REVITALIZING THE ELEMENTARY SCHOOL’S MANAGEMENT OF CURRICULUM AND LEARNING DURING THE PANDEMIC ERA

Bunga Bhagasasih Al-Kansa¹, Mila Lisnadiani Iswandi², Husen Windayana

Indonesia University of Education, Indonesia
¹2bungabhagasasih@upi.edu ²milalisna@upi.edu

Abstract
Curriculum management is a form of joint effort in order to streamline the achievement of goals in terms of teaching, especially in improving the quality of teaching and learning. In its implementation, there is a need for planning, implementation, and evaluation, all three of which are an integral series. In the current pandemic, curriculum management becomes the main urgency in education in Indonesia, because, without curriculum management, learning becomes not maximal and inhibits various activities of human life. Using qualitative research through literature studies, we try to examine how curriculum management and learning implementation in schools during the current pandemic and examine what effective ways can be done during learning in the Covid-19 pandemic.

Keywords: Curriculum and learning management, prospective teachers, classroom management

INTRODUCTION

According to Sukmadinata (1999) quoted Prihantini and Tin Rustini (2020, p. 49) the curriculum basically provides regular planning in the world of education. An achievement that has been decided as a guideline in an education. It can be realized by students, if the good management of the school and teachers in providing maximum learning strategies in order to facilitate students in the teaching and learning process which becomes a noble task for a teacher (Ahmad & Darwis, 2020).

To improve the quality of teaching and learning interaction, curriculum management is one of the efforts that can be made to facilitate the achievement of teaching goals. In its implementation, there is a need for planning, implementation, and evaluation, all three of which are an integral series. Then there is also learning management that contributes to improving the quality of teaching and learning. Learning management itself is a system with interrelated components, including learners, teachers, teaching materials, curriculum, infrastructure facilities, and learning strategies. Therefore, to achieve the desired learning goals, there needs to be unity between curriculum management and learning management, because the two are interrelated in an education (Wahyu, 2018).

In the current pandemic, curriculum management becomes the main urgency in education in Indonesia today, therefore learning becomes not maximal and inhibits various activities of human life (Bradley, et al., 2021). Schools are finally starting to face the challenge of making new breakthroughs in learning. By referring to the characteristics of each school and of course learners, the selected learning model must also be considered carefully (Yeni, et al., 2020).

For this reason, as an effort to realize the educational goals that have been set, it is necessary to hold curriculum management that provides flexibility for education units to determine the curriculum that suits the learning needs of learners, which greatly affects the success rate of the learning process during the pandemic. For that reason, how school
management is run is also the main key in the procurement of curriculum management, not just in the learning process. Thus, the development of a quality learning process will be more effective to be implemented if curriculum management is well organized. Conversely, if curriculum management is not arranged properly, the learning process will be hampered and the goals to be achieved also experience obstacles (Misbachul, et. al., 2021).

**Understanding Curriculum Management and Learning**

Management comes from the word "manage" or "management" which means the regulator of an activity. According to Rukajat (2018) quoted by Prihantini (2021), the management of learning is a plan in a series of activities that starts from the stages of planning, organizing, direction, as well as assessment of the implementation of learning activities so that the results achieved are more effective. According to Mulyasa (2007) quoted by Yunanto said that management is a whole component that is closely related to the overall education process because the purpose of education will not be realized or achieved in the absence of management.

Curriculum is defined as a written design that contains about the formulation of goals, teaching materials, teaching and learning activities to the evaluation of learning (Misbachul, et. al., 2021). According to Yunanto (2016) the curriculum is a set of plans and management that are used as a reference in the implementation of learning activities to achieve the national education objectives that contain the purpose, content and material of the teachings, as well as the way in the learning process.

Curriculum management is a directive used in learning strategies so as to produce student learning productivity well. With good direction, learning will run well and achieve the educational goals. One of the goals of education is to maximize the intelligence of learners as the successor of the nation and to have noble morals and noble ethics (Oemar, 2019).

However, the dynamics of education motivated by the COVID-19 outbreak are both a threat as well as a challenge for education stakeholders. Various educational problems due to the implementation of online learning policies have a high urgency to the advancement of education in Indonesia, especially affecting the decline in the level of will and abilities of students. Therefore, it is necessary to optimize curriculum management in improving the quality of online learning that has been applied in schools.

**Objectives and Scope of Curriculum Management and Learning Activities**

The purpose of curriculum management is to ensure the achievement of curriculum objectives effectively and efficiently by measuring the achievement of learners' learning outcomes after following the learning process (Prihantini & Tin Rustini, 2021). In the Constitution No. 2 of 1980 the curriculum has a national goal that is to educate the life of the nation, form a society that believes with noble ethics, skilled and intelligent. They have a sense of responsibility for their country and people.

According to Rosman (2009) quoted by Wahyu (2018) the scope of curriculum management includes the planning, organizing, implementation and evaluation of the curriculum. The curriculum carried out at the level of educational units is a curriculum that is integrated with learners and their school environment, in which the curriculum is more concerned with realizing and it concerns the problem between the national curriculum in the
form of competency standards (SK) and basic competencies (KD) with the needs and situations of the school concerned.

