



## The Implementation of Curriculum During Covid-19 Pandemic in English Teaching

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### **Abstract**

*This study promotes the description of the English learning and teaching during Covid break. The objective of the study is to find out the implementation of English teaching and learning during covid in MAN 2 Kudus. The qualitative research is employed in this study. The participants involve the English teachers of MAN 2 Kudus. The result of the study revealed that there are some changes of the implementation of teaching and learning during Covid. The online teaching and learning becomes an solution during covid. Teacher used some platform of social media in teaching. They are youtube, Whats app, E learning Kemenag. The students were active in the learning by presentation and also discussion. It was challenging situation that made the different situation compared before Covid break. The innovation and creative teaching really needed to assist students to stay focus in the far distance learning.*

**Keywords:** Covid 19; English teaching and Learning; Online learning.

### **A. Introduction**

Based on WHO retrived on jan 12,2020, Currently, the world has been facing Coronavirus disease or COVID-19 which is caused by a newly discovered of a deadly virus called coronavirus. This virus was detected first in Wuhan, China in December 2019. Due to the spreading speed that is fast and deadly enough, on 11 March 2020, WHO declared this disease as a pandemic. As of September 30, 2020, more than 33 million cases of COVID-19 have been reported in over 200 countries, resulting more than 1 million deaths and more than 25 million people have recovered. In Indonesia, the first case was recorded to have infected 2 people on March 2, 2020. As of September 30, 2020, there

were more than 280,000 positive cases of COVID-19 have been recorded, resulting more than 10,000 deaths and more than 214,000 people have recovered. Due to its fast speed of spreading, the Indonesian Government has implemented various policies to prevent the spreading of COVID-19, such as COVID-19 outbreak response by implementing some outbreak programme.

Indonesia has implemented distant learning rules in response to COVID-19, causing educational issues. The policy has been in place since the Minister of Education and Culture issued Circular Letter 36962 / MPK / HK / 2020 to prohibit the spread of COVID-19 through online learning and remote employment (Falah, n.d.). To address the issues experienced by teachers and students during Covid 19 outbreak, the government created an emergency curriculum (Arini et al., 2021). As a response, Minister of Education and Culture of Indonesia issued a regulation on guidelines for implementing curriculum in emergency situations as an adjustment to teaching and learning policies during the COVID-19 outbreak. These guidelines are summarized in the circular letter of Minister of Education and Culture of Indonesia Number 719 / P / 2020 about the Guidelines of Implementing Curriculum for Educational Unit in Particular Condition of COVID-19 Outbreak. There is a point which explains that educational units are given 3 curriculum options to be applied in this COVID-19 outbreak <sup>1</sup> A Copy of the attachment to the circular letter of Minister of Education and Culture of Indonesia, "Number 719 / P / 2020, the Guidelines of Implementing Curriculum for Educational Unit in the Special Condition," (August 4, 2020). The Ministry of Education and Culture (MOEC) has official information and is prepared to implement online learning networks for students (Abidah et al., 2020)

This policy gives a big impact on learning activities, as well English learning. English learning that was initially carried out in the classroom by using social interaction in the classroom, has changed to be conducted via online. Various things such as conducting forum group discussions, practicing conversations with friends, doing role playing, and any other activities cannot be used in the learning process. Instead, the English learning is conducted online from home right now. Online learning is a remote learning which the materials can be accessed by students from anywhere, especially from home cited on Mardiyah (2020:51). This learning process can also be conducted through various media or platforms such as applications, websites, or social media said Gunawan (2020) Utilizing technology in learning can give some benefits and make the learning process become easier. This is also in line with the circular letter of Minister of Education and Culture Number 302 / E.E2 / KR / 2020 relating to the COVID-19 outbreak

where educational units should organize education programs from home (Study From Home).

