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**THE IMPLEMENTATION OF CURRICULUM 2013 ON ENGLISH  
SUBJECT BY USING E-LEARNING DURING COVID-19 PANDEMIC  
AT SMAN 1 TAPUNG**

**THESIS**

**Submitted to State Islamic University of Sultan Syarif Kasim Riau  
in partial fulfillment of the requirements for the degree of Magister in  
English Education**



UIN SUSKA RIAU

**Arranged By :**

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**SRN : 21890125445**

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If in the future it is found that all or some parts of the thesis are not my own work or I have committed plagiarism, I accept the consequences my degree is removed as well as taking other sanctions according to existing law.

Pekanbaru, January 10<sup>th</sup> 2022



**Laila Yunita Sari**  
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Pekanbaru, December 6<sup>th</sup> 2021

The writer,

**Laila yunita Sari**

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## TRANSLITERATION GUIDE

### 1. Single Consonant

| Arabic Alphabet | Name   | Latin Alphabet |
|-----------------|--------|----------------|
| ا               | Alif   | A              |
| ب               | Ba     | B              |
| ت               | Ta     | T              |
| ث               | Tsa    | Ts             |
| ج               | Jim    | J              |
| ح               | Ha     | H              |
| خ               | Kha    | Kh             |
| د               | Da     | D              |
| ذ               | Dzal   | Dz             |
| ر               | Ra     | R              |
| ز               | Zai    | Z              |
| س               | Sin    | S              |
| سین             | Syin   | Sy             |
| ش               | Shad   | Sh             |
| ذھ              | Dhad   | Dh             |
| ثھ              | Tha    | Th             |
| ژھ              | Zha    | Zh             |
| ع               | 'ain   | '              |
| غ               | Ghain  | Gh             |
| ف               | Fa     | F              |
| ق               | Qaf    | Q              |
| ك               | Kaf    | K              |
| ل               | Lam    | L              |
| م               | Mim    | M              |
| ن               | Nun    | N              |
| و               | Waw    | W              |
| ه               | Ha     | H              |
| ء               | Hamzah | '              |
| ي               | Ya     | Y              |

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## 2. Double Consonant

The double consonant is written double, for instance **العامه** written *al-ammah*.

## 3. Short Vowel

Fathah is written *a*, for instance **شريعة** (*Syari'ah*), Kasrah is written *i*, for instance **الجبال** (*al-Jibali*) and *dhommah* is written *u*, for instance **ظلوما** (*zhuluman*).

## 4. Double Vowel

**او** is written *aw*, **اوو** is written *uw*, **اي** is written *ay*, and **ايي** is written *i*.

## 5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse h, for instance **الشريعة** is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance *mayit*. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic: **الميتة**

## 6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance **المسلم** is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, **عبدالله** (*Abdullah*).

## 7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.


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**ABSTRACT**

**LAILA YUNITA SARI. (2021): *The Implementation of Curriculum 2013 on English Subject by Using E-Learning During Covid-19 Pandemic at SMAN 1 Tapung.***

This study attempted to draw a current situation of learning activity during the covid-19 pandemic in particular context of schools located in Tapung sub-district, Riau province. This research documented how curriculum 2013 has been implemented by using e-learning during the covid-19 global pandemic. Draw from qualitative approach, the researcher interviewed the headmaster, the vice curriculum, and three English teachers of SMAN 1 Tapung. This research is specifically aimed at investigating three research questions; (1) How is the implementation of curriculum 2013 by using e-learning during covid-19 pandemic at SMAN 1 TAPUNG, (2) What challenges do EFL teachers deal with in carrying out EFL E-learning during the COVID-19 pandemic, and (3) What are the EFL teachers' strategies in overcoming those challenges. The result shown that the implementation of curriculum 2013 by using e-learning during covid-19 pandemic in SMAN 1 Tapung is not maximally implemented. Teacher perceived that most students were challenged by the unstable and limited internet access to participate effectively during online class. Teacher should be provided with capacity building training opportunities that allow them to develop knowledge, skills, and innovative teaching and assessment methods that can increase student engagement and attention to online classes.

**Key words;** Implementation, Curriculum 2013, E-learning, Covid-19



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**ABSTRAK**

**LAILA YUNITA SARI. (2021): *Pengimplementasian kurikulum 2013 dalam pembelajaran Bahasa Inggris dengan menggunakan pembelajaran jarak jauh (e-learning) selama masa pandemi covid-19 di SMAN 1 Tapung***

Penelitian ini mendokumentasikan bagaimana kurikulum 2013 diimplementasikan dengan menggunakan pembelajaran jarak jauh (PJJ) selama masa pandemi covid-19. Digambarkan melalui pendekatan kualitatif, peneliti melakukan wawancara kepada kepala sekolah, waka kurikulum, dan tiga orang guru Bahasa Inggris SMAN 1 Tapung. pada penelitian ini secara spesifik bertujuan untuk menginvestigasi tiga pertanyaan penelitian yaitu; (1) bagaimana pengimplementasian kurikulum 2013 dengan menggunakan pembelajaran jarak jauh (PJJ) selama masa pandemi covid-19 di SMAN 1 Tapung, (2) bagaimana cara guru Bahasa Inggris melaksanakan pembelajaran jarak jauh (PJJ) selama masa pandemi covid-19, dan (3) apa saja tantangan yang dihadapi oleh guru Bahasa Inggris dalam melaksanakan proses pembelajaran jarak jauh selama pandemi covid-19. Dari penelitian tersebut, diperoleh hasil bahwa implementasi kurikulum 2013 dengan menggunakan e-learning pada masa pandemi covid-19 di SMAN 1 Tapung belum maksimal dilaksanakan. Guru merasa bahwa sebagian besar siswa terkendala akses internet yang tidak stabil dan terbatas untuk berpartisipasi secara efektif selama mengikuti kelas online. Guru harus diberikan kesempatan pelatihan pengembangan kapasitas yang memungkinkan mereka untuk mengembangkan pengetahuan, keterampilan, dan metode pengajaran dan penilaian yang inovatif.

**Kata kunci: Implementasi, kurikulum 2013, covid-19, pembelajaran jarak jauh (PJJ)**

## CHAPTER I INTRODUCTION

### 1.1 Background of the Research

Education is an effort that is done consciously and deliberately to change human behavior, both individually and collectively to mature human through teaching and training efforts (Sugihartono, 2007). Education gives values that will help and guide humans in enduring their life. We may not imagine what the difference is between humans' life in past time (darkness era) and this time without education.

A human's life in the world needs education or science that should cover religious values as well. We can endure our life and get successful because of them. It stated in holy Qur'an surah al-Mujadalah: 11.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ - [24]

“O ye who believe! when ye are told to make room in the assemblies, (spread out and) make room: (ample) room will Allah provide for you. and when ye are told to rise up, rise up Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted (mystic) knowledge. and Allah is well- acquainted with all ye do.”

Education in Indonesia has developed time in time. This is due to following and adapting to the change of age and technological advancement. At school, education is directed through the teaching so the goals of the changes can



be achieved as desired. The process of education at school cannot be apart from the output of education itself. One of the educational substances which the important role to determine the graduation quality is curriculum. So, the good quality of the graduation depends on the curriculum as the guidance in education.

Curriculum is the foundation of teaching and learning process. It is one of the important factors involved in teaching and learning process and it is the teacher who is the principle agent of curriculum development (Nunan, 1988). Curriculum is undoubtedly an inseparable part of education. In Indonesia, education curriculum has already undergone several changes. Among others, the newly introduced and implemented one is called Curriculum 2013 (K-13). Involving a “scientific approach”, this curriculum is expected to answer both the needs and the challenges to improve the quality of education in Indonesia.

Curriculum refers to the academic content taught in a school. It refers to knowledge and skills the students are expected to learn. In a broad sense it includes the lessons that the teachers teach, the assignments and projects given to students, the books and other materials used in the course, the tests and other methods used for evaluation. In the narrow sense it refers to the syllabus and curricular activities that are followed in the schools. Teachers, in their teaching, follow the curriculum that is recommended by the affiliating body of the school, making their own improvisations where they feel necessary. The syllabus, text books and study materials are an important component of the curriculum. There are some other aspects of curriculum too. An important aspect is the school environment. Every school creates its own ambience in which the students and

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teachers spend a sizeable part of their active hours. This ambience becomes a part of the value system and working style of the teachers and students of that school. The various co-curricular activities of the school are also a part of its curriculum. In every school the school authorities develop their own system of feedback for regulating the quality of teaching as well as implementing the teaching philosophy of that school. There is also a certain variation in the individual styles of the teachers.

Curriculum has a very important role as a guide to success for an educational system. Without suitable and appropriate curriculum, it will be difficult to achieve the goals and objectives of educational desire. The curriculum in Indonesia itself has been changing and developing over time from 1947 to 2013. The curriculum changes would be accompanied by the different educational goals, because in each of these changes there is a specific goal to be achieved to advance our national education. Although the curriculum has been changed from many years, 3 in fact, history records that any curriculum changes that occur have never been able to create improvements to the national education system is fundamentally and significantly positive impact, even excellence that is capable of lifting a positive image that is marked by the increasing quality of education in Indonesia. The latest curriculum for Indonesia's education is the Curriculum 2013. This curriculum change is obviously expected to be able to increase Indonesia's education in this globalization era. The Curriculum 2013 is regarded as the current issue for teachers and students. This curriculum is based on the

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competencies concerning on implementing four aspects of spiritual, attitude, knowledge and skills in order to achieve students' character building.

But, the curriculum is often changed after an evaluation of the curriculum.

The curriculum changes are done to make better future of national education. A change to be better will not come true if there is no any attempt to change it. It stated in holy Qur'an surah al-Anfal 53:

ذَٰلِكَ بِأَنَّ اللَّهَ لَمْ يَكُ مُغَيِّرًا نِّعْمَةً أَنْعَمَهَا عَلَىٰ قَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۗ وَأَنَّ اللَّهَ سَمِيعٌ عَلِيمٌ

"Because Allah will never change the Grace which He hath bestowed on a people until They change what is in their (own) souls: and Verily Allah is He who heareth and knoweth (All things)."

In today's world, the COVID-19 pandemic has caused profound disruption to the education system as governments around the world have temporarily closed educational institutions to contain the spread of the coronavirus. Face-to-face classes have been canceled and moved online, bringing about the rise of online learning that has allowed learners to continue their education. the Corona virus outbreak is rife. Corona virus itself is a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of Corona virus that are known to cause illnesses that can cause severe symptoms. Corona Virus Disease 2019 (COVID-19) is a new type of disease that has never been identified before in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory problems such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period of 14 days. On January 30, 2020, WHO has declared it a public health emergency that is troubling the world. On March 2, 2020, Indonesia

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reported 2 confirmed cases of COVID-19. As of March 16, 2020, 10 people have tested positive for Corona. (Yurianto, Ahmad, Bambang Wibowo, 2020)

With the COVID-19 virus in Indonesia, it currently impacts the entire community. According to Kompas, 28/02/2020 the impact of COVID-19 virus occurred in various fields such as social, economic, tourism and education. Circular (SE) issued by the government on March 18 2020 all indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of Corona, especially in the education sector. On March 24, 2020 the minister of education and culture of the Republic Indonesia issued circular number 4 of 2020 concerning The implementation of education policies in an emergency for the spread of COVID, in this circular it was explained that the learning process is carried out at home through online/distance learning carried out to provide a learning experience meaningful to students. Studying at home can be focused on life skills education, including regarding the covid-19 pandemics.