Curriculum management activities according to Syafrudin and Aminuddin (2017) quoted by Prinhantini and Tin Rustini (2021) include two activities, namely activities related to teacher duties (Division of tasks). Teaching teachers is commonly done at the beginning of the school year and the division of tasks to foster activities outside of learning or extracurricular and activities related to the learning process (Compiling lesson schedules, compiling learning programs, filling out class improvement lists, managing classes, organizing assessments of learning outcomes (Mid-term test, final test, final grade test, end-of-school exams), and activities guidance and counseling.

As for the scope of curriculum management and learning (Rahma & Hade, 2019), which includes the following.

Curriculum Planning Management
Guidelines consisting of instructions on the types and sources of learners needed, presentation media, necessary actions, sources of funds, energy, required facilities, systems supervision, and evaluation to achieve goals.

Management of Organizing and Implementation of the Curriculum
Relating to everything relating to the details and division of all tasks that enable the implementation of the curriculum.

Supervision of curriculum implementation
Collect information that is sourced from the right, accurate, and complete data about the implementation of the curriculum within a certain period of time to overcome problems in the curriculum carried out by expert monitor.

Curriculum assessment/evaluation
Activities that aim to collect, review and present data to determine decisions regarding revisions or changes to the curriculum.

Curriculum Improvements
It is done to develop the quality of education that can be observed from two aspects, namely processes and products.

Centralization and Decentralization of the Curriculum
Activities concentrate all authority on a small number of organizers or those at the top of an organizational structure. However, there are things that distinguish preparation in managing the curriculum in the pandemic period, as emphasized by the Ministry of Education and Culture related to the 2013 curriculum that has been used, namely planning in the implementation of online learning on the substance of the curriculum:

1) Basic Competency Adjustment (KD), which is to make KD adjustments through the selection of essential or important competencies today. Through the selection of KD is expected to relieve teachers in doing learning and teachers do not feel
burdened with the achievement of too much curriculum.

2) Preparing a Special Learning Model, this method is prepared so that students are able to learn independently but different from textbooks.

3) Learning videos, through this learning video there will be subject matter, with this video is more practical on learning activities that have been planned by teachers. (Dwi, 2020)

**Principles and Functions of Curriculum Management**

Principles are guidelines that must be embraced in implementing curriculum management and learning. According to Rahma and Hade (2019), the principles of curriculum management take into account the discretion of the government and the Ministry of National Education, namely UUSPN No. 20 of 2003, guidelines for program implementation, wisdom implementation of School-Based Management, the wisdom of the application of the Education Unit Level Curriculum (KTSP), government regulatory decisions related to the educational institution concerned. Principles in the implementation of the curriculum such as the principle of productivity, the principle of democratization, the principle of cooperative, and the principle of effectiveness and efficiency should be well considered.

As for the function of curriculum management, they are such as increasing the efficiency of the utilization of curriculum resources, improve fairness and opportunity for learners to achieve optimal results, improve the relevance and effectiveness of learning in accordance with the needs and situations of learners and their environment, increase the effectiveness of educators’ performance and learners’ activities in achieving learning goals, professional, effective, and systematic management of the curriculum, and increase community engagement in curriculum development.

As for the curriculum management function in the COVID-19 pandemic, they are (Bradley, et al., 2021) facilitating schools to carry out learning activities, adjusting learning goals and targets with ongoing situations, especially teachers are not burdened with curriculum demands that are too high, and students can receive lessons adapted to existing conditions.

There are several indicators that indicate the success of a curriculum, namely (Mulyasa, 2014) can be graduates who have good morals and morals, can be qualified graduates, productive, creative, and independent, the improvement of the quality of learning, and the increased attention and contribution from parents and society.

**METHOD**

This research is conducted using qualitative research methods by collecting, analyzing, and processing books, journals or other literature related to the research theme as reference material to be used as a report. Then from it is done editing by not changing the actual meaning, then researchers analyze the results of data that correspond to the focus of the problem in the writing of this article.

**RESULTS AND DISCUSSION**

According to Wijoyo & Nyasuryana (2020) quoted by Brudley, et al (2021) The curriculum must basically be active in reading a change. Therefore, the curriculum is always a change or renewal for the sake of continuity and progress of education itself. The thing that
causes these changes includes various factors that occur, such as technological advances, it cannot be denied that the curriculum must be able to generalize with the times. Similar to what is happening today, which is faced with the era of the COVID-19 pandemic that has changed the order in the world of education. In the current pandemic situation, educators and learners still need to adjust in the teaching and learning process.

In the current situation of the COVID-19 pandemic, the government's policy in learning innovation is to do learning using online systems or another term is Distance Learning (PJJ). This innovation is done to adapt to the development of the environment (Sumarno, 2020).

