THE IMPACT OF THE COVID PANDEMIC 19 IN THE IMPLEMENTATION OF THE PKN SUBJECT CURRICULUM IN SMAN 2 TAPAKTUAN

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Abstract

The implementation of the curriculum is an effort or application of a curriculum that has been designed or designed. In implementing the 2013 curriculum learning PKN subjects, teachers are required to understand the characteristics, concepts, learning objectives, implementation strategies, basic competency maps, core competencies, determining topics, and elaborating basic competencies into indicators that must be achieved by students. This research is a descriptive study with a qualitative approach. Data collection through interviews, observation, and documentation. The results of the discussion showed that the impact of the 19th pandemic on the implementation of the 2013 curriculum in PKN subjects greatly affected teachers and students. The teacher becomes more difficult in formulating learning activities. Apart from the 2013 curriculum they are still not too well mastered and added to the conditions of distance learning that encounter many obstacles.

Keywords: 2013 Curriculum, PKN Subjects, Covid-19 Pandemic

I.   INTRODUCTION

Education carried out in every education unit starting from basic education to higher education, should be able to be the basis for the personal formation of students. There is a change in curriculum that should be able to direct the expected educational outcomes according to needs, but the quality of our country's education output is still low when compared to the quality of education output of other countries both in Asia and Southeast Asia. Based on

the study results above, it is necessary to adjust the curriculum. (Ministry of Education and Culture, 2013).

The curriculum has a very important role in realizing the younger generation who have good attitudes and noble character, if likened to the body of the curriculum at the heart of education, so the curriculum determines the type and quality of knowledge and experience that enables humans to achieve life and also a better livelihood and worthy.

The curriculum must always be prepared and refined following current conditions and following the times, so in line with the development of the educational age will increasingly face challenges one of them is facing the era of globalization which will be faced with erratic changes and requires us to always sensitive and responsive to any changes that will befall us in the future.

However, along with the spread of the COVID 19 virus that shocked the world. Some schools which are the place where formal education takes place and even the entire big world agenda must be stopped. But in the world of education in particular there is no stopping, it's just that its function is diverted from previously offline learning replaced with online learning. Nevertheless, learning activities are still ongoing even though students must learn with a distance system that is at each home.

Based on the description that has been stated above, then a writer wants to examine with the title: "The Impact of COVID Pandemic 19 in the Implementation of 2013 Curriculum of PKN Subjects in SMAN 2 Tapaktuan."

II.   RESEARCH METHODOLOGY

The type of research on mini-research entitled "The Impact of COVID Pandemic 19 in the Implementation of the 2013 Curriculum of PKN Subjects in SMAN 2 Tapaktuan." this is a qualitative research using descriptive methods, which is a research method that aims to describe precisely the characteristics of an individual, symptoms or certain circumstances in society. According to Sugiyono the descriptive method is a method used to describe a research result but is not used to make broader conclusions.

Descriptive research is research that presents data, analyzes or interprets data and also tries to tell the solution of existing problems based on the data. Survey research is usually included in this research. This descriptive method is a method that interprets existing data, for example about a situation

experienced, a relationship, views, activities, attitudes that appear, or about an ongoing process, the influence that is at work, tendencies that appear, abnormalities that are emerging, sharpening opposition, and so on.

Suhasini Arikunto said that the subject of this study was the informant or data source that could provide data relating to the object of research and various other research information, while the subject in this study was Pak Anjar S.Pd namely the PKN SMAN 2 Tapaktuan Subject Teacher.

III. DISCUSSION
Curriculum 2013 PKN Subjects

Etymologically, the term curriculum (Curriculum) comes from Greek which means "Runner" and curere which means "Race" The term curriculum comes from the world of sports, especially in the field of athletics in ancient Roman times in Greece. In French, the term curriculum is derived from the word courier which means run (to run).

The curriculum is the heart of education. The reason is twofold. First, the curriculum is about what must be taught. Second, it combines thoughts, actions, and goals. "Education" is an abstract, vague concept that occurs through families, places of worship, the media, and many other cultural influences that surround children (Wesley Null, 2011).

