioned that the purpose of national education is the development of learners to become human beings who believe and fear God Almighty, be noble, healthy knowledge, capable, creative, independent, and become democratic and responsible citizens. To realize the purpose of education, an education system is needed that ensures the continuity of teaching and learning activities for all learners.

The learning process must still be carried out even though countries and even the world are being hit by pandemic outbreaks. Indonesia in 2020 was hit by an outbreak of the *covid-19* pandemic which caused an increase in mortality. Unlike viruses in general, these viruses spread rapidly from individuals to other individuals through physical contact interactions, etc. This emigrant causes many changes in all sectors of life activities, one of which is education. With the pandemic disaster, the learning process cannot be carried out as usual. Schools should be temporarily closed from teaching and learning activities so that many learners and teachers are still confused by pandemic conditions and situations.

Winata, et al (2021:2) revealed that disruption of the learning process due to pandemic outbreaks can lead to a decrease in the quality of human resources in both cognitive, affective, and conotative aspects. For this reason, efforts are needed from various parties, especially the government so that the learning process can run effectively even in the midst of the *covid-19* pandemic. The process of teaching and learning activities must continue and learners do not lose their right to learn.

Learning Indonesian in the pandemic period refers to the regulations set jointly by the four Ministers contained in Skb 4 (four) Ministers on the implementation of learning in the *covid-19* pandemic. In line with that, in particular the Ministry of Religious Affairs also issued guidance on learning in the *covid-19* pandemic called Emergency Curriculum (Director General of Management, 2020). Based on these regulations, learning Indonesian carried out from home known as Distance Learning (PJJ) or online. This form of learning is done with three strategies, namely by learning in network (online), learning outside the network (offline), and learning combination online and offline.

Online learning is a learning process that is the same as face-to-face learning. Online learning uses all components in face-to-face learning, it's just that the media that distinguishes, namely face-to-face using room facilities, while online is the virtual world. Online learning is carried out using electronic devices and internet networks (Director General of Management, 2020). While offline learning is used in Indonesian learning as a variant form of learning implementation. Offline learning does not require a complete component of online learning, which requires only a few textbooks and assignments that must be done by learners. Furthermore, PJJ is also used online and offline or also called combinations.

Learning Indonesian needs to be implemented properly, regardless of the strategies used in the implementation process. Indonesian psychologically have a vital role in the development of learners, both intellectual, emotional, social, cultural which all help learners in studying the material in various subjects. By speaking learners will express ideas, opinions, knowledge writtenly and verbally. That is, through learning Indonesian learners can communicate their ideas and knowledge properly and correctly.

However, the transition from face-to-face learning to online learning or PJJ is becoming something new for teachers and

students. As something new in the world of online learning education requires synergy of all parties, namely teachers, parents, and students to anticipate obstacles or obstacles during PJJ. Obstacles experienced by teachers and students in implementing PJJ, namely some teachers experience obstacles in the implementation of learning related to learning applications, internet networks, gadgets, learning management, assessment, and supervision. In addition to causing obstacles for teachers, distance learning in pandemic times also causes anxiety for learners. Such anxiety arises due to lack of understanding of the material, limited time on the task, limitations of internet access, the emergence of technical constraints and concerns facing the material.

Based on the description above, the constraints that have been mentioned become important to be studied to maximize the implementation of Indonesian learning during the *Covid-19* pandemic. So this article was created to find out curriculum changes in pandemic times, how the implementation of learning Indonesian during pandemics and to find out the constraints and solutions of learning Indonesian in pandemic times.

B. RESEARCH METHODS

This research is a *literature review* from a variety of sources relevant to the topic of curriculum changes and Indonesian learning during the *Covid-19* pandemic. Literature studies are sourced from several *databases* such as Google Scholar, ResearchGate, Mandelley, and Neliti with the support of relevant books. The literature used as study material is a literature that is in the scope of curriculum changes and Indonesian learning.

C. DISCUSSION

1. Curriculum Changes in Indonesia

Etymologically the curriculum comes from Greece, namely *curir* which means runner and *curere* which means the distance that must be traveled by runners. Based on this understanding, in the context of the world of education, it gives understanding as a *circle of instruction*,

which is a teaching environment in which teachers and students are involved. Curriculum is a set of plans and arrangements regarding the content and subject matter and the way used as guidelines for organizing teaching and learning activities. The content of the curriculum is the arrangement of study materials and lessons to achieve the goal of organizing the relevant educational units in rangka to achieve education (Syafaruddin, et al, 2012: 104).

