



Learning System During Covid-19 Pandemic: How the Teacher Interprets the Curriculum

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ABSTRACT

To keep up with the need of education in the course of Covid-19 pandemic, the school have no choice but to habituate with the virtual learning process. Accordingly, they have to adjust the learning process, interaction, evaluation, teaching tools as well as the curriculum. In spite of the fact that the teachers need to adjust their learning process to virtual process, they should not depress by it. This study focusing its field to delve into the way of Indonesian teachers interpret the curricula to virtual learning. This research applied qualitative research, through which a writer focused on in depth study of smaller samples. To analyse how the teacher, interpret the K13 curriculum learning system in the Covid-19 pandemic trough virtual learning, qualitative research method is considered as the appropriate one to use in this study, since qualitative research method is based on the principle that social life is inherently complex. Based on the interview with the teacher's informants, it can be concluded that at the beginning, the teacher was struggling to inject the K13 curriculum to their online class. But by time, they can apply the curriculum with some adjustment. One of their ways is with the use of self report and observation based on the material that the students scheduled to.

Keywords: *Learning System; Covid-19; Curriculum Interpretation*

1. INTRODUCTION

For the past of these two years, the world has been dealing with Covid-19 pandemic. The uprising of the virus has made people of the world struggle not only facing the infection but also with all of their life aspect. This pandemic has influencing human physically and mentally, as individual and also as community. [1] has pointed out in their research about adolescent psychosocial condition during the pandemic. They stated that during the COVID-19 outbreak, a significant percentage of adolescents reported increased substance use, disagreement with parents, less time spent with peers, and a lack of control over their daily lives; and the majority of adolescents reported less victimization but poorer mental health. Adolescent girls and those who attended distant school were more likely to have negative changes in their psychosocial functioning.

Every nation's government and World health Organization (WHO) have tried many ways to press down the pandemic. From restricting the communities to gather around and released a vaccine to imboost human resistant toward the virus. Though, we cannot beat the pandemic yet. This uncertainty demands the

communities to adapt with new life cycle. This adaptation runs through every human life aspect, from economic, entertainment, health, social, tourism, education and so on. [2] discussed this issue in their research. The findings of this study revealed that tourism sector had experienced a culture shock and had reached a low point. The cultural, social, and economic components of their lives are all extremely stressful for the business owner and the people arounds. In addition, the economic factors have the greatest impact since they are concerned with the long-term viability of their lives and families.

In the time of these study is composed, the pandemic has evolved to Delta Varian. On that account, the communities are compelled to change and prolong their new live routine. This habitual living converts from manual eye to eye to virtual base. People start to accustom them self to use the virtual line from fulfilling their daily need, entertainment and education [3] affirmed that thousands of colleges, including Stanford, Harvard, Princeton, Yale, and MIT, have switched from traditional face-to-face instruction to online instruction. This global movement could be the largest example of online education in human history. The communities are

faced with the fact that their life aspect shift from offline to online in the main part of their life pattern.

To keep the life goes on, people have to find a way to live “side by side” with the pandemic, the new normal life. One aspect that need to still walking on its track is education. [4] published an article in WHO official web. In this page, they explain why the school need to reopen during the pandemic. It is stated that prolonged school closures have a negative influence on children's academic achievement and employment prospects, as well as their physical and emotional health. Henceforth, the government decide to divide from eye-to-eye learning process to virtual learning process.

To keep up with the need of education in the course of Covid-19 pandemic, the school have no choice but to habituate with the virtual learning process. Accordingly, they have to adjust the learning process, interaction, evaluation, teaching tools as well as the curriculum. In spite of the fact that the teachers need to adjust their learning process to virtual process, they should not depress by it. [5] pronounces that virtual learning opens up so many gates to learning process. Schools and universities should use asynchronous learning, which works best in digital media, to expand their capacity to teach remotely. Teaching should include a variety of projects and work that places COVID-19 in a global and historical context, in addition to the usual classroom disciplines. Designing student assessments first when creating curricula helps teachers focus.

