The Effectiveness of Online Learning on the Implementation of the 2013 Curriculum

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ABSTRACT
The most fundamental difference between the 2013 curriculum and the previous curriculum is the emphasis on the realm of learning. In the 2013 curriculum, the learning domain is emphasized on a holistic educational process, so that it covers a broader domain, namely the affective (social and spiritual), cognitive, (knowledge) and psychomotor (skills) domains. The 2013 curriculum requires students to master technological developments and be able to adapt to changing times. Therefore, the implementation of the 2013 curriculum emphasizes student activeness while the teacher only acts as a mediator or facilitator in the learning process. Meanwhile, the online learning phenomenon that is currently being applied in almost all over the world related to the Covid-19 pandemic is learning based on electronic media (e-learning). In its application, online learning emphasizes the foresight and thoroughness of students in receiving and processing information presented through the media. This becomes a challenge for educators to attract attention and increase student activity even though the learning process is carried out remotely. Teachers are expected to be able to manage classes online.

Keywords: 2013 curriculum, online learning, student activism, technology development, distance learning process

1. INTRODUCTION

Covid-19 is a continuous pandemic in the form of a respiratory syndrome caused by a virus, namely the corona virus [1]. The case of the Covid-19 pandemic was declared a global pandemic by WHO because of its very rapid spread and almost touching all parts of the world since December 201, as well as being the first and foremost health crisis in the world. Reporting from thepage Worldometers until Tuesday (October 13, 2020) the total number of COVID-19 cases in the world was confirmed as many as 38,028,113 cases with a total of 28,577,941 declared cured and 1,085,090 died. In Indonesia itself, it is known that Covid-19 cases have increased both in terms of the number of cases, cures, and even deaths [2].

Indonesia is one of the countries visited by the virus that came from Wuhan, China since March 2020. Facing the plague, the government has firmly announced health protocols for the Indonesian people and prevented the outbreak from spreading. Personal precautions such as using masks and even faceshilds, washing hands regularly, self-quarantine, and not touching the face with your hands before washing, especially after doing outdoor activities.

The spread of this virus is almost similar to influenza with respiratory testes, namely through sneezing or coughing, even more viciously, only through touch. Demonstration of exposure to the virus takes two to five days, with common symptoms of fever, breathing problems, and cough [3].

One of the major impacts felt by the covid-19 outbreak is that the government has temporarily closed all schools. Not only in Indonesia, this action was also taken by almost all countries exposed to the Covid-19 virus to limit the spread of the virus. UNESCO recommends a distance learning program by utilizing an online education platform, so that teachers, students, and the school system can still interact with each other even though and do not interfere with the course of education in a country. Online learning has been implemented all over the world [4].

The Indonesian government issued a policy in responding to this outbreak by applying the principle of social distancing which applies to all levels of society without exception. In fact, for several big cities in Indonesia, PSBB (Large-Scale Social Restrictions) have been implemented to break the chain of spreading the covid-19 virus. The policy issued also has an impact on the realm of education in Indonesia, especially on the learning process for students in schools. The social distancing determination for primary and secondary education will be enforced until conditions are declared truly conducive.

The 2013 curriculum has been updated with the aim of creating Indonesian people who are capable of creative, productive-innovative, proactive, and effective thinking through the development of skills and knowledge in an integrative manner [5,6,7,8]. In order to achieve these goals, the 2013 curriculum emphasizes the scientific learning process that adheres to the constructivist

paradigm, thus students are expected to understand the concept so that the results of the teaching and learning process can be included in long- term memory and students also get the essence of learning [9]. Most of the education actors think that the 2013 curriculum is not formulated for learning that is carried out online, because in general the 2013 curriculum designs to observe student behavior while for online learning it is very difficult to observe student behavior because it is limited by distance and media intermediaries. The discussion so far has actually imagined the "Golden Generation 2045", the predictions should have even been designed based on predictions. Prediction accuracy should be determined by the initial data received along with the forecast, either up or down. A common mistake here is that the prediction will always go up, improve, increase, or the like. If this continues, the 2015 imagination could fail because no unexpected possibilities are made so that backup steps are not prepared. Education has become a fat bureaucracy with a very long and ineffective chain of communication and coordination. Like nowadays, schools, teachers, and even campuses are confused to carry out distance learning aka online (online) [10]. Many are slow to move because they are waiting for central instructions, waiting for official circular letters, and so on. Luckily, networked and personal learning embryos have been introduced in the last 10 years.

The Ministry of Education and Culture has set strategies to deal with complaints and criticisms raised by various parties. The actions taken were in the form of simplifying the curriculum in the face of the Covid-19 pandemic by the Minister of Education and Culture Nadiem Makarim as an emergency curriculum that was implemented for the 2020/2021 school year.