Learning that is carried out in senior high school also uses online/distance learning through parental guidance. According to Isman, online learning is the use of the internet network in the learning process. With online learning students have the freedom of time to study, can learn whenever and wherever. Students can interact with the teacher using several applications such as classroom, video conference, telephone or live chat, zoom or via the WhatsApp group. This learning is an educational innovation to answer the challenges of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students. As expressed by Nakayama, all literature in E-

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Learning indicates that not all students will be successful in online learning. This is due to the learning environment and the characteristics of students. (Nakayama M, Yamamoto H, 2007)

Based on the assumption stated above, the writer wants to know and get information about teaching and learning process by using E-learning during COVID-19 pandemic because the implementation curriculum 2013 in Indonesia is not still maximal. There are so many students difficult to follow teaching and learning process by using E-learning because E-learning need good network to far distance Learning. Because of SMAN 1 Tapung is one of the school that accredited as A on that area, it should be make sure that the curriculum 2013 can be implemented well even during covid-19 pandemic. The researcher is attracted to the study under the title "the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic at SMAN 1 TAPUNG".

## Statement of the Problem

Singh et al. (2006) in Absor (2016) highlight that "the problem of statements will be become the backbone of the study." In this study, problems stated are related to the issues of impact implementation curriculum 2013 on English subject in teaching and learning process by using E-learning during covid-19 pandemic. The problems are follows: Firstly, during pandemic covid-19, teaching and learning in Indonesia using E-learning. Secondly, during pandemic covid-19, there is no national examination (UN). Thirdly, from the observational

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sheet, the researcher found that the students' English learning achievement during covid-19 pandemic are lower than before the covid-19 pandemic.

All the reasons above, because the government wants to Suppressing exposure to corona's radiation with all indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of corona and the government carried out to provide a learning experience meaningful to students.

### 1.3 Limitation of the Problem

This research is limited to find out about the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic at SMAN 1 TAPUNG.

### 1.4 Research Question

In this research, the researcher intends to find out the answer to the problem below:

1. How is the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic at SMAN 1 TAPUNG?
2. What challenges do EFL teachers deal with in carrying out EFL E-learning during the COVID-19 pandemic?
3. What are the EFL teachers' strategies in overcoming those challenges?

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## Purpose and Objective of the Research

The purposes of the study are stated as follows:

1. To know the implementation of curriculum 2013 by using e-learning during covid-19 pandemic at SMAN 1 TAPUNG.
2. To know the challenges that EFL teachers deal with in carrying out EFL E-learning during the COVID-19 pandemic.
3. To know the EFL teachers' strategies in overcoming those challenges.

## Significance of the Research

The researcher expects that, this research will be beneficial to English teachers, senior high school students, and future researchers.

1. For English Teachers

The present research gives contributions to the literature on online language learning in EFL context from teachers' perspective. For Senior High School Students, the students will reflect how their teachers explore the implementation of curriculum 2013 by using e-learning during covid-19 pandemic in the teaching and learning activities. It will become a reflection and evaluation for the English teachers towards the implementation of curriculum 2013 by using e-learning during covid-19 pandemic. Then, it can help the English teachers to improve their performance by using E-learning in curriculum 2013 during covid-19 pandemic.

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2. For future researchers

The finding of this research can inspire and motivate the next researchers who will conduct the research on the same topic. It can also give more information about the implementation of curriculum 2013 by using e-learning during covid-19 pandemic in the teaching and learning activities.

This research can be one of their sources.

### 1.7 Definition of Terms

The researcher provides the definition of terms as follows:

1. Implementation

Webster's Dictionary (1971) states that "implementation" means the act of implementing or the state of being implemented, and it presents the following key words for "implement": "to carry out: accomplish, fulfill; to give practical effect to and ensure of actual fulfillment by concrete measures; to provide instruments or means of practical expression for . . ." "To carry out something" or "to accomplish something" may sound intelligible and require little explication.

2. Curriculum

Oliva (1997:54) stated that the curriculum is the heart of an educational process regarding to the physical elements involved in educational process and non-physical elements such as the process of thinking, the process of information storage, the process of forming attitudes, the process of internalization or the process of forming habit that can only be known through



a certain procedure and apparatus are believed to represent the construct in question.

Physically, the curriculum can be in form of a document containing a variety of components such as thoughts about education, the objectives to be achieved by the curriculum, the content is designed and should be mastered by the learners, a process that is designed to control the content, evaluation is designed to determine the ability stated in objectives, as well as other components.

### 3. Curriculum 2013

The curriculum 2013 is the curriculum that focused on the character building. According to Mulyasa on Yulia Nur Ekawati (2016:86) the curriculum 2013 gives a room to the learners to be independent to increase their ability and knowledge and asses the value of good morality in order to exhibit a positives attitude in their daily life. Curriculum 2013 is competency and character based curriculum. Curriculum 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work.

### 4. E-learning

The term e-Learning contains a very broad meaning, so that many experts describe the definition of e-Learning from various points of view. One definition that is quite acceptable for many parties is from Darin E. Hartley [Hartley, 2001] which states: "e-Learning is a type of teaching and learning

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that allows teaching materials to be delivered to students using the Internet, Intranet or other computer network media."

In the Glossary of e-Learning Terms [Glossary, 2001] states a broader definition that: "e-Learning is an education system that uses electronic applications to support teaching and learning using the Internet, computer networks, and standalone computers."

#### 5. Corona Virus

Corona virus is a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of Corona virus that are known to cause illnesses that can cause severe symptoms. Corona virus Disease 2019 (COVID-19) is a new disease type that has never been identified before in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory problems such as cough, fever, and the shortness of breath. The average incubation period is 5 up to 6 days with the longest incubation period of 14 days. (Yurianto, Ahmad, Bambang Wibowo, 2020

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## CHAPTER II

### REVIEW OF LITERATURE

#### The Concept of Implementation

Webster's Dictionary (1971) states that "implementation" means the act of implementing or the state of being implemented, and it presents the following key words for "implement": "to carry out: accomplish, fulfill; to give practical effect to and ensure of actual fulfillment by concrete measures; to provide instruments or means of practical expression for . . ." "To carry out something" or "to accomplish something" may sound intelligible and require little explication.

Successful implementation requires that the objective(s) and the outcome(s) satisfy the requirements of a very special relationship with each other: what is implemented is an objective (intention) that exists before the outcome and implementation is the process of effecting an outcome that is the realization of the objective. Curriculum implementation is a form of actualization of the curriculum that has been planned. Learning activities carried out by teachers and students, that is to achieve the curriculum objectives that have been set is a form of curriculum implementation.

Implementing the curriculum is the most crucial and sometimes the most difficult phase of the curriculum development process. Implementation is an interaction between those who have created the program and those who are charged to deliver it. Implementation is the carrying out of something or the practical application of a method, procedure or desired purpose. Loucks and

Lieberman (1983) define curriculum implementation as the trying out of a new practice and what it looks like when actually used in a school system. Implementers (whether they be teachers, principals, district education officers) should be well-versed with the contents of the curriculum. They must be clear of the purpose, the nature, and the real and potential benefits of the innovation. Curriculum implementation means putting into practice the written curriculum that has been designed in syllabi, course of study, curricular guides, and subjects. It is a process where in the learners acquire the planned or intended knowledge, skills, and attitudes that are aimed at enabling the same learners to function effectively in the society (SADC MoE Africa, 2000).

Lieberman (1983) define curriculum implementation as the trying out of a new practice and what it looks like when actually used in a school system. Implementers (whether they be teachers, principals, district education officers) should be well-versed with the contents of the curriculum. They must be clear of the purpose, the nature, and the real and potential benefits of the innovation. The implementation of the Education Unit Level Curriculum requires the acquisition of complete learning outcomes (mastery learning). The criteria for passing grade must be properly understood by the headmaster and teachers so that there is no mistake in making a wrong decision. This activity is a continuation of curriculum evaluation and learning activities that need to be done objectively, integrity, and comprehensively. Because of that, to determine the passing grade criteria needs to be done appropriately in accordance with the applicable provisions.

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## The Concept of Curriculum

### 2.2.1 The Definition of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curriculae", means that the distance of race that must be taken by a runner. In the past, the curriculum is defined as a period of education that should be taken by the students to obtain a diploma as a runner who had to take a distance of race to reach the finish line (Muhammad Joko Susilo, 2008).

Terminologically, to the viewpoint of each expert, the curriculum has a different interpretations variety. Based on the studies that have been conducted by many experts, the definition of curriculum can be viewed from two different sides; those are the old view (traditional view) and the new view (modern view). The old view (traditional view), formulate that the curriculum is a subject that should be taken by the students to earn a diploma. Meanwhile, according to a new view (modern view), as proposed by Romine, is as follows: "Curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not".

Based on law no. 20 Year 2003, curriculum is a guideline for the implementation of learning activities to achieve certain educational objectives that include a set of plans, arrangements regarding the purpose of content and subject matter. The curriculum management scope is an integral part of Education Unit Level Curriculum (KTSP) and School Based Management (MIS) includes planning, organizing the implementation and evaluation of the curriculum. At the Education Unit Level Curriculum activities prefer to realize and relevancies

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between the national curriculum competency standards / basic competencies with the needs of the district and the condition of the school concerned, so that the curriculum is a curriculum that integrates with learners and with the environment in which the school is located

Curriculum is the most significant element which contributes to improve learners' ability and potency (Richard, 2001: XI). Accordingly, curriculum that emphasizes competency is very crucial and needed. Such curriculum should become an instrument which guides learners to become: (1) qualified human beings who are able to face the challenge of time proactively; (2) educated human beings who are faithful, have piety toward the Lord, and have good morals, knowledgeable, creative, and self-directed; and (3) democratic and responsible citizens. The implementation of competency-based curriculum is one of the strategies of national education building as stated by the Law 20 year 2003 on National Education System (Ministry of Education and Culture, 2012, p. 3).

Curriculum is an important tool for the success of education. Without appropriate curriculum, it is difficult to reach the goal of education. In the history of education of Indonesia, Indonesia has several times in held curriculum change and improvement to adapting the curriculum with improvement and progress of time in order to achieve the maximum result. Curriculum change based on awareness that development and change that occur in society in Indonesia, global challenge, development of science and technology. This continuous change requires the improvement of national education system, include the completion of

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curriculum in realizing a society who is able to compete and adapt with the change.

Curriculum is a fundamental guidance in teaching and learning process in education. Without curriculum, it is impossible for education to run well, efficiently, effectively in accordance with the objective of education itself. The successfulness or unsuccessfulness of education is determined by the good curriculum. Therefore, curriculum has a central and strategic position in all of the education process. Curriculum directs all form of educational activity to reach the objective of education. The purpose of education itself, as mentioned in the Educational Act No 20 in 2003 about Educational System said that the objective of education is to develop the students' potential to become of faithful and piety to the Almighty God, to have good morals, knowledgeable, healthy, skillful, creative, independent, and become democratic citizen and accountable (Fadlillah, 2014: 13). These goals cannot be achieved without curriculum.

Curriculum likes spears in education. So that is why, response education to development of the time is change the curriculum. Therefore, changes in the curriculum are something that is unavoidable changes. This change is a consequence and implication of the changes of political system, socio-cultural, economic, and development of science and technology. The curriculum will continually change and it cannot be prevented, for preparing learners who are able to competitive in the future with all the advances in science and technology. The term of curriculum was originally found in the statistics world in Ancient Greece, which comes from the word curir means runners, and curere which means a race.

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So the curriculum can be defined as the distance that must be taken by runners. According to Good in Ahmad (2012: 18), that curriculum is a general over-all plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or vocational field. Whereas Taba in Fadlillah (2014: 15) said that a curriculum is a plan for learning; therefore, what is known about learning process and the development of the individual has bearing on the shaping of a curriculum. Then, in modern concept, Romine in Hamalik (2008: 4), said that curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the class or not.

Curriculum is a learning program which will decide certain education objective. The success of an education depends on the curriculum used very much. Without a curriculum, it is impossible for the education can be running well, effectively, and efficiently based on the expectation. So, a curriculum is so essential looked at every single unit of educations. In this context, a curriculum means a set of efforts to get the education objective. According to some experts of education, Curriculum is not only a number of subjects but also a set of the students' learning experiences and every single action as long as to get the learning goal.