Responding to this policy, many schools conducted learning process via online, and so English learning. English teachers have been preparing several strategies to teach English language skills during the COVID-19 pandemic. This is evidenced by a research which was conducted by Tari Putri Utami on early 2020. Tari Putri Utami conducted a research about English teachers' strategies on English E-learning classes during COVID-19 pandemic. This research was conducted at MTs Sudirman Getasan in Salatiga. The results showed that the English teacher uses several different strategies in online learning which is adapted to the material in order to attract students' attention and become easier to understand. Another research conducted by arini (2020) designed to give information on how emergency curriculum management might combat the worldwide pandemic. This study intends to assess distant learning activities through curriculum management during the Covid-19 emergency period. However, study concerns to the implementation of curriculum in English subject. It differs to the previous study that concern to the curriculum management during Covid. The gap of this study is about the specific implementation of English curriculum in senior high level. The curriculum and implementation become the crucial things. Based on the interview with english teacher of MAN 2 responding to this policy the school also chose to apply the curriculum during COVID-19 which is set by the Head of the Research and Development and Bookkeeping in its learning process. English learning is also have been carried out using various learning models that are integrated with various online media. This learning models were developed by the English teacher by considering various learning strategies that students can do from home.

## **B. Methods**

This case study correspondents to the category of field research (Satori & DR. Komariah, 2014), it is conducted at Madrasah Aliyah in Kudus Regency using qualitative research methods. Researchers employed observation, interviews, and documentation to acquire data for this study (Arikunto, 2010). The Miles and Huberman data analysis approach involves three stages: data reduction (data selection), data display (data interpretation), and deriving conclusions (Sugiyono, 2011).

### C. Result and Discussion

The situation during COVID-19 has radically changed. To measure the expansion of COVID-19, educational units that previously used face-to-face learning methods moved to daring or online learning. Teachers and students may use online learning to teach and study from the comfort of their own homes. In Education world, online learning usually called as E-learning, distance learning, and E-Education. Abbas Z et.al in (Alqahtani & Rajkhan, 2020) defined E-learning as set of processes using electronic media and tools to deliver education. Henry (2020:51) defined online learning is a remote learning which the materials can be accessed by students from anywhere, especially from home. By using electronic media, so teachers can have access to teach anytime and allows students to recall the materials better. Online learning is an education that takes place over the Internet. It is often referred to as 'e-learning' among other terms. However, online learning is just one type of 'distance learning' - the umbrella term for any learning that takes place across distance and not in a traditional classroom (Stern, 2018).

Fansury et al., (2020) the use of technology in the learning process has the potential to transform how people work, study, interact, and use their leisure time. It can also aid during the COVID-19 epidemic, where technology plays an important part in home-based teaching and learning. Despite the absence of in-person interaction, many schools are now using technology as a learning media to modify the learning process during the COVID-19 epidemic. This research conducted using qualitative method is an appropriate method to use because the researcher will enter the field directly, collect data then the specific preconceptions will be founded Taylor (2016:30). The participant involves the English teachers in islamic boarding school 2 Kudus. The research revealed some of the implementation of curriculum in MAN 2 Kudus

#### 1. English Curriculum During Covid 19

The English curriculum during COVID-19 has altered in accordance with the regulations indicated in the circular letter of the Minister of Education and Culture of Indonesia Number 719 / P / 2020 on the Guidelines of Implementing Curriculum for Educational Units in Particular Conditions of COVID-19 Outbreak. There have been various adjustments to the English syllabus, such as lowering the implementation time and resources provided. The revised syllabus reduces several subjects, resulting in fewer materials than the curriculum before Covid.