In Indonesia education system, a curriculum is set by the minister of education as the national standard. This curricula is a guideline to achieve the same goal for all of school in Indonesia. [6] explained about the curricula implemented in Indonesia in his study. He stated that the curriculum is competency-based, that is, outcomes-based, and so the curriculum development is focused toward the accomplishment of competencies outlined in the graduate competency standards. The curriculum's learning method is built on an active learning strategy that encourages students to do things like observe, question, associate, experiment, and network.

The K13 curriculum implementation starts in 2013. Despite that, the application is yet fulfil the expectation. [7] confirm this through their study. The outcomes of this study revealed that the development of ELT material in Indonesia since 2013 has not been accompanied by a change in teacher techniques in the classroom. Hence, the main problem that this study wants to explore is “learning system during covid-19 pandemic: how the teacher interprets the curriculum”. This paper will discuss how the teacher swift their way of teaching based on k13 curricula during Covid-19 pandemic through virtual teaching.

The ministry of education has set up the curriculum for education in Indonesia. This research will help to

undercover how the teacher implements the K13 curriculum in their teaching process during the pandemic. As explained in the study background, due to Covid-19 pandemic, the world undergoes critical moment where all of living aspect shifting from eye to eye to virtual interaction. This situation also affecting the education system where teachers and students need to adjust with virtual learning process. This study wants to analyse how the teacher interpret the K13 curriculum to their virtual teaching. Are the teachers able to fulfil what the curriculum asked? This study can become the government deliberation in examine the K13 for further curriculum development. Furthermore, this study is giving new insight on curriculum implementation on virtual learning process. Supplementarily, this study can also become one of government measurement of K13 curriculum application. In the broader goal, this study wants to contribute to education development in Indonesia, specifically in Palopo city.

2. METHOD

This research applied qualitative research, through which the researchers focused on in depth study of smaller samples. According to [8], the goal of qualitative research is to understand meaning. Qualitative researchers are interested in how people understand and experience different events and how they make sense of them. The purpose of this method is to describe some important qualities of complex social phenomenon.

To analyse how the teacher interpret the K13 curriculum learning system in the Covid-19 pandemic trough virtual learning, qualitative research method is considered as the appropriate one to use in this study, since qualitative research method is based on the principle that social life is inherently complex. Qualitative research has situational and interpretive qualities, and its contexts are described in detail. [9] explained that qualitative researchers want to know how people comprehend and experience their reality at a certain point in time and in a specific setting.

The semi-structured technique has been proven to be the most effective for gathering qualitative data among the three forms of qualitative interviews. This is because it allows the researcher to manipulate specific variables in order to form a strong bond with the participant. Despite the multiple drawbacks and drawbacks associated with qualitative interviews, their ability to engage participants in order to gain a better knowledge of the topic under investigation makes them excellent [10].

The participant of this study will be 5 high school teachers in Palopo city, South Sulawesi Province, Indonesia. The homogenous purposive sampling technique will be used in deciding the participant of this study. Homogenous Sampling participants would be comparable in terms of age, culture, occupation, and life

experiences. The goal is to concentrate on this specific resemblance and how it pertains to the research topic [11].

In this research, the questions of the interview were mainly related to how the teacher interpret the K13 curriculum learning system in the Covid-19 pandemic trough virtual learning based on her experience in teaching. Since this study will apply semi-structured interview, the interview item will find out their lesson plan and teaching technique.

3. RESULT AND DISCUSSION

During the Covid-19 pandemic, the teachers are encouraged to replace the traditional learning system with virtual mode. As explained, teachers have grown accustomed to traditional teaching methods such as face-to-face lectures, and they are hesitant to accept any change. But, in the middle of this crisis, we have no choice but to adapt to the changing situation and accept change. It will benefit the education sector and result in a slew of unexpected developments.

Learning system during pandemic using the virtual method, or what we can call online learning. Virtual or online learning is defined as learning that takes place via the internet/on computers in an asynchronous classroom. It can also define as Learning that takes place over the internet in an asynchronous setting where students interact with instructors and fellow students at their leisure and are not required to be co-present online or in-person. Students interact with teachers and other students and are not dependent on their physical location.

The interviews reveal that teachers experienced problems when online learning was first implemented. They are used to the conventional learning system that they have been doing so far. In her interview, NR explained: "when online learning was implemented, we found it very difficult to adjust, especially because we are senior teachers, not only adjusting to online learning, but we also need more effort to master technology tools and also supporting applications."