According to Hilda Taba (1962) in Fadlillah (2013:15) "a curriculum is a plan of learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum. It is



similar to the definition of a curriculum in the Bill of No. 20 in 2003 about the national education system. In it, it said that a curriculum is a set of plans and arrangements about content, learning material, method used to be as a guidance in conducting the teaching and learning process.

A curriculum is a guideline in an educational system that consists of contents, methods, and goals for teaching-learning a subject. It contains a variety of teaching materials and learning experiences which are programmed, planned, and designed as a guideline for the teaching-learning processes to achieve the goals and objectives of learning for that subject as stipulated in Indonesian Government Regulation No. 20 for 2003 (Kemdikbud, 2003).

A curriculum is a plan for learning consisting of two major structure, dimensions, and vision. Structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences for the learners and vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. The term of curriculum became more popular as more and more definition of the curriculum arise. Based on the collection results of information about the word “curriculum” in 1916-1982, has obtained several statements that can be developed as a definition of the curriculum, as Hilda Taba said: “A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum”. According to Peter F. in Dava, “Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school”.

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Meanwhile, according to Government Regulation Number 19 Year 2005 National Education Standards, curriculum is a set of arrangements and plans regarding the teaching materials, purpose, content, and methods as an implementation guide of learning activities to achieve specific educational goals.

## 2.2.2 The Function of Curriculum

As some definitions or meanings of the curriculum explained before, basically it has a function as a reference or guide. The functions of curriculum are different, according to each of the parties such as students, teachers, principals, supervisors, parents, and community. For students, the curriculum serves as a study guide. For teachers, the curriculum should serve as guidance in implementing the learning process. For supervisors and principals, curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to study at home. As for the community, curriculum serves as a guide to provide assistance in implementing the educational process at school.

Alexander Inglis mention in his book entitled Principles of Secondary Education, there are six functions of curriculum, named:

### 1) The Adaptive Function

Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment. This is because the environment is dynamic so it demands individuals who live in the environment must adapt dynamically as well.

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## 2) The Integrating Function

Individuals are part of society, so that each individual must have the ability to integrate with the community. The curriculum serves as an educational tool to educate people become complete and integrated personality.

## 3) The Differentiating Function

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

## 4) The Propaedeutic Function

The function of the curriculum is to prepare students to pursue higher education and preparation for life in society.

## 5) The Selective Function

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

## 6) The Diagnostic Function

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This is useful for students to develop the potential and improve its weaknesses. It will guide the students to be able to develop optimally.

**2.2.3 The Previous Curriculum (School Based Curriculum 2006)**

- a. The Definition of School Based Curriculum 2006

School Based Curriculum 2006 is an operational curriculum that implemented and developed by each unit of education. School Based Curriculum is developed by each unit or group of education and school committees under the supervision and coordination of the education department. School Based Curriculum is the curriculum to replace Curriculum 1994 and to revise Curriculum 2004 (Competency Based Curriculum).

#### b. The Weaknesses in School Based Curriculum 2006

Adapted from Curriculum 2013 socialization materials, there are some weaknesses found in the School Based Curriculum 2006. So, the changes are necessary in the curriculum. The weaknesses are:

- a. The messages and contents of the School Based Curriculum 2006 are still overcrowded. It is indicated by the number of a lot of materials and subjects that the scope and the difficulty are beyond the level of the children's age development.
- b. The School Based Curriculum 2006 has not yet developed the competence completely in accordance with the goals, vision, and mission of national education.
- c. The developed competence is more dominated by aspects of knowledge and it has not yet to describe completely the learners' personality (skills, knowledge, and attitudes).
- d. The competencies which are required in accordance with the development of society, such as approaches and teaching methods, environmental awareness, character education, the balance of hard

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skills and soft skills, as well as the entrepreneurial spirit, have not been accommodated in the curriculum.

- e. The School Based Curriculum is not responsive and sensitive yet to the social changes that occur at the local, national, or global.
- f. Standards of the learning process has not yet to describe the detailed learning sequence so that opens a probability of various interpretations and it culminates in a teacher-centered learning.
- g. The assessment does not use a standard of competency based assessment yet, and it does not definitely provide remediation and enrichment services regularly yet.

### 2.3 General Characteristic of Good Curriculum

There are the characteristics of a good curriculum;

1. The curriculum is continuously evolving.
  - It evolved from one period to another, to the present.
  - It must have continuous evaluation and monitoring.
  - Curriculum must adapt its educational activities and service to meet the needs of a dynamic and modern community.
2. The curriculum is based on the people needs
  - a good curriculum reflects the needs of the individual and the society as a whole.
  - The curriculum is in proper shape in order to see the challenges of times and make education more responsive to the clientele it serves.

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3. The curriculum is democratically conceived
  - A good curriculum is developed through the efforts of a group of individuals from different scopes in the society who are well-informed about the needs, resources, and interests of the learner and the society as a whole.
  - The curriculum is the product of many energies and minds.
4. The curriculum is the result of a long-term effort.
  - A good curriculum is a product of long and tiresome process.
  - It takes a long period of time in the planning, management, development and evaluation of a good curriculum.
5. The curriculum is a complex detail
  - a good curriculum provides the appropriate instructional equipment and meeting places that are often most conducive to learning
  - it includes the student-teacher relationship, counseling program and guidance, health service, community and school projects, laboratories and library, and other school-related work experiences.
6. The curriculum provides for the logical sequence of subject matter.
  - Learning is developmental
  - Activities and classes should be planned
  - A good curriculum provides experiences continuity
7. The curriculum complements and cooperates with other community programs.
  - the curriculum is responsive to the community needs

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- the school offers its assistance in the realization and improvement of ongoing programs of the community
- there is cooperative effort between the school and the community towards greater productivity.

#### 8. The curriculum has educational quality

- quality education comes through the situation of the individuals creative and intellectual capacities for social welfare and development
- the curriculum helps the learner to become the best that he can possibly be
- the curriculum support system is secured to augment existing sources for its efficient and effective implementation.

#### 9. The curriculum has administrative flexibility

- a good curriculum must be ready to incorporate changes whenever necessary
- the curriculum is open to revision and development to meet the demands of globalization and the digital age.

### The Characteristics of Curriculum 2013

Curriculum 2013 is designed with the following characteristics:

- 1) Developing a balance between knowledge, skills, spiritual and social attitudes, and applying them in various situations in the school and in the community.

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- 2) Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- 3) Giving freely enough time to develop a variety of knowledge, skills, and attitudes.
- 4) Developing the competencies expressed in terms of class core competencies which is specified more in subject basic competence.
- 5) Developing class core competence into organizing elements of basic competence. All the learning processes and basic competencies are developed to achieve the competence stated in core competencies.
- 6) Developing a basic competence based on the mutually reinforced, accumulative principle, and enriched between subjects and education level (horizontal and vertical organizations).

#### 2.5 The Excellences of Curriculum 2013

The expected objective of the implementation of Curriculum 2013 is not possible to be achieved. It is because the curriculum is character and competency based which conceptually has several excellences. *First*, Curriculum 2013 uses a scientific approach. Learners as a subject of study will be led to expand various competencies according to each potential. *Second*, Curriculum 2013 is character and competency based curriculum, so it may underlie other capacities development in various aspects (personality, mastery of knowledge, and specific skills) which are able to be optimal based on the specific competence.



*Third*, many fields of study related to the skills development which are more appropriate to use the competency approach.

## 2.6 The Innovation of Curriculum 2013

In Curriculum 2013, the development of syllabus is no longer done by the teacher, but has been prepared by a team of curriculum developers; both at regional and central levels. Thus teachers only develop lesson plans based on the teacher guide books, student guide books and resource books which have all been prepared. The English teachers guide book is an accompanying book for the students' guide book for ELT. The book is useful for the teachers to guide well the teaching and learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in Curriculum 2013. Generally, teacher guide book consists of learning guidelines for each chapter, general instructions, and evaluation guidelines.

The English books of Curriculum 2013 for students' guide are prepared to improve students' language skills. The book display is using a text-based learning approach, whether oral or written, by placing the English language as a communication tool. This book explains the minimum effort which should be done by the students to achieve the expected competencies. In accordance with the approach used in Curriculum 2013, students are encouraged to be valiant to look for other learning resources around them. The role of teachers in adjusting and improving the students' absorption with the availability of the activities in this book is very important. Teachers can enrich it with creations in the form of

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other relevant and suitable activities which are sourced from the natural and social environment. The creations can be put into lesson plans.

## 2.7 The Implementation of Curriculum 2013 by English teacher on the Dimension of Learning Evaluation

Implementation is a process of applying ideas, concepts, policies, or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation is put something into effect". The implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is in line with what Miller and Seller said, that in some cases, implementation has been identified with the instruction.

The definitions above show the term "implementation" leads to the activity, the action, the attempt, or the mechanism of a system. The phrase "mechanism" implies that the implementation is not just an activity, but an activity that is planned and carried out by reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone, but it is influenced by the object, in this case is the curriculum.

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of 2003 year about the national education system, that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching

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materials, and methods used to guide the implementation of learning activities to achieve specific goals of education.

The implementation of Curriculum 2013 on learning activity in schools by the teachers is implemented in three dimensions, those are teaching learning planning, teaching and learning process, and learning evaluation.

a. Dimension of Teaching Learning Planning

In this dimension, teacher outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study in order to achieve the wanted goal. Everything is covered in the lesson plan.

As explained previously, in Curriculum 2013, teachers are no longer in charge of developing the syllabus but make the lesson plan only. Here, the selection of appropriate media becomes very important in order to suit the techniques that used in teaching learning process. Media influence learning a lot because it will relate to the students' involvement. Media can be used in direct instruction, active learning teaching strategies and student projects.

If we re-consider the objectives of Curriculum 2013 that students are not only smart but also must have a good attitude and ability, then the role of the media also cannot be ruled out. Media offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the media provide scenes or pictures with strong emotional content. Besides, students can hone their analytical skills by analyzing media using theories and concepts they are studying.

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## b. Dimension of Teaching Learning Process

Learning is a process of interaction between students and students and between students and teachers with learning resources in a learning environment. The characteristics of an ideal learning are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners.

At this dimension, the teachers implement teaching learning strategies and methods that should be in accordance with the approach in Curriculum 2013, that is the scientific approach. The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring/ experimenting, associating, and communicating. According to Anthony, approach is the level at which assumptions and beliefs about language and language learning are specified. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented. Within one approach, there can be many methods.

Related to the method chosen and used in the learning process, when planning a learning activity, a teacher must understand the characteristics of students first as well as focus on the competencies to be mastered by the students. Therefore, the teachers are required to have knowledge of methods in

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order to choose the appropriate method. A knowledge of methods is part of the knowledge base of teaching. With it, teachers join a community of practice.

c. Dimension of Learning Evaluation

The teachers' activity in this dimension is to evaluate the students' learning. Many points of view regard the evaluation activity is performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be performed when the learning activity is in process.

Evaluation is defined as the systematic attempt to gather information in order to make judgments or decisions. Evaluation has different meanings for different teachers. However, the meaning of evaluation which has been widely accepted by teachers in the field is a process which determines the extent to which objectives have been achieved.

Based on the guidelines of learning evaluation by the teachers, Curriculum 2013 requires the use of authentic assessment. In the paradigmatic embodiment, authentic assessment requires a real authentic instruction and authentic learning. It is believed that authentic assessment can provide information of students' ability holistically and validly.

Authentic assessment that used in the evaluation assesses the students' readiness, process, and outcomes of learning as a whole. Authentic assessment is not the only approach used in evaluating students, non-authentic assessment is also used. However, authentic assessment is the main approach in evaluating students based on Curriculum 2013.

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The scope of the evaluation of students' learning outcomes by the teacher included attitude competencies (spiritual and social), knowledge, and skills. The scope is also known as the three domains in the objectives of education which formulated by Bloom et al (taxonomy), named cognitive, affective, and psychomotor domain. Therefore, the instrument of assessment that used also should be considered in order to include all of these three competencies. The instrument of assessment which prepared by the teacher must be in accordance with the characteristics and complexity of the material in the content standards and competency standards. Thus the instrument will provide accurate information about the level of achievement of the students' competence.