Table 1. English curriculum during covid

No	Basic Competence X (Material)	Basic Competence XI (Material)	Basic CompetenceXII (Material)
1	Recount text	Poem	Fungtional text (form of the company, identity card)
2	Functional texts (banner, leaflet,pamflet, advertisement)	Narrartive text	Discussion Text
3	Report text	Hortatory exposition text	Teenagers Song lyric
4	Teenagers Song lyric	Teenagers Song lyric	

The description of the English curriculum during Covid can be seen that the curriculum tends to bet set in limited material. The basic competence in each level was less than the previous curriculum. The basic competence of tenth grade learn 2 types of genre, recount text and report text. Then, the material for eleventh grade were narrative text and hortatory exposition text. The text type of twelfth grade was only discussion text. The text types seem reduced if it is compared with the previous curriculum. Actually, there are some other text type to learn, such as descriptive text, analytical exposition, and news item text.

Analyzing the English curriculum during Covid, it can be inferred that the grammar or structure will be blend in the understanding of the text. There are some structures that is constructed in the understanding the text. Generic structure and language feature will be learnt in the text types. By understanding the text type, students will also learn about the tense/structure to construct the text. In the context of reding comprehension, text types deliver some text to courage student to read a lot. E-learning may be employed in the context of English as a foreign language to enhance the reading comprehension of EFL students (Patra et al., 2022).The integration of learning structure and reading have to conducted in the teaching. Hence using project based learning also can contribute student to analyse the text like narrative text ,by planning, acting, observing and reflecting (Khotimah, 2014)

Hence there are materials in the English curriculum relate to song lyrics. This material will cover the listening skill. Then the analyzing the meaning will add the vocabulary. The material can be given by using youtube. It is the online teaching trough

youtube and can be combined with other social media (Wulandari & Chusnatayaini, 2022). Students can learn by themselves by listening through youtube, then the teacher will lead the discussion through E learning. Moreover, youtube is an audio-visual material can be a technology-based strategy that has gotten many positive results from the ESL learners. Therefore, it is believed that this strategy would develop speaking skills among ESL learners (Kathirvel & Hashim, 2020). However the study done by (Megat-Abdul-Rahim et al., 2021) discovered that learning through an interactive medium is more enjoyable and allows students to advance at their own speed. However, this does not accurately represent students' excitement, which might be attributed to a variety of circumstances. It is possible to highlight the benefits of using internet as an alternative to traditional methods of teaching listening and speaking.

The reducing of the materials during covid will help the condition in the distance learning. The control of the learning process has to be considered as they are not face to face in the learning. The reducing material relates to the time limitation. Teacher modified the learning by giving the task or independent assignment. In this situation, student have to communicate a lot with their peer using social media.

## **2. Implementation of English Teaching and Learning in MAN 2 kodus**

MAN 2 Kudus has been implementing a curriculum during the COVID-19 pandemic in accordance with Government Guidelines on learning process during COVID-19 pandemic, both the Ministry of Education and Culture of Indonesia and from the Ministry of Religion of Indonesia. There are also adjustments to the curriculum used during the COVID-19 pandemic. The changes include the changes in teaching and learning practises from offline or face-to-face to online, the simplification of the material presented, and the achievement of the curriculum for class promotion and graduation that does not burden students.

As it is said by Bu erni the english teacher of MAN2 Kudus, that the implementation of Covid 19 curriculum was conducted through media whatsapp, google meet, creative video making and E learning application. Another argument given by mr naja said that using media social is being helpful during Covid. There are some other tool like Zoom Meeting, Google Meet, Podcast, Youtube, WA Group, and E-LEARNING KEMENAG. It is in line with research conducted by Gunawan (2020) The survey findings suggest that all instructors engage in online learning throughout the COVID-19 preventive period. The majority of professors use social media programs like WhatsApp

to coordinate learning and discussions. Submissions are often made by exchanging files over WhatsApp messaging and other social media platforms.