Subiyantoro, et al (2015: 4-5) suggest that curriculum reform is very important to be held because the curriculum as a tool to achieve goals should adjust to existing and ongoing developments. Curriculum development generally starts from fundamental conceptual changes then structural changes. Development is called partially if it occurs only in certain components, for example in the purpose, content, method, or scoring system. Development is said to be thorough if it includes changes to all components of the curriculum.

The development and change of the curriculum must be done because the curriculum is not a static concept, but dynamic and must continue to adjust the various changes and challenges that occur as the curriculum principle, namely change and continuous process (*change and continuity*).

Sanjaya and Rastini (2020:165-166) suggest that the Emergency Education Curriculum in the pandemic period is a simplification of basic competencies that refer to the National Quanta, namely the 2013 Curriculum. The simplification of basic competencies for each subject focuses on essential competencies and prerequisite competencies for the continuation of learning at the next level. Emergency curriculum can be treated ranging from PAUD to VOCATIONAL / high school. This *covid-19* Emergency Curriculum is applied to ease the burden of teachers in the fulfillment of the National Curriculum as well as for learners in relation to the determination of class increases and

graduation of Mustusilo (in Sanjaya and Rastini, 2020: 166).

The education unit does not have to use the Emergency Curriculum but can choose from three options, namely 1) sticking with the 2013 National Curriculum; 2) use the Emergency Curriculum (in special circumstances); and 3) simplifying independently. Emergency curriculum is expected to facilitate distance learning (PJJ) and can ease the burden of parents / guardians, and learners during the mandemi period.

2. Indonesian Learning Policy in Pandemic Times

Winata, et al (2021:3) suggest that the term policy is often translated with politics, rules, programs, decisions, laws, conventions, provisions, understandings and other strategic plans. Policy is a written rule of the results of official decisions of the organization that must be implemented because it is binding. In line with this, Arwildayanto (2018) explained that the policy document is binding and must be implemented by policy objectives. Policy is an effort to solve social problems for the benefit of society on the basis of justice and welfare of the community. The policy must meet at least four criteria in order to be implemented into a decision, namely 1) the level of life of the community increases; 2) justice *by the law social justice*, 3) is given active opportunities for community participation, and 4) guaranteed sustainable development (Muhajir, 2010).

Education policy is defined as the formulation of decisions taken related to educational activities both concerning learning methods, curriculum, educational infrastructure facilities and learning strategies that must be applied in the classroom and outside the classroom so that educational goals can be achieved. Tilaar (2010) argues that education policy is a formulation of various ways to realize national educational goals, realized or achieved through *social* institutions or social organizations in the form of formal, non-formal, and informal educational institutions.

Since the discovery of the *covid-19* virus in December 2019 in Wuhan City, China and spread to more than 200 countries including Indonesia, it has affected existing education policies in Indonesia. The implementation of Indonesian learning during the *covid-19* pandemic refers to the guidelines set by the government through SKB 4 (four) Ministers and Decree of the Director General of Pendis No. 2197 of 2020 on guidelines for the implementation of learning. In line with this, in particular the Ministry of Religious Affairs also issued guidance on learners in the *covid-19* pandemic called Emergency Curriculum (Dirjenpendis, 2020). In the regulation, the implementation of learning is adjusted to the zone set by the task force on the spread of the *covid-19* virus. For schools with red zones the implementation of learning is carried out from home with a Distance Learning system (PJJ).

The competencies that must be possessed by learners in language learning are contained in the Indonesian syllabus, namely 1) bahasa Indonesia with an emphasis on listening, reading, *viewing*, speaking, and writing; 2) develop the ability to listen, read, dance, speak, and write through text media. Text is the embodiment of social activity and has a social purpose. The achievement of these goals is accommodated by characteristics: a way of disclosure of social goals (called rhetorical structures), word choices that are appropriate for the purpose, and grammar that is in accordance with the purpose of communication; and 3) communicate in written, oral, or multimodal form (text that combines language and other means of communication such as visual, sound, or oral. In addition, for the text that is taught also changes in accordance with the recommendations of the Emergency Curriculum, that is, if the text should be taught in normal conditions is 6 texts, but the emergency period is an average of 4 texts. This is done due to the limitations of the condition and situation.

3. Indonesian Learning in Pandemic Times

Learning Indonesian during the *Covid-19* pandemic is a serious concern that must be studied and analyzed. Various things become polemics that are difficult to find solutions in the implementation of Indonesian learning. Nilasari (2020:20) argued that the findings in learning Indonesian during the pandemic there are three main components, namely how teachers make preparations for learning implementation based on regulations on the implementation of the Emergency Curriculum. Second, how Indonesian learning is done. Third, the achievement of learning outcomes Indonesian by learners.

a. Preparation for the Implementation of Indonesian Learning in the *Covid-19* Pandemic

Learning in the time of the *covid-19* pandemic is a learning that was initially carried out with confusion by teachers. Although skb 4 minister has been issued related to the implementation of learning in the pandemic, but technically the implementation of teachers still has not got the right way. Many problems that arise, such as the limited ability of teachers in using ICT, starting learning with learners who are not yet known at all, facilities and presanity that are still lacking, and so on. However, learning must still be implemented.