The factors that influence support and determine the successful Curriculum 2013 implementation comes from the commitment of all parties which involved as well as the professional capabilities of the implementer of the curriculum. Marsh said that there are three factors, those are the support of the principal, teachers peer support, and internal support in the classroom. From these various factors, the teacher is the major and the main determining factor in the implementation of Curriculum 2013.

However ideal the curriculum is, without supported by the teacher's ability to implement it, it will not be meaningful as an instrumental input in achieving the goals of education. In the same way, teaching learning activity without curriculum as a guideline would not be effective. Thus, the role of the teacher is a key position in the implementation of Curriculum 2013. Therefore,

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preparation and guidance for the teachers for the implementation of Curriculum 2013 is a necessity.

In this research, the implementation of Curriculum 2013 focuses on English subject and English teacher. Everything which is planned on the dimension of planning by the English teacher has a big influence in the success of English learning evaluation based on Curriculum 2013. As mentioned in *permendikbud* number 104 of 2014, learning evaluation is conducted through authentic and non-authentic assessment, but the main approach is authentic assessment. Authentic assessment is the assessment that wants the students to appear the attitude, use the knowledge and skill they gained from learning in doing a task on real situation.

## 2.8 Component of Curriculum 2013

The function of the curriculum in the education process is as a tool to achieve educational goals. In this case, it means that as an educational tool the curriculum has important components and as a support that can support its operations properly. These constituent components are interrelated. The components of curriculum development, namely the objective component, content component, method component, and evaluation component. These components are interrelated.

The description of each component is as follows:

### Component of Purpose

The objective component is the curriculum-forming component relating to the things to be achieved or the expected results of the curriculum to be implemented.

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By setting definite goals, this will help in the process of making an appropriate curriculum and also help in the implementation of the curriculum so that the expected goals can be achieved. Educational objectives are classified into four, namely:

a. National Education Objectives

In the national education perspective, the goal of national education can be seen in Law Number 20 Year 2003 concerning the National Education System, that "National education functions to develop capabilities and shape the character and civilization of a nation with dignity in order to develop the life of the nation, aiming at developing potential students to be human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible".

b. Institutional Purpose

Institutional goals are goals that must be achieved by every educational institution. In Minister of Education Regulation No. 22 of 2007 it was stated that the educational objectives of elementary and secondary education unit levels were formulated as follows.

- The purpose of basic education is to lay the foundation of intelligence, knowledge, personality, noble character, and the skills to live independently and attend further education.
- The aim of secondary education is to increase intelligence, knowledge, personality, noble character, and the skills to live independently and attend further education.

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- The aim of vocational secondary education is to increase intelligence, knowledge, personality, noble character, and the skills to live independently and to follow further education in accordance with their vocational training.

#### c. Curricular Purpose

Curricular goals are goals that must be achieved by each field of study or subject.

#### d. Instructional Objectives or Learning Objectives

Learning objectives, which are part of curricular goals, can be defined as abilities that students must have after they have studied certain subjects in a particular field of study in one meeting.

#### 2. Content Components

The content of the curriculum program is everything that is given to students in learning and teaching activities in order to achieve goals. The curriculum content includes the types of subject areas taught and the content of the programs from each of these study fields.

#### Component Methods

Component method or strategy is a component that is quite important because the methods and strategies used in the curriculum determine whether the material provided or the expected goals can be achieved or not. In practice, a teacher should be able to develop varied learning strategies, using various strategies that enable students to carry out their learning processes actively, creatively and pleasantly, with high effectiveness. The selection or making of a method or

strategy in carrying out the curriculum that has been made must be in accordance with the material to be provided and the objectives to be achieved.

#### 4 Evaluation Component

In a limited sense, curriculum evaluation is intended to examine the level of achievement of educational goals that want to be realized through the curriculum question. While in a broader sense, curriculum evaluation is intended to examine the overall curriculum performance in terms of various criteria.

The evaluation component is part of forming the curriculum that acts as a way to measure or see whether the goals that have been made are achieved or not. In addition, by evaluating, we can find out if there are errors in the material provided or the method used in carrying out the curriculum that has been made by looking at the results of the evaluation. That way, we can also immediately fix existing mistakes or maintain or even improve things that are already good or successful.

#### 2.9 Corona Viruses

Corona viruses form a large group of viruses that share unique characteristics in the viral world. Chief among them is their distinctive corona morphology when viewed by electron microscopy, hence their name. They are also bearer of the largest RNA genome in the viral world: at 30 kb or more, this extraordinarily long RNA genome enables a high degree of genomic plasticity and explains in part the corona viruses' diversity and adaptability. Corona viruses also have a distinct mode of replication: they produce a set of sub-genomic mRNAs using a unique template switching mechanism during transcription. Corona viruses are a highly successful group and indeed are known to infect a very wide

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array of species of birds and mammals, from beluga whales to turkeys and from praffes to mice, the list keeps on growing. Corona viruses can also infect humans, mostly causing mild and sometimes severe respiratory disease. After the Severe Acute Respiratory Syndrome epidemic of 2002-2003 and the identification of the associated corona virus, the SARS-Co V, research interest for this viral group has risen dramatically, leading to the identification of new species and to a spur in our understanding of the biology of this fascinating and diverse group of viruses.

## 2.9 Corona Virus/Covid-19 Pandemic

The Covid-19 pandemic is the first and foremost health crisis in the world. Many countries have decided to close schools, colleges and universities. The United Nations (UN) became upset by this fact. The International Organization based in New York, USA, has caught that education is one of the sectors that has been badly affected by the corona virus. Worse yet, it happened at a fast tempo and on a wide scale. Based on the ABC News report on March 7, 2020, school closings have occurred in more than dozens of countries due to the COVID-19 outbreak. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), there are at least 290.5 million students worldwide whose learning activities are disrupted due to schools being closed. At the university level in the United States, the corona virus outbreak also shows its intervention. Because of COVID-19, student exchange programs between countries must be stopped. This is mostly done by universities in the US. Seeing the miserable condition of Italy due to corona, several universities asked all students to return from the study exchange program in Italy. This policy follows a

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decision by the Center for Disease Prevention and Control (CDC) which placed Italy from Level 2 to Level 3 emergency status on 26 February. Elon University, Fairfield University, Florida International University, Tampa University, Gonzaga University, Loyola University Chicago, Miami-Ohio University, Penn State University, Stanford University, Syracuse University, Maryland-College Park University, Miami University and Villanova University have asked their students to leave Italy immediately and return to the US. Corona virus-lockdown in New York United States Some students, such as those at Villanova University, have also been asked to complete a 14-day quarantine period before returning to campus. In Washington, where many cases of the corona virus have been reported, health officials say no protocol has been in place for school closures.

Thirteen countries including China, Japan and Italy have closed schools across the country in a bid to stop the spread of the flu-like virus. UNESCO said, It affects nearly 290 million students. Most of the students are from China, where the outbreak originated. Across the country, including the special administrative regions of Hong Kong and Macau, more than 233 million students are out of school because of the virus. That is followed by Japan, which has nearly 16.5 million transferred students, according to UNESCO Institute of Statistics data. A number of schools in the United States have canceled classes due to the corona virus. Among them are Mariner High School and Discovery Elementary School, located in Washington State, which have seen a sharp increase in confirmed cases. New York state and New York City have also closed several schools after health officials confirmed at least 22 statewide cases. Los Angeles officials, when

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declaring a state of emergency on Wednesday, told parents that school closings were a possibility and had to be prepared for. Health officials do not currently recommend closing schools if there are no local corona virus cases. Instead, they emphasized healthy behaviors such as washing hands with hot soapy water, staying home when sick and covering coughs. UNESCO will hold an emergency meeting on March 10 on school closures related to the corona virus. The agency said it supports the implementation of large-scale distance learning programs and platforms to reach students remotely. The impact of the corona pandemic has now begun to penetrate the world of education, the central and regional governments have provided policies to close all educational institutions. This was done in an effort to prevent the spread of the corona virus. It is hoped that if all educational institutions do not carry out activities as usual, this can minimize the spread of the Covid-19. The same thing has been done by many countries affected by the Covid-19, lockdown or quarantine policies are carried out in an effort to reduce the interaction of many people who can provide access to the spread of the Covid-

The virus can be transmitted from human to human and has been widespread in China and all parts of the world and other territories. WHO announced COVID 19 as a Pandemic on March 12, 2020. Its transmission is relatively fast, has a high mortality rate and the absence of definitive therapy causes a high risk in a country. Recent developments with clinical trials still have not found effective therapies for treatment or prevention. The various treatments

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provided have not had a significant effect to control the spread and cure of COVID 2019.

The spread of the corona virus initially had a major impact on the sluggish economic world, but now the impact is also being felt by the world of education. The policies taken by many countries, including Indonesia, by closing all educational activities, have made the government and related institutions have to present an alternative educational process for students and students who cannot carry out the educational process at educational institutions. Based on data obtained from UNESCO, currently a total of 39 countries have implemented school closures with the total number of students affected reaching 421,388,462 children. China has so far had the number of students most affected by the corona virus, which is around 233 million students. Meanwhile, as of March 13, there were 61 countries in Africa, Asia, Europe, the Middle East, North America and South America that had announced or implemented restrictions on school and university learning. UNESCO provides direct support to countries, including solutions for inclusive distance learning. The policies to close schools in these countries have an impact on nearly 421.4 million children and adolescents in the world. Covid-19 affected countries are placing national responses in the form of learning platforms and other tools such as distance learning. In the UNESCO site, it is stated that the corona pandemic is threatening 577 million students in the world. Meanwhile, UNESCO said that a total of 39 countries had implemented school closures with a total number of affected students reaching 421,388,462 children. The total number of students who are potentially at risk from pre-

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Primary to senior secondary education is 577,305,660. Meanwhile, the number of students who are potentially at risk from higher education is 86,034,287 people.

Currently in Indonesia, several schools and colleges have begun to implement policies for remote online lectures or teaching and learning activities. Everyone then took distance to break transmission chain of COVID-19. Mass agendas are being removed, places of worship are now getting quiet. Because SARS-CoV-2 is also the term 'Work from Home' (WFH) soaring. It is not enough, schools and colleges have also been established. It's complete, the corona virus also has a serious impact on the educational sector, both in Indonesia and globally. The government announced the National Examination (UN) this year was officially abolished. Starting from the level of Elementary School (SD) to the level of Senior High School (SMA). The government has eliminated the National Examination (UN) start from 2020. Workforce and students around the world have really felt the tremendous impact of the corona virus outbreak that first emerged in China. As a result of the pandemic which has spread to 156 countries, many schools have had to close. ABC News reports that at least 22 countries on three continents have closed their schools during the pandemic. The schools accommodate hundreds of millions of students from all over the world. In its report, ABC News also noted that 13 countries were closing schools across the country.

Victims of the covid-19 outbreak, not only education at the elementary school / Madrasah ibtdaiyah, junior high school / Madrasah Tsanawiyah, and senior high school / Madrasah Aliyah, but also universities. All levels of

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education from elementary / ibtidaiyah to tertiary institutions (universities) both under the Ministry of Education and Culture of the Republic of Indonesia and those under the Ministry of Religion of the Republic of Indonesia all have a negative impact because students are "forced" to study from home because of face-to-face learning. Eliminated to prevent the transmission of Covid-19. Even though not all students, and students are used to learning through Online. Moreover, many teachers and lecturers are still not proficient in teaching using internet technology or social media, especially in various regions.