The emergency curriculum which was formed to deal with the Covid-19 pandemic is focused on materials that are considered the foundation for the next level of competence. Because so much focus in a lesson is tantamount to having no focus at all. The hope of simplifying this curriculum is that students are not burdened because of the many basic competencies they have to pursue, this is also indirectly good for children's mental and psychological conditions because in learning students are expected to feel calm because they face quite complex material in each subject. [11]. However, the Minister of Education and Culture does not require schools to use the emergency curriculum, for schools that have other ways of teaching in the Covid-19 pandemic era that are in accordance with environmental conditions and their school residents are free to use their own methods. The Minister of Education and Culture understands that during the Distance Education period, many schools simplified and adjusted their curricula independently.

1.1. Related Work

According to the types of assumptions produced, the effects felt due to the implementation of the distance learning process on three components will be discussed.

1.1.1. The impact felt by the parents of students

A study conducted by Arwen, Sunitha, and Doucet found that the impact caused by the teaching and learning process carried out remotely was not only felt by students and educators, but also by parents, parents who were a direct contact factor in watching, supervising, and preparing everything their children need in taking online classes plays a dual role, namely at the same time being a teacher for their children at home. The role of parents to become teachers is because parents have to help their children in doing assignments, supervise their children when taking online classes, to prepare their children's needs when studying [12, 13, 14].

1.1.2. Effects on Educators

As educators, teachers also feel the impact of implementing the distance learning process. As a teaching staff, in carrying out their duties the teacher must carry out remotely or Work From Home.The implementation of work from home is considered to have advantages and disadvantages of each. The application of work from home by a teacher can be carried out effectively if the collaboration between teachers and schools is applied responsibly [15]. The first thing that must be understood by teachers and schools is to understand the conditions that are going on, and find the best way to work as effectively as possible even though there are challenges, namely large distances.

1.1.3. Impact on the Learning Process

The response from the world of education in facing the Covid-19 pandemic is implementing an online learning policy [16]. In general, online learning is carried out through the WhatsApp, Zoom, Google Classroom, etc. application media. This application is used to help the teaching and learning process even though both teachers and students remain in their respective homes as a form of discipline to maintain distance in order to break the chain of the corona virus or covid-19. This is a challenge for the face of education in order to adapt to the current situation and conditions. Learning has important components in it that are interrelated and support one another. One of these components is the curriculum [17]. Conditions force education to be able to vary the existing curriculum so that it can fit and continue to function effectively in learning. The implementation of the 2013 curriculum combined with the emergency curriculum according to the minister's direction is the only way out so that the education process continues even in the midst of the Covid-19 pandemic.

1.2. Our Contribution

This paper provides an understanding of the effects felt by the distance learning process as a result of the Covid-19 pandemic. The influence caused by the distance learning process discussed in this paper is viewed from the perspective of parents, from the point of view of educators, and the effect is felt, especially on the implementation of the 2013 curriculum. the school standard to be applied, the

decision reads *"adjusting learning policies during the Covid-19 pandemic"*.

1.3. Paper Structure

The rest of the paper is organized as follows. Part 1 is presented an introduction which contains an introduction to the topic to be discussed. This section provides a brief, concise, and clear explanation of each topic. Also included is how this paper contributes to readers and the world of education. The final section also includes an outline of the paper as a guide for ease of reading. In the content section of the paper, it discusses a more complete and in-depth explanation of the topics that have been previously described in the introduction. In addition to discussing the effect of implementing distance learning for parents, educators, and the learning process, this paper also focuses on how to apply distance learning to the 2013 curriculum. This research usesmethods descriptive content analysis study and literature studies that aim to describe the main content based on information collected.

2. THE IMPACT OF THE COVID-19 PANDEMIC ON PARENTS OF STUDENTS

As those who are also affected by the Covid-19 pandemic, parents of students also feel the impact of the distance learning process by children from school. In fact, in addition to having a role as parents of a child who is currently attending school, parents are also workers who accept work from home by companies, offices, or places where they work. This seems to be a multiple challenge for parents, because they have to remain an employee or keep working even from home, as well as having a role as a teacher in supervising their children learning from home [21]. The obstacle that usually occurs among parents in supervising their children in distance learning is the lack of knowledge and mastery of technology. Given the current conditions are very dependent on technology in carrying out any activities.