The teachers were divided into two groups in employing the online learning platform. The first group uses messaging application platforms such as WhatsApp for their learning process. While the second group is those, who use online learning platforms such as zoom and google meet. IS explained that: "After receiving news that online learning will be conducted during the pandemic, the school has conducted a workshop as training and accustom the teachers on how to use the online learning platform. So, we feel ready". While OP on another occasion explained his reason for choosing WhatsApp groups in his learning "because the area we live in is not supported by the stability of the internet network so that it makes students have difficulties in following the course. So, I divided students into several

groups and explained the material briefly through group video calls. The assignment will be delivered on the group and asked the students to submit the assignment via email".

The following interview question focuses on how the teacher implements K13 in online learning. All teachers agree that K13 is very suitable for online learning systems because it encourages students to learn independently. NS explained that "The emphasis of the 2013 curriculum aims to encourage students or students to be better able to observe, ask questions, reason, and communicate (present) what they get or know after receiving learning materials at school. The 2013 curriculum emphasizes natural phenomena, social phenomena, artistic phenomena, and cultural phenomena. Students are expected to have much better attitudes, skills, and knowledge competencies through this approach. They will be more creative, innovative, and more productive so that later they can be successful in facing challenges. Various problems and challenges in his era, entering a better future. Or in other words, the theme of curriculum development 2013 is to produce Indonesian people who are productive, creative, innovative, and effective through strengthening attitudes (know why), skills (know-how), and knowledge (know what)".

Curriculum is an elaborate concept from one education system. This concept includes education courses, syllabus, evaluation, learning process, education standard, and model. Indonesia has a long story of curriculum and its development. It is done as the government effort to standardize education goals. According to National Education System Law No. 20 of 2003, the curriculum is a set of plans and arrangements about the objectives, content, and learning materials, as well as the methods utilized as guides for the implementation of learning.

The competency-based 2013 curriculum emphasizes students' acquisition of specific skills. Through the observation of integrated attitudes, skills, and knowledge, the main topic of the 2013 curriculum is to generate Indonesians who are productive, creative, inventive, and effective. Teachers must create compelling and meaningful learning, organize learning, choose the correct learning style, define learning processes and competency creation effectively, and set success criteria to achieve this when executing the curriculum.

RC, in his interview, also expressed his opinion about the process of adjusting the curriculum during the pandemic. He stated that "In the COVID-19 situation, the curriculum is something that must be adapted to the situation. The curriculum is simplified into a Curriculum in Special Conditions because we cannot interact directly with students so that learning is adapted to how the school and students are. The program for independent

learning gives education units the freedom to make changes that can be used in various situations. We carry out learning by determining basic competencies and materials to be simplified. This simplification reduces the basic competencies for each subject, and students will only focus on essential competencies to continue learning to the next level."

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In supervising the implementation of online learning, the school continues to supervise strictly. NS explained that "Principals and school supervisors periodically and continuously carry out supervision of teacher learning tools and supervision of teaching and learning processes in the classroom (before the pandemic period) during this pandemic the Teachers send their online learning journals every week". Supervision is one of the most effective ways to assess educators' abilities/competencies, both teaching lecturers and other education personnel, to improve the quality of education in Indonesia, particularly in enhancing the traditional curriculum-based learning process, which is moving in a centralized direction.

4. CONCLUSION

Learning system is an arrangement that includes at least one teacher and one student in a context. Education systems must be deliberate, with teachers attempting to actively direct student learning. In this pandemic time learning system has shift to eye-to-eye interaction to virtual mode. Nevertheless, the teachers worldwide have tried their best to provide the same quality that the students can get from both offline and online learning system.

This study provides an outline of how teachers implement the K13 curriculum into an online learning system. At first, the teacher found it difficult in the learning process because they had not mastered the teaching media. Over time, the teachers felt that K13 could be used in this online learning process because it focused on independent learning. Teachers can well explore the objectives of K13, which are observation, questioning, and reasoning. By the end of the way, the teachers interpret this distance learning process as a

chance to improve their teaching skills. This pandemic time has led them to push themselves to enhance their ability to use the tools and methods in teaching in a new world, the world of the internet. Their way is not as easy as it looks, but the teachers are willing to give their best to keep the teaching process on track.

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