### 2.10 E-learning

The outbreak of the Covid-19 case in Indonesia has had a huge impact, both in terms of the economy, industry and education. This virus outbreak has spread very quickly to various countries in the world. The covid-19 pandemic has brought big changes to the world, including Indonesia. The spread of the corona virus is the cause of the highest death rate for now (Rahcmat, 2020). The corona virus which is spreading every day has made the government decide several new regulations and policies to the public. These policies include the social distancing movement, the work from home movement, online learning, and the PSBB (large-scale social restrictions) which are currently being promoted. Various countries have implemented social distancing (social distancing) which is designed to reduce interactions between people in the wider community, where individuals may be infected but have not been identified so that they have not been isolated (Darmalaksana, 2020). This has a major impact on all sectors of life. This has

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resulted in the closure of many educational facilities, shopping centers, places of worship and so on (Hasanah, 2020).

E-Learning contains a very broad meaning, so that many experts describe the definition of e-Learning from various points of view. One definition that is quite acceptable for many parties is from Darin E. Hartley [Hartley, 2001] which states:

"E-Learning is a type of teaching and learning that allows teaching materials to be delivered to students using the Internet, Intranet or other computer network media."

In the Glossary of e-Learning Terms [Glossary, 2001] states a broader definition that: "e-Learning is an education system that uses electronic applications to support teaching and learning using the Internet, computer networks, and standalone computers." The term e-learning contains a fairly broad meaning, so there are many once an expert who describes the definition of e-learning from various angles view. E-learning is a possible teaching and learning media in delivery of teaching materials to the students using the media internet, intranet, or other computer network media (Hartley, 2001).

E-Learning is an educational system that uses applications electronics to support the teaching and learning process by utilizing media internet, computer networks, and standalone computers. Some experts also define e-Learning as distance learning. According to Effendi and Zhuang, e-Learning is all educational activities that use computer or internet media. According to other experts e-Learning is the use of internet technology to deliver enhancing solutions knowledge and performance (Rosenberg, 2006).

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Jaya Kumar defines e-Learning as any teaching and learning using electronic circuits (LAN, WAN, or the Internet) to convey the content of learning, interaction, or guidance (Kumar, 2002). Some experts also define e-Learning as distance learning via internet media. According to Dong the definition of e-Learning as an activity asynchronous learning through computer electronic devices (Kamarga, 2002).

"E-Learning is a generic term for all technologically supported learning using an array of teaching and learning tools as phone bridging, audio and videotapes, teleconferencing, satellite transmissions, and the more recognized web-based training or computer aided instruction also commonly referred to as online courses "which means e-Learning is a general term for all technology support learning using a variety of teaching tools and learning such as phone bridging, audio and video, teleconferencing, transmission satellite, and web-based training (Soekartawi, Haryono, and Libroero, 2002).

Rosenberg emphasized that e-Learning refers to usage Internet technology to deliver a solutions series that can improve skills and knowledge (Rosenberg, 2001). The use of "e" in the word e-Learning is an abbreviation of electronics, in e-Learning it is used as term for any technology used to support businesses teaching by utilizing internet electronic technology (Purbo, 2002). Internet, intranet, satellite transmission, teleconferencing, videoconferencing, Interactive TV, is a part of the means or electronic media used for the process learning and teaching. At the same time, in e-Learning process can be done synchronously, or asynchronously (on different times). Learning material

delivered through e-Learning uses graphics, animation, text, audio, and video, besides e-Learning equipped with a discussion forum.

In the teaching and learning process using e-Learning focus the main thing is the students. Teaching and learning process through e-Learning will force students to be more active. E-Learning and internet media today this has been able to replace the teaching staff as a learning resource right. E-Learning is instruction that is delivered via electronic devices digital such as computers or mobile devices that are intended to support the teaching and learning process (Clark and Meyer, 2011). Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018). Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separated or even far apart but can communicate, interact or collaborate (directly / synchronously and indirectly / asynchronously).

Matthew Comerchero, stated that the definition of e-Learning in educational means that include technology, communication, efficiency, and self-motivation (Bloomsburg, 2006). There are limitations in social interaction, participant students must keep themselves motivated. E-Learning becomes efficient because it is able to reduce the distance between teachers and students. Distance capable reduced because e-Learning is designed using internet media.

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From the tens or even hundreds of definitions that have emerged, it can conclude that an educational concept or system that utilizes information technology in the teaching and learning process can be called an e-Learning.

Various terms and limitations have been put forward by information technology experts and education experts. In simple terms, e-learning can be understood as a learning process that utilizes information technology in the form of computers equipped with telecommunications facilities like internet, intranet, and extranet, and multimedia like audios, videos, and graphics as the main media in delivering material and interactions between teachers (teachers/lecturer) and learner (student/student). The problems faced by schools today are at the level of readiness of learning participants, teachers, school infrastructure, financing, learning effectiveness, management systems and the school's support capacity in organizing ICT-based learning.

To make e-learning effective in such difficult times, we need to focus on the use of technology more efficiently, that is, the usage of that technology which has minimum procurement and maintenance costs but can effectively facilitate educational processes. Before bringing in and adopting any e-learning tool or technology, its pros and cons need to be weighed. Institutions should conduct plenty of research when bringing the right technology for different educational initiatives. There should be proper clarity on the purpose and context of technology adoption. As several factors affect the choice of a particular technology such as security features, availability and condition of laboratories, internet speed, internet access, digital literacy levels of the beneficiaries, and so

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E-learning can help in providing inclusive education even at the time of crisis. Such systems need to be developed in educational institutions that make sure that student is getting deprived of education due to their location, social class, ethnicity, and so on. Online methods of teaching support and facilitate learning-teaching activities, but there is a dire need to weigh the pros and cons of technology and harness its potentials. Disasters and pandemic such as Covid-19 can create a lot of chaos and tensions; therefore, there is an important need to study the technology deeply and with due diligence to balance these fears and tensions amidst such crisis.

### 2.10.1 Components of E-learning

A system is built from a collection of components that are mutually exclusive related to one another, so it is with e-Learning. E-Learning consists of the components that make up the e-Learning system. Following are the main components of the e-Learning system.

**E-Learning infrastructure.** The e-Learning infrastructure can be personal computer (PC), computer networks, internet, and multimedia equipment. This includes teleconference equipment.

**E-Learning Systems and Applications.** Virtualized software systems conventional teaching and learning process. With regards to how management classes, material and content creation, discussion forums, scoring systems, examination systems online and all the features related to learning process management teach. This software system is often referred to as Learning Management System (LMS).

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E-Learning content. E-Learning content is a teaching material that is in e-Learning system (Learning Management System). The teaching materials can be in the form of Multimedia-based Content (multimedia interactive content) or Text-Based Content (content in the form of text like an ordinary textbook). All The content is stored in a Learning Management System (LMS) so that can be accessed by students anytime and anywhere.

Actor e-Learning. We can also call e-Learning actors as users of e-Learning application. There are 3 types of actors in the e-Learning application, namely Student (Students), Lecturer (Lecturer), and Admin (Administrator).

### 2.10.2 Delivery Methods of E-learning

In delivering it to students, e-Learning has two the main methods are Synchronous e-Learning and Asynchronous e-Learning, with the following explanation:

1. Synchronous e-Learning, "Teachers and students at the same time, but at a different place". In using this method, take advantage of the infrastructure component of e-Learning, namely teleconference. For example, XYZ University follows lectures using teleconference with professors at universities abroad. Weakness of this method is required a high enough internet connection.
2. Asynchronous e-Learning, "Teachers and students in the same class (virtual classroom), albeit in a different time and place". When using this

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method, it takes the role of the e-Learning system (application) in the form of a Learning Management System (LMS). Where is the LMS then filled with both text-based and text-based content multimedia. The system can be accessed 24 hours nonstop via the network Internet. With this method teachers and students can follow the process learn to teach anywhere and anytime.

### 2.10.3 Function of E-learning

There are three main functions of electronic learning for activities learning in the classroom (classroom instruction), namely as a supplement which are optional / optional, complementary, and the last one is as a substitute (substitution) (Siahaan, 2002), namely as follows:

1. Supplements. It is said to function as a supplement (addition), if the participant students have the freedom to choose, whether to use the material electronic learning or not. There is no obligation for students to access electronic learning materials. Although it is optional, participant students who use e-Learning will get additional knowledge and insight.
2. Complement. It is said to function as a complement (complement) when it is material electronic learning is programmed to complement the learning material received by students in the classroom (Lewis, 2002). As a complement means that electronic learning material is programmed to become material reinforcement (enrichment) for students in following conventional learning activities. Said to be a remedial program, if participant students who have difficulty understanding the subject matter

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presented by the teacher face to face in the class, given the opportunity to make use of electronic learning materials specifically designed for make it easier for students to understand the subject matter presented teacher in class.

3. Substitution at some universities at home and abroad provide several alternative learning models that can be chosen by students, the goal is that students can manage flexibly lecture activities according to the time and other activities of students. There are three alternative models that are generally used and can be chosen by students, namely: (1) Conventional Model, where the teaching and learning process is carried out by teaching staff in the classroom. (2) Merger Method, where a portion of the time done conventionally, and part of the time the other is done with make use of e-Learning. (3) The learning process is fully carried out with make use of e-Learning. This extremely flexible state is believed to be capable accelerate the lecture completion process.

#### 2.10.4 Supporting Technology for E-learning

1. In practice e-Learning really needs technology assistance, because it is known as Computer Based Learning (CBL), which is a a learning system based entirely on computer technology. Lan term which is well known is Computer Assisted Learning (CAL), namely learning that uses computers as a tool.
2. Learning technology continues to develop, but in principle technology these can be grouped into two, namely: Technology Based Learning and

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Technology web-based Learning. The first group in principle using Audio Information Technologies, such as radio, audio tape, voice mail telephone, and also use Video Information Technologies, such as video tape, video text, and video messaging. While the second group is on in principle are Data Information Technologies such as bulletin boards, internet, email, tele-collaboration).

3. According to Ono W. Purbo (Purbo, 1997), there are five standard internet applications can be used for educational purposes, namely email, Mailing List, News Group, File Transfer Protocol (FTP), and the World Wide Web (www). While Rosenberg (2001), categorized three basic criteria that exist in e-Learning, namely, (1) e-Learning is networked which makes it capable of improving fast, save and retrieve, distribute and share lessons and information, (2) e-Learning is sent to users via computers and using standard internet technology. (3) e-Learning focuses on the broadest view of learning, superior learning solutions traditional paradigm in the teaching and learning process.

**2.10.5 Advantages and Disadvantages of E-learning**

The advantages of implementing e-learning:

1. Can be accessed easily  
Simply using a smart phone or other technological device such as a laptop connected to the internet, you can access the material you want to study. By implementing e-learning you can carry out learning activities anywhere, anytime.

## 2. More affordable costs

Of course, we all want to increase our knowledge without financial constraints. With the internet data package, you can access various learning materials without worrying about missing lessons if you don't attend. It is recommended that you enroll members in e-learning because member fees are cheaper than taking lessons or courses at learning institutions.

## 3. Study time is flexible

Most people who want to study again usually don't have enough time. One reason may be that your time is already spent for working. Digital-based learning or e-learning is the solution. Time to study can be done at any time without being tied to study hours.

## 4. Broad insight

By implementing e-learning, of course you will discover many things that you didn't know before. This is because some of the subject matter available on e-learning is not yet available in print media such as books which are often used in conventional teaching and learning methods. It is different from face-to-face learning which is done by reading books.

The disadvantages of implementing e-learning:

## 1. Limited internet access

One of the shortcomings of the e-learning learning method is the limited internet access. If you are in an area where there is no stable internet coverage, it will be difficult for you to access e-learning services. This of course still

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happens a lot in Indonesia considering that some 3T areas (underdeveloped, frontier, and outermost) are still not covered by internet access. In addition, the price of internet data usage is still considered quite expensive for some Indonesians. This causes the ability to take advantage of e-learning is still considered a privilege.

#### 2. Less interaction with teachers

Some e-learning learning methods are one way. This causes less teacher and student interaction so that it will be difficult for you to get further explanation about material that is difficult to understand.

#### 3. Understanding of the material

The material taught in e-learning is responded based on different levels of understanding, depending on the user's ability. Some people may be able to grasp material more quickly just by reading, but some may take longer to fully understand. There are even those who need explanations from other people in order to understand the material being studied.