The role of parents is very much needed in conditions like this, because after all the role and support of parents as guardians is the main foundation that will uphold the continuity of education in the era of the Covid-19 pandemic. The role of parents in assisting their children to learn online includes ensuring that children learn online safely, providing support and encouragement to maintain the effectiveness of children's mental health in learning online, contacting and asking teachers about lessons that are not understood by children and parents, and the most important thing is that parents also have to master technology and want to learn about technology for those who previously still lacked mastery for the continuity of sag online learning for children.

3. THE IMPACT OF THE COVID-19 ON EDUCATORS

Technology has a very influential role in the teaching and learning process during the Covid-19 pandemic because technology is the only medium that can connect educators with students in carrying out the teaching and learning process. However, technology is still a teacher machine that does not have language, taste, and character, because technology here only acts as a transfer of knowledge [18]. The role of a teacher is still demanded to be effective in delivering learning to students even though there are challenges, namely the distance that limits the teaching-learning process.

Changes in learning patterns that have occurred due to the Covid-19 pandemic are consistent with changes in the role of teachers in learning activities. Where the teacher and the media now have an equal role in carrying out the function of delivering the content or learning material [20].

The media is designed as best as possible to support learning because the teacher's role in teaching and learning activities has been facilitated by the media, so that students can still learn by studying the material while still under the supervision of educators.

4. THE IMPACT OF THE COVID-19 PANDEMIC ON THE LEARNING PROCESS

Technology was created to facilitate human work, including the teaching and learning process. The combination of these two things is the best solution for teaching and learning during the Covid-19 pandemic. Therefore, the process of implementing learning with methods of utilizing technology effectively will greatly affect the amount of understanding of students when receiving and understanding material within the scope of online classes.

The government is expected to make educational planning as much as possible, namely by means of policies or regulations that adapt to conditions and situations. The curriculum as one of the most important components in the learning process also plays a major role in the achievement of educational goals in the midst of the Covid-19 pandemic. The curriculum as a program or learning plan does not only contain program activities, but also contains objectives that must be pursued along with evaluation tools to determine the success of achieving goals, besides that it also contains tools or media that are expected to support the achievement of these goals [19] . Previously, almost all of Indonesia had implemented the 2013 curriculum in the last five years as a guide in learning. However, the characteristics of the 2013 curriculum which have the goal of creating productive and creative people by forming active students since school are a little at odds with the policy of maintaining distance that the government has proclaimed to society at this time. In practice, the 2013 curriculum aims to develop spiritual, social, knowledge, and skills that must be mastered by students. The orientation of the 2013 curriculum is to equip students with experiences to prepare productive humans in the future.

The ccovid-19 pandemic period, which requires the teaching and learning process to be carried out by a distance, limits the experience of students in learning, so

that the 2013 curriculum will lose its essence if it is still used in its entirety. In response to this, the minister of education and culture, Nadiem Makarim took action by issuing a policy of "emergency curriculum". The purpose of the emergency curriculum is the application of the 2013 curriculum which is accompanied by variations or simplifications by the school concerned to adapt to the conditions of the school, teaching staff, and students.

In this case, the adjustment or simplification of the 2013 curriculum related to the conditions of the Covid-19 pandemic simplifies all learning settings that support face-to-face activities to support distance learning activities but can still support the production of thoughts and creativity of students to become productive humans. In addition, the use of media is also considered, which has previously been determined that media is needed to support face-to-face learning to make use of media that can support the distance learning process so that it becomes learning that is also effective and efficient in conveying knowledge from educators to students. Because, choosing the right learning media and in accordance with the conditions and situations as well as with the learning material, the learning objectives will be maximally achieved.

5. CONCLUSION

There are problems experienced by students, educators, and parents regarding online teaching and learning activities such as the mastery of technology which is still shallow, the costs required are quite large, and the time for parents to supervise the learning process of children. Related to this, the effect it has on the implementation of the 2013 curriculum is that the application of the main principles of the 2013 curriculum is not maximal, namely in the learning process students are required to be active while teachers are passive. This is a direct recommendation from the Minister of Education and Culture after considering the conditions and situations related to the Covid-19 pandemic. The policy taken by the Minister was the implementation of the 2013 curriculum with modifications by the schools concerned with the aim of adjusting to the latest conditions in each region so that the learning process would not be too far off. So, the goals of education in Indonesia can still be achieved even though in this era there are quite big challenges, namely the Covid-19 pandemic.

What needs to be realized is that no process in human life is permanent without experiencing change. Humans as actors must be ready to accept and follow these changes, which must be accompanied by their own positive and negative impacts. However, every process in dealing with change must also synergize with each other from each side that is carried out. In discussing the face of education, educators and students must work together and be mutually responsible for every process including the teaching and learning process regardless of the conditions.

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