According to Madjid (2014) quoted by Ramdanil (2021) there are several supporting components that can be implemented in online learning today, such as establishing competencies that match the circumstances, reviewing evaluation indicators that are considered appropriate in achieving a competency, developing simple learning methods and models, and determining assessments or evaluations that are adjusted to current conditions.

Planning in curriculum management starts from the development of the Learning Implementation Plan (RPP). RPP is a design that is used as a reference material in learning for one year or one semester, so that an activity program can be carried out in accordance with the expected learning. But the implementation, there is an adjustment of the basic competence of each subject given. This is because in online learning, there are often obstacles in the delivery of subject matter during online classes.

Teachers also need to participate in analyzing the curriculum which is then discussed with other teachers who have the same lesson as an effort to prepare the planning and development of the evaluation system. The discussion was conducted so that there are no differences in interpretation on the competency standards in the RPP, so that indicators of learning success can meet the expected competencies, both in terms of cognitive, affective, and psychomotor.

Regarding the bill between cognitive, affective, and psychomotor, one of these there are difficulties to implement, namely regarding psychomotor evaluation of children because of difficulties caused by the COVID-19 pandemic. But for the bill between cognitive and affective can be implemented properly. Cognitive bills can be done through testing on students or in other words exams. Then for affective bills can be done through student activities in online learning takes place.

The success of learning in pandemic times will be carried out well if teachers hold association forums and discussions between teachers. It is able to help in the preparation of curriculum planning and development in schools, especially improvements in the learning and teaching process in the classroom. In addition, it will formulate an innovative learning model, props, and learning simulations during online learning during the COVID-19 pandemic.

As for matters related to improving the quality of learning during the pandemic, the school must give its best to the smoothness in the continuity of learning and teaching in the COVID-19 pandemic so as not to decline, one of which is to cut the hours of lessons that have previously been formulated in such a way. Here are some activities that will complement each other in the process of learning and teaching in the pandemic period.

Optimization of Online Learning
In its application, this method focuses on learning systems through devices such as laptops or mobile phones that have been supported by several applications supporting the learning process. To do these activities, it takes a device that is able to connect to the internet and qualified in terms of application installation, so that teaching and learning activities can be carried out.

The school Briefs students and teachers to download several applications that can be done in online learning through zoom, Google Meet, Google Classroom. But apparently, in its implementation it still has its own weaknesses such as internet connection problems and operational use of gadgets and applications for student guardians. Disruption to the internet connection is said to be very disturbing learning, because it causes interference in the form of sounds that are not clear or even not heard at all when teaching-learning sessions are taking place. There are parents of students who also have difficulty in using the application, so every time there will be a class online, he must ask for help to neighbors.

There are also guardians of students who tend not to care about online learning that does require more assistance from parents, on the grounds of having other activities that are more important than accompanying their children to learn. This is a big challenge for a teacher who must be able to be optimal in teaching his students well.

**Home Visit**

The school must realize and understand that the economic conditions of each student's family are different. In addition, there are still many areas that are constrained in the use of gadgets such as remote areas. So with online learning in a pandemic like this, a lot of students have difficulty learning.

Therefore, the school must hold a home visit activity, which is where the teacher is asked to visit the student's house according to the request submitted by the student or the student's guardian. This aims to make it easier for students who do not understand learning or those in remote areas that do not have communication tools like other students so that learning will continue well. This home visit activity can be done with a week of two meetings.

**Strengthening Communication with Student Guardians**

The school must establish good communication with the student's guardian about anything that is an obstacle to students in learning. This communication is done by making contact remotely with the student guardian using the group feature in the social media software "Whatsapp". The hope is that if there are students who are struggling, the guardian of the student can immediately convey. This group is managed by the class at every level, starting from this group the class guardian will convey complaints or obstacles to the teacher. After that, the teacher will schedule themselves to do home visit learning in accordance with the obstacles experienced by the student. (Misbachul, et al., 2021)

**CONCLUSION**

The COVID-19 pandemic presents the challenges of the world of education in Indonesia which resulted in adjustments in the education system, namely online learning. To support online learning, planned and systematic curriculum management needs to be done in order to still improve the quality of learning during the COVID-19 pandemic. The process is made
systematically starting from the process of planning, organizing, implementation, and evaluation. Related to the planning process, adjustments are needed to be made regarding the basic competencies to be achieved because when learning online, the duration of learning tends to decrease. In addition, in its implementation, curriculum management is emphasized on the role of teachers in designing a lesson plan and designing learning to still attract students to learn. As for some ways that can be done by each school to improve the quality of learning during the COVID-19 pandemic, namely through the optimization of online learning, home visit and strengthen the communication with the student's guardian.

REFERENCES
Muslimin Ibrahim. M. P Hakikat Kurikulum dan Pembelajaran.
Nur Fadila, Implementasi Pembelajaran Luar Kelas (Outdoor Learning) di Sekolah Kreatif SD Muhammadiyah 16 Surabaya
Pendidikan Pedagogik. Vol. 03, No. 01 Desember 2015.