#### 4. Lack of Supervision in Learning

Lack of supervision in conducting online learning makes e-learning users sometimes lose focus. With the ease of access, some users tend to procrastinate their study time. Self-awareness is needed so that the online learning process becomes focused and achieves goals.

E-learning also has certain weaknesses in the form that it can hamper the communication between the learner and the educator, that is, direct

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communication and human touch are lost. Users can face many technical difficulties that hinder and slow-down the teaching–learning process (Favale et al., 2020). Time and location flexibility, though it is the strength of online learning these aspects are fragile and create problems. Student’s no serious behavior in terms of time and flexibility can cause a lot of problems. All students and learners are not the same, they vary in degrees of their capabilities and confidence level. Some do not feel comfortable while learning online, leading to increased frustration and confusion. Inadequate compatibility between the design of the technology and component of psychology required by the learning process; and inadequate customization of learning processes can obstruct the teaching process and creates an imbalance.

#### **2.10.6 Indonesian Ministry of Education and Culture's Policy Against Corona Virus outbreaks in Teaching and Learning Activities (KBM)**

The school is a place of interaction and teaching and learning in the classroom. There where students get knowledge. The learning process will be more successful if the learning material is packaged so well that it can attract the attention of all students. So far the school is a second home for students, where the teacher is the second parent for all students. The school is an institution that we know is a clean, environmentally friendly and comfortable place for all students. But who would have thought the school which was once a second home for students, a comfortable place but now considered unsafe for all school residents? This is due to the Corona virus which is increasingly spreading.

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Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim supports the policy of the regional government (Pemda) which dismiss schools and postpones the implementation of the National Examination (UN). That was as a step to prevent the spread of Corona virus or Corona virus disease 2019 (COVID-19). The impact of the spread of COVID-19 will differ from one region to another. The Ministry of Education and Culture is ready to support the policies adopted by the Regional Government. The safety and safety of students and teachers and education personnel are the main ones. The policy of the central government which supports local governments to lay off students for the next few days to study at home is welcomed by the local government, for example, the DKI-Jakarta government applies to learn at home at all levels starting from elementary and junior high, high school. Even before the official application of learning at home was officially established, several university campuses had implemented E-Learning or Online learning. Although learning activities are not carried out face-to-face in the classroom, it is hoped that all students and students can study independently at home online, so as long as they are laid off all students do not miss lessons.

The Ministry of Education and Culture urges each education unit to report to the education office, health office or Higher Education Service Institution in the event of a mass absence of students. Then consult with the education office or LL Dikti if the absence rate interferes with the teaching and learning process, so a solution will be sought. In a circular, the Ministry of Education and Culture explains the mechanism for students and parents of students traveling in affected

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countries, then asked to take a break for the next few days. Students are obliged to monitor their health at home at any time, but also actively detect their health, both to the doctor or to the health care center. So, not only at home but actively check health.

To anticipate the spread of Corona Virus in all schools, it is suggested to activate the role of School Health Enterprises (UKS) or health service units in tertiary institutions by coordinating with local health service facilities to prevent the spread of COVID-19. Small businesses that can be done by schools are to improve the cleanliness of the school environment, all school residents wash their hands more often, do not contact directly with fellow students such as shaking hands, hugging, and others. If there is an indication that the COVID-19 Virus is infected, immediately communicate with the Health Officer, the Education Office and or the Higher Education Service Institution to find out whether the Health Office has some kind of plan or preparation in dealing with COVID-19. Besides addition, the school must also ensure the availability of facilities for handwashing with soap (CTPS) and disposable cleaning tools (wipes) in various strategic locations in the education unit. Also, ensure that education unit residents use CTPS advice (minimum of 20 seconds) and disposable hand dryers as they should, and other healthy clean living (PHBS) behaviors must be consistently implemented.

If we look at technological advances in the present, learning is not only done in the classroom, it can also be done online. Teachers as educators must be wise in taking the right steps to continue learning even if it is not carried out in the

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classroom. This is given the current situation in the country that is being hit by the COVID-19 Virus. According to Law Number 14 of 2005<sup>16</sup> Concerning teachers and lecturers, in carrying out their profession, teachers are required to improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science and technology, teachers must be able to present a memorable and meaningful learning atmosphere. In the ideal level, the teacher can work together in developing teaching materials into online learning media that are following the characteristics of students. The development of interesting teaching materials becomes a demand that the learning process does not take place boring. In this case, the creativity and innovation of the teacher communicating the material communicatively determine the success of online learning. By utilizing an online learning system, it is possible to package teaching materials in an interactive digital format.

The use of online learning systems in the educational dimension is inevitable. The fact is, not a few students who spend hours with their gadgets, for laptops, tablet PCs, or their smart phones. By accessing the internet, they can search for various information and knowledge they want or just show their existence through social media. This phenomenon is both a challenge and an opportunity for teachers to be creative in developing learning methods that are interesting, innovative and fun. Innovative learning that utilizes an online basis as a medium can be realized in the form of interactive multimedia-based learning and personal blog-based learning media by teachers. The learning process is not merely insulated by space and time. Science is not only absolute can be obtained

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orally through a teacher, but can also be obtained through various references such as the internet. On the other hand, the teaching style of the teacher also experienced a transformation from conventional lecture models to multimedia-based presentations. Especially in the 2013 curriculum requires teachers to massively master ICTs to support the learning process. According to (Reeves, 1998), in the learning process, there are two main approaches in the use of ICT, namely students can learn 'from' and 'with' ICT. Learning 'from' ICT is done. As in the use of computer based instruction (tutorials) or integrated learning systems. Whereas learning 'with' ICT is to use it as cognitive tools and constructivist learning environments.

By using an online learning system, ideally, it can change the face of education in a direction that is better, more enjoyable, and more effective for students. Based on the condition of our country that is currently being hit by the COVID-19 Virus, the role of online-based learning as a support to the learning process becomes very significant and necessary. Especially in the current global era, transformation is going very fast. The reality is students can even more easily adapt to new technologies and changes that exist today. The application of online-based learning to teaching and learning has two major challenges, namely: (1) the application of online-based learning as 'difficult alternatives for students'; and (2) online-based application to produce knowledgeable students (knowledge-based student), which is to take advantage of online-based to develop themselves continuously (long life learning) and increase their productivity.

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Online-based learning is expected to have a positive impact on students and the progress of our education. In this case, the teacher also expects the participation and care of parents at home to encourage their children to study at home, using online based learning facilities and systems that have been established by the government through the Education Office during COVID-19

## 2.11 The Impacts caused by COVID-19 in Indonesia on Teaching and Learning Activities

### 2.11.1 Impact of COVID-19 for education in general

The effect of COVID-19 does not only have an impact on the health and global economy. But it affects all sectors, especially in the education which causes so many routine physical activities, such as face-to-face meetings in class, the process of academic guidance, formal meetings in seminar forums and so on to be undisturbed. However, these routine activities were hampered because to minimize the spread of Covid19, the government had implemented a physical distancing policy. Seeing these various facts, the application of online learning methods (e-learning) is the best choice for the world of education. Various streams of education are currently starting to take advantage of information technology and implement online learning systems to support learning activities. Therefore, it is necessary to take anticipatory steps by each education unit at the regional level given the number of important agendas, such as national exams, and selection of higher education entrance.

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The United Nations Educational, Scientific and Cultural Organization (UNESCO) notes, COVID-19 has an impact on the education of around 290.5 million students worldwide. UNESCO Director-General Audrey Azoulay said disadvantaged children and adolescents were those who tended to be most affected by the closure of schools. Although the temporary closure of schools as a result of health problems and other crises is not new, however, the current global scale and speed of educational disruption are unmatched and if extended, could threaten the right to education.

As quoted from the official website of UNESCO, that UNESCO noted, until March 4, 2020, 22 countries had announced the closure of temporary schools to prevent the spread of COVID-19, previously, only China had implemented the policy. They revealed that nine countries had implemented school closures locally to prevent the spread of the corona virus. If this is expanded into national policy, 180 million children and other young students will be affected. UNESCO states that while it is temporary, school closures have an impact on reduced teaching time and can have an impact on achievement. Also, other losses that will arise are the discomfort in the family and the decline in economic productivity because parents have to take care of children while working. Therefore, UNESCO supports the implementation of distance learning programs on a large scale and recommends applications and educational platforms that are useful and can be used by schools and teachers to reach students from a distance.

Audrey Azoulay, 2020 stated that UNESCO together with each country worked together to ensure the continuity of learning for all, especially children

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and disadvantaged youth who tended to be hardest hit by school closures. The policy of closing schools in these countries has an impact on nearly 421.4 million children and adolescents in the world. Countries affected by COVID-19 place national responses in the form of learning platforms and other devices such as distance learning. The UNESCO website states that this Corona pandemic threatens 577 million students in the world. The total number of students who are potentially at risk from pre-primary to high school education is 577,305,660. While the number of students who are potentially at risk from tertiary education is 86,034,287 people.

Currently in Indonesia, several campuses have begun implementing policies for teaching and learning activities from a distance or online learning. This is not a problem for universities that already have an online academic system. But it will be a problem for universities that do not yet have an academic system based online, especially if the resources of the teachers do not understand the learning system by using online applications. Not to mention the problem of the internet connection is not good on every campus or schools and not all students have smart phones and notebooks or computers connected to the internet. This is one of the obstacles faced by the government to implement online learning.

The Ministry of Education and Culture is based on official information, ready with all scenarios including the application of working together to encourage online learning (in networks) for students. This is an effort to keep students studying at home, the Ministry of Education and Culture (Kemendikbud)

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prepares some support to expedite the process. The Ministry of Education and Culture itself develops distance learning applications based on the portal and android Rumah Belajar. It's can be accessed at [learning.kemdikbud.go.id](http://learning.kemdikbud.go.id). Some features Featured that can be accessed by students and teachers include Learning Resources, Digital Classes, Virtual Laboratories, and Question Banks. The Learning House can be used by students and teachers of Early Childhood Education (PAUD), Elementary Schools (SD), Junior High Schools (SMP), High Schools or Vocational Schools (SMA / SMK) and equivalent to be used free of charge.

The Ministry of Education and Culture has partnered with seven online learning platforms namely Your School, Zenius, Smart Classes, Google Indonesia, Quipper, and Microsoft. Each platform will provide facilities that are publicly free and accessible. These online learning platforms can be accessed by teachers and students to increase learning resources.

The Corona pandemic is indeed a tough test for all nations, testing the all nations' ability to be able to take wisdom by continuing to strive and endeavor to find solutions to every matter that exists. As a big nation, Indonesia must be able to overcome all existing problems. This is proven by Indonesia being ready with all possibilities, with the birth of technologies created by the nation's children to provide online education services. It hopes that nation will become a nation that is preserved and tested to be great in the future.

## 2.11.2 Impact on Students

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The impact that students feel on the teaching and learning process at home is that students feel compelled to learn distance without adequate facilities and infrastructure at home. The facility is very important for the smoothness of the teaching and learning process. In online learning at home, the facilities that should be provided first are mobile phones, computers, laptops, and then internet connection. It will make online learning at home being easier for students to listen to the online teaching and learning process. The other obstacle is that students do not have a culture of distance learning because so far the learning system is carried out through face to face, students are used to being in school to meet face to face with their teachers, interact with their classmates, play and joke with their friends, and learn together in the classroom. Long distance learning methods make students need time to adapt with the situation and they face new changes that will indirectly affect their learning ability. The next impact experienced by students is that students will lose their social spirit. At school they can play interacting with their friends but now they are not biased and only alone at home with their parents, interactions with fellow friends, teachers and people at school will be reduced. The Covid-19 outbreak forces students to use technology, so like it or not they have to learn and they should be ready to teach remotely using technology. Each school prepares distance learning systems and tools by providing teachers' technical guidance so they can use modern technology in teaching and learning process to improve the quality of students.