The implementation of the curriculum is an effort or application of a curriculum that has been designed or designed. In the implementation of the curriculum, it is demanded that wholehearted effort and strong desire in its implementation, big problems will occur if implemented contrary to or deviate from what was designed.

In Spain, curriculum content is grouped into three broad sections: 1) Individual and interpersonal and social relations, 2) Life in community, and 3) Life in society. Subjects are programmed for a complete academic year, with a total of one and a half hours of teaching per week (María Sánchez-Agustí and Diego Miguel-Revilla, 2020).

To prepare education graduates to enter the era of globalization which is full of challenges, education is designed based on real needs in the field. In this case, students, educators, advances in research, regulation, and educational organizations, participate in influencing general curriculum changes at higher education levels. (Anderson & Rogan, 2011). The 2013 curriculum is a follow-

up to the 2004 Competency-Based Curriculum (CBC). The CBC is a reference for the implementation of education in the area of knowledge, skills, and attitudes across all levels of education.

Pancasila and Citizenship Education are subjects that aim to shape students into human beings who have a sense of nationalism and love for the motherland in the context of Pancasila values and morals, awareness of the constitution of the 1945 Constitution of the Republic of Indonesia, the values and spirit of Unity in Diversity, and commitment The Unitary State of the Republic of Indonesia. Pancasila education and citizenship are subjects that seek to foster the moral development of students following the values of Pancasila, to achieve optimal development and can be realized in everyday life.

In the UK, the law has introduced citizenship as a compulsory part of the curriculum and the working group has identified three main channels for Citizenship Education 'social and moral responsibility', 'community involvement' and 'political literacy'. In Northern Ireland, the introduction of Citizenship Education is seen as one way to support moving away from political violence into democratic politics as part of the peace process. The proposed program focuses on the core areas of diversity, human rights, and democracy (Alan Smith et al, 2002).

Citizenship education is very necessary. This is related to the state's position which is so instrumental, arguing that the state must play an active role in delivering the contents of civic education to educate citizens about how the substance and form of non-domination, and the values and goodness in the life of society and the state are needed and accompanying them (Andrew Peterson, 2011).

Citizenship education is also able to encourage values, attitudes, and skills that enable students to live patriotic and democratic lives and contribute meaningfully to the progress of the nation (UNDP, 2004). Citizenship education seeks to achieve certain general goals, such as providing knowledge about democratic practices and institutions, instilling and fostering democratic beliefs and values that are most important, and encouraging more active and informed political participation (Idayat Nike Balogun and Abdulraheem Yusuf, 2019).

In implementing the 2013 curriculum learning PKN subjects, teachers are required to understand the characteristics, concepts, learning objectives, implementation strategies, basic competency maps, core competencies, determining topics, and elaborating basic competencies into indicators that must be achieved by students. All of the study materials become the activities of managing the implementation of PKN learning following the approach used in the 2013 curriculum, students are facilitated by student books, competence as an instrument to direct students to become:

a. Qualified human beings who are capable and proactive in responding to the challenges of an ever-changing era;

b. Educated people who believe and are devoted to an almighty god, noble character, healthy, knowledgeable, capable, creative, independent; and

c. Democratic citizens are responsible. Teachers can enrich it with creations in various other forms of relevant and relevant activities sourced from the natural social environment.

PKN subjects are expected to prepare students to become citizens who have a strong and consistent commitment to defend the Unitary State of the Republic of Indonesia. Subjects Education Citizenship is a subject that focuses on the formation of citizens who understand and can carry out their rights and obligations to become smart, skilled, and characterized Indonesian citizens mandated by the Pancasila and the 1945 Constitution.

Competence is a combination of knowledge, valuable skills, and attitudes that are reflected in the habits of thinking and acting. Competence is students' mastery of a task, attitude, and appreciation skills needed to support success in living life. So there should be a relationship between the tasks learned by students in schools with the abilities needed by the world of work and environmental demands.

At least 2 theoretical foundations are underlying the 2013 competency-based curriculum. First, there is a shift from group learning towards individual learning. Second, the development of the concept of complete learning (mastery learning) or learning as mastery (learning for mastery) is the philosophy of learning adopted, so that students can learn all the material provided with good results.