The first thing done by teachers is to make learning preparations in accordance with the guidelines for learning implementation in the *covid-19* pandemic. Preparation is not just to make a Learning Implementation Plan (RPP), but preparation must begin by understanding the guidelines set by the government. This guide becomes the direction of how a learning is planned by considering all aspects, both teachers, learners, learning strategies and management, materials and resources used, competencies to be taught, availability of facilities and presancing, and most importantly the condition of the area or zone of an area exposed to *covid-19*.

Therefore, the teacher prepares himself by designing learning. How teachers design learning is contained in the guidance

on the implementation of learning in the *covid-19* pandemic issued by the Ministry of Religious Affairs is known as the Emergency Curriculum. Furthermore, the teacher makes preparations for the implementation of learning (RPP). RPP is made in accordance with emergency curriculum guidelines, namely RPP in online, offline, and combination form. RPP is made more dominant in online RPP. In addition, rpp made is 40% of materials taken by teachers from various sources. This makes it easier for teachers and learners to develop their insights into Indonesian learning.

The material taught in the learning of the pandemic period also adjusts to the recommendations of the Emergency Curriculum, which is material adjusting to the limitations and conditions of emergency. If the text should be taught in normal conditions is 6 texts, but the emergency period averages 4 texts.

b. Implementation of Indonesian Learning in the *Covid-19* Pandemic

The implementation of learning during the *covid-19* pandemic has been referring to the guidance on the implementation of emergency curriculum and permendikbud No. 37 of 2018. Both regulations are implemented in learning. However, there are some polemics in its implementation. Nilasari (2020:22) stated that learning Indonesian in the pandemic period has not been implemented optimally, even though it has applied references in accordance with regulations. The data obtained shows that 70% of learning activities are almost in accordance with the RPP designed. This indicates that there is still a part in the RPP that has not been implemented optimally. Based on the teacher's answer, the part that is not carried out in accordance with the RPP is the learning activity. Some of the causes are uneven participants have internet quota facilities to follow online learning, limited time arranged in distance learning, and uneven communication because learners respond less to learning.

In addition, Nilasari (2020: 22) suggested that the low response and

learning activities of learners are caused by learners difficulty understanding learning materials delivered online. Learning materials prepared by teachers are not studied to the maximum by learners at home. The main cause is the dividing of the focus of learning learners due to various applications in gadgets that affect their learning activities. Furthermore, the use of *mobile phones* that alternate in one house is also the cause of the low response of participants in learning activities. Another cause is the limited supervision of parents at home due to busy work and incomprehension in guiding children in learning.

c. Achievement of Indonesian Learning Outcomes during the *Covid-19* Pandemic

Student learning outcomes are a representation of the success or absence of the learning process implemented. Student learning outcomes can be used as an evaluation of the implementation of the learning process. Nilasari (2020:23) suggested that the achievement of learners' learning outcomes in the pandemic period can be said to be complete. The completion of learning is marked if the mastery of the substance of a Basic Competency (KD) which is the level of mastery of learners over a particular KD (Permendikbud No. 104, 2014). Learners achieve the completion of learning and also in general learners have mastered the competence of at least 75% of those set by Hermawan (in Nilasari, 2020: 23).

Furthermore, Nilasari (2020:23) suggests that learners create their own texts according to what is understood from the material knowledge about the structure of a text and examples of known texts. Of course, with limited time and media, the text created by learners has been collected. Existing limitations make teachers not maximally teach learners to be skilled in writing as they should. This shows that the learning of text writing has not been done properly.

4. Learning problems Indonesian in pandemic times

The transition of learning from being originally face-to-face to distance learning or online raises many obstacles, because this happens suddenly without any preparation in advance. Learning Indonesian online as something new has its constraints. Not all teachers and learners are ready to face changes in the learning system at this time. So obstacles are not only experienced by teachers, but also by learners.

Nusantari, et al (2020:210) stated that the obstacles experienced by teachers during online learning, namely related to supervision and utilization of learning applications. Teachers have difficulty monitoring and supervising students during online learning. *Media schoology* that does not provide face-to-face features makes it difficult for teachers to monitor their learners. Another obstacle experienced by teachers is the demand to organize learning Indonesian with internet-connected information technology. This becomes a new thing for teachers because of the previous Indonesian learning that was held conventionally.