Zapalska (2006) stated that if a particular student learns best in a certain way, he or she must be exposed to various learning experiences to become a more

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flexible online learner. According to Drago (2004), he also stated that online students are more likely to have visual and literary learning styles that are more flexible and stronger. Furthermore, literacy students and students who are strong in all four learning styles tend to evaluate the effectiveness of the course lower than other students while aural / literate students and students who are not strong in any learning style tend to evaluate the effectiveness of the course more highly than other students. According to Watjatrakul (2016), neuroticism and openness to experience affect students' intention to adopt online learning through the five perceived values of online learning. In particular, students who were open to experiences paid more attention to the quality of online learning. More neurotic students avoided the stress of studying in unfamiliar situations. In addition, students tended to adopt online learning when they felt online learning were meeting their emotional and social needs. Further information on the findings and implications for theory and practice is provided. Butler (2012) the learning needs of students and the online learning environment are the same and congruent. Course offerings at local high schools are limited, resulting in boredom and a lack of challenge. Students want new and exciting courses and online learning meets that need. Students work at their own pace and level of ability and enjoy the challenge, freedom, and independence that learning online brings. Students who frequently skip school are easily accommodated.

### 2.11.3 Impact on parents

The impact of Covid-19 faced by parents is the additional cost of purchasing internet quota increases. To do online learning for several months, of

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course, more internet quota will be needed and it will automatically increase the cost of purchasing internet quota. The next obstacle that parents feel is that they have to spend extra time with their children accompanying online learning, they have to divide more time to accompany their children in online learning, it will certainly affect their daily routine work activities. Furthermore, sometimes parents also learn with their children and help do the tasks with their children. Online learning also forces parents to use technology, so like it or not, they have to learn and ready to teach over a distance using technology. Parents must prepare distance learning tools and systems and provide guidance to children so that they can use modern technology in learning to improve the quality of their children. Parents who have problems with the demands of their work and demand to assist their children's learning at home have taken it out on the teacher. Even so, there are also many parents of students who are very appreciative because they experience for themselves that teaching two children at home is difficult, especially like a teacher who has to teach 20 children in class. Yoo (2014) feels that there is a gap between ideals and reality in integrating interactions as part of online activities in learning. 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

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assignments, supervise their children when taking online classes, to prepare their children's needs when studying.

#### 2.11.4 Impact on teachers

The impact felt by teachers is that not all are proficient in using internet technology or social media as a learning tool, some senior teachers are not fully able to use the tools or facilities to support online learning activities yet and need assistance and training first. And the competence of teachers in using technology will affect the quality of the teaching and learning program. Therefore, before the online learning program is held, teachers are required to be given training first.

What is the impact felt by the teacher, namely on the online teaching and learning process at home without adequate facilities and infrastructure at home. This facility is very important for the smoothness of the teaching and learning process, for online learning at home facilities such as laptops, computers or mobile phones should be provided first, which will make it easier for teachers to provide teaching and learning materials online. The next obstacle is that teachers do not have a culture of distance learning because so far the learning system is implemented through face-to-face, teachers are accustomed to being in school to interact with students, with the distance learning method makes teachers need time to adapt and they face new changes that will indirectly affect the quality of learning outcomes.

The next impact experienced by teachers is that schools are closed for too long making the teachers bored, teachers are used to being in school to interact with their friends. Then the teacher will also lose their social spirit, if at school they

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can play interacting with other teachers and students but this time they are not used to it and are only alone at home.

The existence of the Covid-19 outbreak forces teachers to use technology, so like it or not, they have to learn and be ready to teach remotely using technology. Each school prepares distance learning tools and systems and provides technical guidance to teachers so they can use modern technology in learning to improve the students' quality. The constraints faced by teachers are the increasing cost of purchasing internet quota. Teacher competence in utilizing technology and mastering technology for learning is required to increase rapidly in response to online Home Learning. Teacher and school communication with parents must be maintained smoothly. This means that there are additional expenses that must be paid by the teacher, both material and non-material. For example, telephone credit, credit for internet access, and especially time. One of the costs that must automatically be paid by the teacher is that the teacher also has to provide technical support to parents in case of glitches (problems) which are related to technology that is directly used in the learning process and the setting of devices used by students. Unlimited working hours because they have to communicate and coordinate with students, parents, other teachers, and school principals. Not every teacher quickly adopts and learns technology, so as the coordinator of my work hours are not limited to weekdays. Saturday and Sunday evenings are still required morally and responsibly to prepare teachers who still need support to carry out home learning.

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According to Zhao (2003), a review of the current literature has found that there is a lot of research on technology implementation in online education with regard to cost savings and efficiency, that improving the quality and effectiveness of online education requires a framework that must be implemented in schools. The proposed framework provides practical guidance to stakeholders in assessing the quality of teaching and learning online. According to Chakraborty (2014), several factors can create an attractive learning experience for online learners. The main factors are as follows: creating and maintaining a positive learning environment; building learning communities; provide consistent feedback in a timely manner; and using the right technology to deliver the right content. According to Lewis (2015) As online learning opportunities increase in today's society, librarians need to consider additional ways to design online instruction effectively. Developing the strategies needed to teach and learn online successfully requires an understanding of learning styles and how they can best be handled in an online environment. In case face to face classes, the use of a particular teaching style should be extended to address different learning styles when teaching online. Successful teaching and learning depends on all participants having the attitudes necessary to succeed in an online environment. This paper provides information on learning and teaching styles, and discusses how teaching with different learning styles can be done using available online tools and resources.

This does not necessarily mean that a facilitator with less proficiency or confidence in navigating digital technologies will not be able to provide suitable

and beneficial learning experiences for external students. Jaques and Salmon (2007) described the significance of recognizing the importance of understanding learners and their capabilities as comparable to choosing what technologies to use. The importance of building relationships in the online environment both between facilitator and student(s) and student/student is reinforced if seeking to facilitate group activities, as relationships are central to effective group work. In addition to social relationship building as enhancing the student experience online, other factors that play a significant role in student success in the online space include cognitive complexity and intellectual stimulation. As Boling et al. (2012) described, “it is now more important than ever for online instructors to provide students with experiences that challenge their high r-order cognitive skills as opposed to simply transferring content to them” (p. 118). The ability of an instructor to facilitate and develop student higher-order thinking skills is equally important in both online and face-to-face delivery modes particularly when seeking to engage students in group activities. While the specific scaffolding may be slightly different for internal and external student cohorts, the outcomes still seek to optimize student learning while making use of the potential of the electronic platform in different ways (e.g., synchronously or asynchronously). Drawing upon the advantages and flexibility inherent within the online environment provides wide-ranging opportunities for assessment that can incorporate a range of technologies that are not limited by the technological limitations present in a more traditional, face-to-face environment and

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presentation modes (Benson & Brack, 2010; Broadbent & Poon, 2011; Crawford-Ferre & Weist, 2012; Napier et al., 2011).

### **2.11.5 Strategic to Overcome the Impact of COVID-19 on Teaching and Learning Activities**

In Indonesia, positive sufferers of Covid-19 also continue to grow. With this increase in sufferers, it has had a negative impact on the education sector. The first thing to do is to provide education to students and education practitioners. This can be done by given intensive socialization by the health department about the Corona virus itself, both from the aspect of prevention and how to react. With this insight, it is expected can reduce the effects of excessive worry which can have a traumatic effect on students and of course their teachers. The second strategy is the needs of preparing a psychologist team to assist students both individually and collectively. This strategy should be implemented especially for schools in areas affected by the Covid-19. Like the DKI area which has the most Corona viruses detected. Students affected by COVID-19 but declared cured are expected to be able to assist to ease their psychological burdens as well as reinforce their enthusiasm for learning.

### **2.12 Home Learning Process**

Globally, based on data UNESCO dated 19 march 2020, 112 the country has implemented a policy learn from home, among others Malaysia, Thailand, Germany, Austria, Mexico, South Africa, Yemen, and Zambia. Of these 112 countries, 101 countries implementing policies learn from home nationwide.

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While 11 other countries, including Indonesia, apply study at home in the stakes certain ([gratis.compas.id](http://gratis.compas.id), March 31 2020). In Indonesia, learning policy from home has been implemented by around 28.6 million students from all levels elementary school to senior high school / vocational high school in various provinces. As of March 18<sup>th</sup> 2020, as many as 276 universities state and private sector in Indonesia apply online lectures ([free.kompas.id](http://free.kompas.id), March 31, 2020).

In some process areas learning from home has been took place since March 16 2020 and extended with consider the situation at each region. From the side human resources, educators and there are students it's ready. But a lot also those who are forced to be ready face that learning usually carried out face to face advance turns into a learning system remote online. For schools who are used to using technological devices in activities learning and teaching certainly does not face many obstacles, however not the case for schools that are have never implemented PJJ previously, especially in the regions with good limited facilities the device or network side.

Educational institutions for example Open University (UT), using e-learning as a means of education where it is ready from the source side human power, has a curriculum that is ripe, well equipped facilities to access resources learning and means of communication effective between students and tutors. However, there are still many institutions education especially those that are in disadvantaged areas, far from ready due to various limitations.

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Most of the PJJ process currently still making use of inside WhatsApp group facility smart phone device. Teacher and lectures give assignments to learners through WhatsApp groups, either through group's parents and class groups each. Study time according to the schedule of subjects daily. Learning materials is studied independently then proceed by doing daily task. Discussion related to the material being studied done through the group. To hold face to face virtual can use the application Google Classroom, Zoom, or other media. with this feature, teachers can monitor attendance and learners' activity.

### 2.13 Challenges of the Home Learning Process

Online learning faces many challenges ranging from learners' issues, educators' issues, and content issues. It is a challenge for institutions to engage students and make them participate in the teaching–learning process. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. It is challenging to develop content which not only covers the curriculum but also engage the students (Kebritchi et al., 2017). The quality of e-learning programs is a real challenge. There is no clear stipulation by the government in their educational policies about e-learning programs. There is a lack of standards for quality, quality control, development of e-resources, and e-content delivery. This problem needs to be tackled immediately so that everyone can enjoy the benefits of quality education via e-learning (Cojocariu et al., 2014). One should not merely focus on the pros attached to the adoption of online learning during the crises but should also take account of developing and enhancing the quality of virtual courses delivered in

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such emergencies (Affouneh et al., 2020). A lot of time and cost is involved in e-learning. It is not as easy as it seems, a considerable amount of investment is needed for getting the devices and equipment, maintaining the equipment, training the human resources, and developing the online content. Therefore, an effective and efficient educational system needs to be developed to impart education via online mode.

Home learning process through PJJ ideally still get it accommodate learning needs students to develop talents and interests according to the level of education. To make it real it requires readiness educators, the appropriate curriculum, availability of learning resources, as well support devices and networks stable so that communication between students and educators can effective. The current condition of PJJ is not yet can be called ideal because it is still there being various obstacle faced. these obstacles at once become a challenge in implementation PJJ considering the implementation of PJJ is a must in order for activities education can still be provided in the midst of the covid-19 pandemic emergency that is happening this time. The obstacles encountered inside the implementation of PJJ, among others, is related with the readiness of human resources, lack of clear government directives region, there is no curriculum right, and limited means and infrastructure, particularly support internet technology and networks. readiness of human resources includes educators (teachers and lectures), learners, and support people old is the most important part in the implementation of PJJ.

Many good complaints from educators, students, as well regarding the implementation of learning from home. many educators are complained about

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limited availability technological means, capabilities operation and limitations internet networks in several areas. on the other hand, from march 16 to april 9, 2020, protection commission indonesian children (KPAI) accept about 213 complaints from PJJ parents and students (Kompas, april 14, 2020). the complaints related to: first, assignment which is too heavy with time the short one. second, multiple tasks summarize and copy from the book. third, study hours are still stiff. fourth, limited quota to follow online learning. and fifth, some students do not have personal device causing difficulties in taking online exams.