The implications in the implementation of the 2013 curriculum as stated by E. Mulyasa are, first though learning is done classically, but it must

emphasize individual learning by paying attention to students' differences. Secondly, it is necessary to strive for a conducive learning environment, with varied methods and media so that students can learn calmly and pleasantly; Third, students need to be given enough time to be given a task or practice so that they can do the task well.

1. Process Standards

One component of the 2013 curriculum that must be made a reference standard for educators when implementing learning is Permendikbud No. 65 of 2013 concerning process standards. In the standard process, it is stated that when the teacher will design learning, especially when making learning plans in the form of syllabus and lesson plans must refer to the Permendikbud.

Learning Implementation Plan (RPP) is a plan of face-to-face learning activities for one or more meetings. The lesson plan is developed from the syllabus to direct the learning activities of students to achieve Basic Competence (KD). Every educator in the education unit is obliged to prepare comprehensive and systematic lesson plans so that learning takes place interactively, inspiratively, fun, challenging, efficient, motivating students to participate actively, as well as providing sufficient space for initiative, creativity, and independence following their talents, interests, and the physical and psychological development of students. The RPP is compiled based on BC which is held in one or more meetings. Therefore, in the preparation of the RPP must contain the components required following national education standards, especially the Ministry of Education and Culture Regulation No. 65 of 2013 concerning the standard of the education process. The components that must be in the RPP are:

1) 1School identity, namely the name of the education unit;
2) Identity of subjects;
3) Class / semester;
4) Subject matter;
5) Allocation of time is determined according to the needs for achievement of KD and learning load;
6) Core Competencies, they must categorically describe competencies in aspects of attitudes, knowledge and skills that students must learn;
7) Basic Competence must be following core competencies;

8) Indicators of competency achievement must be following basic competencies, the quality of development, describe specific abilities that include attitudes, knowledge, and skills, as well as related to the content or subjects;

9) Learning objectives formulated based on BC;

10) Learning material, contains facts, concepts, principles, and relevant procedures;

11) Learning methods, used by educators to create a learning atmosphere and learning process so that students reach KD which is adjusted to the characteristics of students and KD to be achieved;

12) Learning Activities,

    a. Introduction, such as: 1) Preparing students psychologically and physically to follow the learning process and provide contextual student learning motivation according to the benefits and application of teaching materials in daily life by providing examples and comparisons of local, national and international, 2) Asking questions relating previous knowledge to the material to be studied, 3) Explain the learning objectives or basic competencies to be achieved, and 4) Convey the scope of material and explain the description of activities according to the syllabus.

    b. Core Activities, such as: 1) Using learning models/learning methods, 2) Using learning media that are tailored to the characteristics of students and subject matter, as stated by Brown et al. (2011) that which emphasizes productivity in the learning environment is because it promotes content and technology skills that support thereby increasing student learning. 3) Selection of integrated and/or scientific thematic and / or thematic approaches and / or inquiry and discovery and / or learning that results in problem-based work (project-based learning) tailored to the characteristics of competencies and levels of education, and 4) Achievement of attitude competencies knowledge and skills.

    c. Closing, the teacher together with students both individually and in groups reflect to evaluate: 1) The whole set of learning activities and the results obtained to further collectively find the direct or indirect benefits of the learning outcomes that have taken place, 2) Provide feedback on learning process and results, 3) conducting follow-up

activities in the form of assignments, both individual and group assignments, 4) Informing the learning activity plan for the next meeting.

13) Learning media, in the form of learning process aids to convey subject matter;

14) Learning resources can be in the form of books, print and electronic media, the natural surroundings, or other relevant learning resources;

15) Evaluation of learning outcomes, using authentic assessment approaches that assess student readiness, learning processes and learning outcomes as a whole, produce instructional impacts of learning, produce accompanying impacts of learning, evaluation of learning processes is carried out during the learning process by using a questionnaire, observation, and reflection.