Online learning is a big challenge for teachers and students because of the use of certain *platforms* that have not been accustomed. Teachers have difficulty selecting, utilizing, and developing online learning media that are adapted to the conditions of learners. Teachers who have never used online media should try and adapt their abilities to the current demands.

The existence of *media schoology* does not necessarily solve problems related to the use of online learning applications. Different classroom conditions and circumstances in pandemic times require teachers to create fun and meaningful learning activities. In addition, pandemic conditions and online learning links make teachers must be skilled in utilizing various ways to organize effective online learning activities.

Nusantari, et al (2020:211) also stated that learning Indonesian online, learners also experienced obstacles. Obstacles experienced by learners, among others, distracted when following learning because of the lack of monitoring from teachers. The ease of accessing *platforms* or social media and their utilization in learning often shifts the focus or concentration of learners. Online Indonesian learning held at home needs supervision from parents as a substitute for the role of teachers, but parents are often ignorant of this. In addition, some parents of learners are also less accustomed to accompanying their son or daughter while studying at home.

Another obstacle that is also experienced by learners is related to the availability of learning facilities. Online learning requires the availability of learning facilities that support learning activities, such as *gadget* or computers. Learners are constrained by learning facilities such as *gadgets* and computers that are open privately owned or must share with parents or relatives who also participate in online learning activities. One of the obstacles experienced by parents is that not all parents of learners have *gadgets* or computers connected to the internet.

Facilities other than *gadgets* or computers that are needed by learners during online learning are internet networks. One of the challenges in online learning is the availability of internet services. Learners often experience constraints on servers and weak internet networks. Both of these result in learners being unable to *log in* to online classes and affect online participation.

5. Solutions to Overcome Indonesian Learning Problems in Pandemic Times

Nusantari, et al (2020:211) suggest that efforts or solutions to overcome problems or obstacles related to teacher difficulties reaching learners can be done by maximizing the presence of online media such as *WhatsApp*. Teachers and learners can use *WhatsApp* as a medium of educational discussion, access to learning

resources and the implementation of learning activities anywhere and anytime. While teacher constraints are related to limitations using innovative learning media, schools can strive to provide discussion and learning space for all teachers to exchange knowledge and knowledge about all things in online learning. The school provides space through *WhatsApp groups* to conduct discussions with fellow teachers.

While efforts to overcome the constraints of learners related to focus, that can be done by closing access to other accounts while participating in learning activities. Teachers also try to overcome these obstacles by managing the time of learning. It is recommended that online learning should be held in the not too distant future because it is difficult to maintain concentration or focus (Firman & Rahman, 2020).

Efforts to overcome student constraints related to the availability of learning facilities, disruptions to servers and internet networks that affect the participation of learners by asking permission to teachers. Learners explain the circumstances or obstacles that occur in teachers so that teachers also give tolerance to learners to be late to follow the learning. Parents as the party that replaces the role of teachers at home also seeks to meet the needs of learning facilities of learners. Online learning requires the support of internet-connected devices such as *gadgets*, *laptops*, and computers that can be used to access information anytime and anywhere. In this case learners, parents, and teachers must synergize to be able to solve obstacles related to student learning facilities.

D. CONCLUSION

Education has an important role as *asocial agent of change*. Therefore, education is always directed towards achieving national goals. To achieve this goal, what needs to be developed is the education curriculum because one of the dimensions that cannot be separated from the development of the world of education is the policy regarding the curriculum. Indonesia itself has undergone many

curriculum changes, including curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and most lastly the Emergency Curriculum. Curriculum changes are often influenced by a variety of factors. Since the discovery of the *covid-19* virus in December 2019 in Wuhan City, China and spread to more than 200 countries including Indonesia, the government issued guidance on learning in the *covid-19* pandemic called emergency curriculum.

The implementation of Indonesian learning during the *covid-19* pandemic is a learning that is carried out based on regulations set by the government, namely SKB 4 ministers and Decree of the Director General of Pendis No. 2197 of 2020 on the implementation of learning in the emergency period. The guide gave birth to the Emergency Curriculum. Emergency curriculum becomes a reference in the implementation of Indonesian learning, although there are some obstacles and inaccuracies in its implementation.

Teachers experience obstacles related to the supervision and utilization of learning applications. In addition, teachers have limitations to interact with students and limitations in learning media that utilize the internet network. Students also experience obstacles during online Indonesian learning activities, namely focusing, facility limitations, and unable to *log into* online classes. The solution that can be done, namely teachers maximize the use of social media to interact with learners. In addition, teachers also follow discussions and guidance from schools to develop the ability to manage classes during online learning. While learners try to keep focus by closing access to other accounts during learning, asking permission and tolerasni from teachers when constrained by poor facilities or internet networks.

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