He explained the strategy of teaching online used. He used the media in the learning through discussion via live streaming and also having presentation via youtube platform. Social media was also contributed to have discussion. The social media that is familiar to the students is what app. Teacher used WA group to make the things easy to contact and use. Moreover, E learning is being the center of learning and teaching to monitor the implementation. To run effective online learning, the role of educators is very important. Certain competencies are needed to contribute to an online classroom, such as interpersonal abilities, technological proficiency, provision of informative feedback, managerial abilities, adaptability, keeping track of learning, and offering student support (Rifiyanti, 2020)

The model of teaching and learning used in the online learning needs creativity are lecturing, and Project Based Learning. By presentation, teacher can give a lecture to the students followed by discussion. Moreover, students are suggested to create the creative video presentation for their project. The Project based learning made the students to be creative and courage the students to practice their speaking ability. By presentation students can learn and give the performance while in online learning. Harmer in (Pranowo et al., 2001) points out that the students feel afraid of making mistakes and they feel afraid of being laughed by his/her friends and having lack of self-confidence with their own ability. However, by online presentation, student tend to have bravery to record their speaking. Hence the interaction in online learning must be controlled in teaching and learning English as English is language as communication tool. Here teacher interacts to the students actively as the teacher and students engaged in a variety of interaction patterns, including teacher-class, teacher-student, student-teacher, student-student, and teacher-group interactions, as well as mixed interaction features like confirmation check, code switching, self-repetition, clarification request, elicitation, completion, other-repetition, and correction in online learning (Vindyasari et al., 2022).

### **3. Ostacle of English Teaching and learning**

There are many obstacles for students in online learning as stated by some teachers that oblacles occured especially related to quotas, which sometimes online teaching and learning can't be maximized, for example students don't take part in zoom meetings because of quotas finished, or the teacher has given lessons, but students do

not watch the presentation teacher on YouTube. So sometimes the evaluation results are not optimal, but some students also get maximum results when online class.

Gunawan (2020) the biggest barrier to online learning deployment is inadequate internet connection for lecturers and student teacher candidates. Learning occurs in both categories, with an average of two online sessions each week based on the credits for each lecture. Another argument was given by the teacher, that There are some obstacles faced in implementing covid 19 curriculum, That is The lack of preparation of The students in receiving the materials, it is happened because the students were reluctant in reading the materials and Limited internet access. It found that students expressed dissatisfaction when they missed learning due to having limited internet access, Wi-Fi, or data packages where they were located, or had problems with the technological tools (personal computers, tablets) they used to access learning (Waterhouse et al., 2022)

To solve these problem, she stated that she always reminds the students to prepare the materials that has been shared through video or intrenet. Teachers suggest students to Prepare discussion material. And suggest to find the appropriate place to have good internet connection. And it is added by other teacher that to solve the problem he utilized the WA group and WApri platforms to provide appropriate assistance, then it can be followed up with a joint discussion on the Zoom Meeting platform. Learning in online learning courage the students to work collaboratively. They have to work in peer, have discussion and active in discussion. Online learning allows college students to learn independently, collaborate with peers, and improve their technology, communication, and teamwork skills (Xia et al., 2022) however the problem that people are limited direct contact to the people (Maison et al., 2021)

#### **D. Conclusion**

The english curriculum during covid 19 has been adapted. Some of the adaptation are reducing the basic competence, reducing of period of time. The changes include the changes in teaching and learning practices from offline or face-to-face to online, the simplification of the material presented, and the achievement of the curriculum for class promotion and graduation that does not burden students. The implementation of english teaching by online using some medias like youtube, whatsapp application, the implementation of Covid 19 curriculum was conducted through media whatsapp,google meet, creative video making and E learning application, Zoom Meeting, Google Meet, Podcast, Youtube, WA Group,and E-Learning Kemenag. The strategy of teaching used



Live streaming Zoom Meeting, Google Meet, Podcast, Video presentation through Youtube platform, discussion using WA Group platform, e-learning as the data center. There are some obstacles in implementing curriculum during covid 19. The obstacles for students in online learning occurred especially related to quotas, which sometimes online teaching and learning can't be maximized, for example students don't take part in zoom meetings because of quotas finished, or the teacher has given lessons, but students do not watch the presentation teacher on YouTube. So sometimes the evaluation results are not optimal, but some students also get maximum results when online class.

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