1) Assessment Standards

The 2013 Education Assessment standards also state that the assessment of student learning outcomes must include balanced attitudes, knowledge, and skills competencies. The techniques and instruments used to assess attitudes, knowledge, and skills based on assessment standards (Ministry of Education and Culture, 2013) are as follows.

a. Knowledge Competency Assessment

b. According to the Ministry of Education and Culture (2013), teachers assess knowledge competency through written tests, oral tests, and assignments.

c. Written test instruments in the form of multiple-choice questions, answers, short answers, true-false, match, and description. The description instrument is equipped with scoring guidelines.

d. The oral test instrument is a list of questions.

e. Assignment instruments in the form of homework and / or projects done individually or in groups according to the characteristics of the task.

2) Competency Attitude Assessment

a. This activity is carried out through observation, self-assessment, peer evaluation by students, and journals. The instrument used for observation, self-assessment, and student-to-student assessment is in

the form of a checklist or rating scale accompanied by a rubric, whereas in journals the teacher's notes.

b. Observation is an assessment technique that is carried out continuously using the senses, both directly and indirectly by using observation guidelines that contain some observed behavioral indicators.

c. Self-assessment is an assessment technique by asking students to express their strengths and weaknesses in the context of achieving competence. The instrument used in the form of a self-assessment sheet.

d. Student-to-student assessment is an assessment technique by asking students to assess each other related to achieving competence. The instrument used was in the form of student assessment sheets.

e. The journal is the teacher's notes inside and outside the classroom that contains information about observations about students' strengths and weaknesses related to attitudes and behavior.

3) Skills Competency Assessment

a. In Permendikbud number 66, it is explained that the teacher assesses the competency of skills through performance appraisal, which is an assessment that requires students to demonstrate a certain competency using practice tests, projects, and portfolio assessment. The instrument used was a checklist or rating scale.

b. Practice tests are assessments that require responses in the form of skills to perform an activity or behavior following the demands of competence.

c. Projects are learning tasks which include designing, implementing, and reporting activities in writing and orally in a certain time.

d. Portfolio assessment is an assessment carried out by assessing the collection of all student work in a particular field that is reflective-integrative to find out students' interests, developments, achievements, and/or creativity within a certain time. The work can take the form of concrete actions that reflect the concern of the student participants for their environment.

The assessment process should begin by reviewing the syllabus as a reference in making the design and assessment criteria at the beginning of the semester. After establishing the assessment criteria, the teacher can choose an

assessment technique following the indicators and develop instruments and scoring guidelines following the selected assessment technique.

To find out the progress and difficulty of learning, the assessment results must be analyzed by the teacher and returned to students accompanied by feedback in the form of Educating comments (reinforcement) that are reported to related parties and utilized for the improvement of learning. Reports on the results of the assessment can be in the form of values and / or descriptions of competency achievement, for the results of the competency assessment of knowledge and skills and description of attitudes, for the results of the competency assessment of spiritual attitudes and social attitudes.

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1. Learning planning stage:
   a. learning resources from books are inadequate so that it becomes an obstacle in preparing lesson plans,
   b. in the process of preparing lesson plans not all teachers master or understand about making lesson plans according to the 2013 curriculum,
2. The implementation phase of learning,
   a. not all students can actively participate in this online learning process so this becomes an obstacle for teachers because the learning process becomes less following what has been planned by the teacher,
   b. learning resources used by students when learning are sometimes lacking, because the process of finding data as a learning source is sometimes still difficult, especially for students who come from poor families so it is difficult to obtain learning resources such as books at home,
   c. the lack of mastery of IT when online learning makes learning activities less than optimal,
   d. the difficulty of the signal and network in the village so that it often does not schedule learning activities
   e. often the lights go out suddenly causing network problems.
3. Learning evaluation stage,
   a. too many assessments from each of the components of the assessment so that teachers become confused,

b. the assessment in the 2013 curriculum is considered too complex and too much so that according to the teacher the assessment becomes complicated,

c. the lack of comprehensive understanding of teachers in evaluations or assessments that are consistent with the 2013 curriculum.

IV. CONCLUSION

The implications in the implementation of the 2013 curriculum are, first, although learning is done classically, but it must emphasize individual learning by paying attention to students' differences. Secondly, it is necessary to strive for a conducive learning environment, with varied methods and media so that students can learn calmly and pleasantly; Third, students need to be given enough time to be given a task or practice so that they can do the task well. But since the outbreak of the pandemic, the implications of the 2013 curriculum have had an impact so that its implementation has not been optimal.

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