Complaints were also experienced by students in understanding the material lectures. based on a survey center for innovation and academic studies UGM towards 3,353 students who follow online learning during the covid-19 emergency, as much as 66.9% of students felt understand the lecture material well, while the rest admitted to being less or very lacking understand very well (vice. com, March 30, 2010). lack of student understanding of one of the lecture materials caused by less preparedness lectures in managing PJJ so affect performance learning.

Plt. head of data center and information technology ministry of education and culture, Gogot suharwoto said the service education has a strong share related learning that has not maximum. according to him, directions from education office toward schools learning at home yet clear (cnnindonesia.com, March 31 2020). head of office circular education is considered to be lacking in detail and specifically describes about assignment of teachers, parents, and students so that it affects readiness for the implementation of learning.

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In terms of access, it is a challenge for the government is when PJJ is implemented in areas that are accessibility, infrastructure, and digital literacy is still low. based on the results of the national survey internet user penetration 2018 APJII, the distribution of data shows that more than half of the users internet in Indonesia is on java region (55.7%), followed sumatra (21.6%), sulawesi-maluku-papua (10.9%), kalimantan (6.6%), and bali and nusa tenggara 5.2% (gratis.kompas.id, march 30 2020). one of the difficulties faced in the learning process from home is the limitation of the internet both from network availability and quota to access online learning.

Practice makes a man perfect is a famous and very true proverb. Students and teachers across various universities have never really practiced e-learning. Most of them are complacent and are stuck with traditional modes of teaching. The Corona Virus outbreak is the chance to make out the best from the current situation. We can learn a lot in this challenging situation. A lot of tools are available, teachers are required to choose the best tool and implement it to impart education to their students. A step-by-step guide can be prepared by academic institutions that can guide the teachers and students on how to access and use various e-learning tools and how to cover major curriculum content via these technologies thereby reducing the digital illiteracy. Teachers can present the curriculum in various formats, that is, they can use videos, audios, and texts. It is beneficial if educators complement their lectures with video chats, virtual meetings, and so on to get immediate feedback and maintain a personal connection with the students.

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A lot of issues are attached to online education but we cannot ignore the perks of it in times of such crisis. We can always have solutions to fix these difficulties. Technical difficulties can be solved through prerecording video lectures, testing the content, and always keeping Plan B ready so that the teaching–learning process cannot be hampered. Online courses should be made dynamic, interesting, and interactive. Teachers should set time limits and reminders for students to make them alert and attentive. Efforts should be made to humanize the learning process to the best extent possible. Personal attention should be provided to students so that they can easily adapt to this learning environment. Social media and various group forums can be used to communicate with students. Communication is the key when it gets difficult to try reaching out to students via texts, various messaging apps, video calls, and so on—content should be such that enable students for practice and also hone their skills. The quality of the courses should be improved continuously and teachers must try to give their best. Online programs should be designed in such a way that they are creative, interactive, relevant, student-centered, and group-based (Partlow & Gibbs, 2003). Educators must spend a lot of time in making effective strategies for giving online instructions. Effective online instructions facilitate feedback from learners, make learners ask questions, and broaden the learner horizon for the course content (Keeton, 2004). Institutions must focus on pedagogical issues and emphasize collaborative learning, case learning, and project-based learning through online instructions (Kim & Bonk, 2006).

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## 2.14 Quality improvement efforts home learning process

Respond to various complaints related to internet access constraints as well burdensome learning activity educators and students, kemendikbud appealed to realizing meaningful education that doesn't just focus on performance academic or cognitive aspects. in clearer rules regarding processes study from home set in minister of education and culture circular letter no. 4 2020 concerning implementation education policy in time corona virus outbreak emergency disease (Covid-19). point 2 letter the circular describes the process learning from home is implemented provided that: first, implemented to give meaningful learning experiences for students, without being burdened with demands completes all achievements curriculum for grade promotion nor graduation. second, be focused in life skills education, among others, regarding the pandemic covid-19. third, activities and tasks learning can vary between students, according to interest and the respective conditions, incl considering gaps access/learning facilities at home. fourth, evidence or activity products learning from home is given feedback which is qualitative and useful from the teacher, without being obliged to give quantitative scores/grades.

Plt. Dirjen PAUD dikdasmen ministry of education and culture, harris Iskandar explain that the teacher doesn't must be fixated on learning online and assignment (cnnindonesia.com, March 31, 2020). teachers are expected to be creative and innovative in exploring learning activities which is fun, especially due to technological limitations and internet connection. as examples of learning through hand sanitizer manufacturing project made from traditional spices can be

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used immediately by students. in line with this, the service education and college leadership expected to deliver technical guidelines or procedures the implementation of online learning according to local conditions so the implementations is not be an additional burden (media indonesia, april 6, 2020).

In order to overcome limitations internet access, learning without internet can be done for the conditions certain that doesn't allow using the internet. however thus, the ministry of education and culture continues enlarge partner support privat sector in order to make PJJ a success by making use of the platform technology during times of emergency covid-19 (kompas.com, march 30 2020; kemendikbud.go.id, 30 march 2020). in this case the directorate general of higer education support and facilitate the implementation of online learning more widely, cooperate with kominfo and service providers telecommunication. thanks to the efforts the public can access a wide variety of distance learning content through various platforms such as learning house, smart class, quipper school, teacher's room, and zenius for the PAUD and dikdasmen levels as well as a deep learning system network (SPADA) for levels higher education.

As a from support, commission X DPR RI encourages home learning priority to get in collaboration with intitute public broadcasting (LPP) TVRI and RRI so that the learning system this IT-based can reach indonesian territory more equally. responding to these effort, starting Monday, 13 april 2020 LPP TVRI broadcast program content learn from home those plans will run up to three months to front.

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in order to increase quality of PJJ in a sustainable manner some important things to have is pursued, among other things, first, educational institutions must start improve facilities and infrastructure online learning supporter such as infrastructure, learning management system (LMS), and adequate repository. second, capacity building of educators which support the implementation of PJJ, for example increased competence in preparing the media and connectivity and management online learning. third, expansion of platform support technology on an ongoing basis to support PJJ. support various technology platforms for expected learning activities can continue until after the covid-19 emergency period has ended. some of these efforts were made to prepare so that PJJ can implemented optimally, not only in emergency situations but also for quality improvement education in the midst of its boom technological development.

### 2.15 Previous Research

Some previous researches that almost have same topic or idea with this research are:

1. Ali Sadikin, Afreni Hamidah. Conducted the research entitled "Online learning in the middle of the covid-19 pandemic". The research focused on obtaining an interview of the implementation of online learning in biology education study program, faculty of education, Jambi University as an effort to suppress the spread of covid-19 in higher education.
2. Kurniawan Sabar, Asfah Rahman. Conducted the research entitled "the using WEB (E learning) in the learning process in Briton International English School of Makassar". This research focused on reveal the role and

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function of the multimedia center and the added value achieved by the students by using WEB (E learning) in multimedia center in Briton International English School of Makassar.

3. Arief Eko Priyo Admojo, Arief Nugroho. Conducted the research entitled "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia". This research focused on investigating how EFL teachers carry out online EFL learning and its challenges. The EFL teachers were requested to make written reflections regarding their practices in carrying out online EFL learning and the challenges they encounter.
4. Yulita Pujilestari. Conducted the research entitled "positive effect of online learning on education system in Indonesia after covid-19". This research focused on the rapid development of Information Technology especially the internet. After the outbreak of the 19th pandemic to Indonesia in mid-March 2020, the local government issued a policy in the world of education, which is to temporarily eliminate direct face-to-face learning and is replaced by online learning.
5. Fieka Nurul Arifa. Conducted the research entitled "the challenges of performing home study policies during covid-19". This research focused on the ministry of education and culture took a strong stand with several circular references to the education policy of the emergency distribution of Covid-19. There are obstacles, both from the human side of the world's resources, arrangements curriculum, and learning.

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6. Wahyu Aji Fatma Dewi. Conducted the research entitled "covid-19 impact towards the implementation of online learning at elementary school". This research focused on identified the implementation of online learning at home in elementary school students due to the existence of the COVID-19 pandemic. The study uses library research where in collecting data information with documentation techniques that are looking for data about relevant things from various kinds in the library such as documents, books, magazines, news.
7. Zainal Abidin, Rumansyah, Kurniawan Arizona. Conducted the research entitled "project based online learning is one of the solution to the covid-19 pandemic". This research focused to explore theoretically-based library study on project-based online learning amid the covid-19 pandemic that affects home learning policies. This learning provides opportunities for students to learn concepts in depth while also being able to improve their learning outcomes.
8. Arifin Saleh, Mujahiddin. Conducted the research entitled "Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education". This research focused on the Challenges and Opportunities for Community Empowerment Practices during the Pandemic Covid-19 through the Role of Higher Education. The presence of this virus has successfully paralyzed all world activities from various sectors, ranging from education, business, politics, tourism and so forth. This research

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method uses a literature study approach which is a series of activities related to data collection techniques through literature, reading, recording and managing research material.

9. Sutrisno Djaja. Conducted the research entitled "the hope and challenges of teacher learners of online mode". This research focused to increase in competence of teachers learning is a strategic to reach teachers with a capacity of cruising area that is geographically difficult to reach but having internet access, learning teachers is designed and developed by gtk who expected to use by teachers with indefinite period of time and space, until the objective can improved that competence.
10. Adam Bachtiar. conducted the research entitled " Analysis of factors affecting the acceptance of the application of e-learning in Muhammadiyah university of Surabaya using modified technology acceptance model". This research focused to identify any factors that significantly affect the level of acceptance of e-learning at the University of Muhammadiyah Surabaya (UM Surabaya) using technology Acceptance Model TAM as a basic research model.

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## CHAPTER III RESEARCH METHODOLOGY

The researcher discussed about the method that the researcher uses in this study. The researcher emphasizes the goal of this study was to explore the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic. In this chapter, the researcher explained about the research approach and design, research sites and timeline, source of data, focus of research, data collection method, and also data analysis.

### 3.1 Research Approach and Design

This research was conducted to reveal the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic. In answering the research questions, the researcher applies the qualitative approach which has the characteristic of natural (natural setting), and source the data directly. Qualitative research is used to explore the issues and develop detailed understanding of a particular phenomenon and it is involved in respondents' experience and perception (Merriam, 2009). Creswell (2012) notes that qualitative research is ideally suited to solve research issues that need to be explored by its variables, considering belief as a value. In this case, the qualitative approach is acceptable for this research to be applied.

In addition, the researcher considers a case study as an appropriate research design for conducting this study. Creswell (2003) define case study as researcher explores in depth a program, an event, an activity, a process, or one or

more individuals” (p. 15). Ellinger et al. (2005) characterize case study research as bounded, which means that the research problems, determine and dictate the situations through which an in-depth understanding of the issue being investigated can be developed. In other words, there are boundaries that surround the case or cases being investigated. In this study, qualitative data were collected through methods such as in-depth interviews, and audiovisual analysis in order to generate non-numerical findings. Ellinger et al. also characterized case study research as embedded. This means that although cases are bounded they are normally part of bigger systems.

### 3.2 Research sites and timeline

This research is located in SMAN 1 TAPUNG. This school is located on JL. Petapahan – Minas KM. 93 Desa Indra Sakti – Tapung, Kampar, Riau. To obtain the data, the researcher interviews the headmaster, vice of curriculum and all English teachers on that school. This school chosen with three considerations; First, the schools already got accredited as A. Second, only a few people have done their research in this school. Third, during covid-19 pandemic, this school is one of school that use e-learning. Based on the three reasons above, the researcher thinks that it is very important for her to conduct this present research in hope that it can gives information about teaching and learning process at school during covid-19 pandemic. This research will start on Mei 2021.

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## 3.3 Participant and Sample

### 3.3.1 Participant

The participant of this research is the total number of the teachers are 37. The participants of this research were the teachers of SMAN 1 TAPUNG. The total number of the participant was 37 as seen in Table 3.1 below.

**Table 3.1 The Total Number of the Teacher of SMAN 1 Tapung**

| School        | Position        | Total |
|---------------|-----------------|-------|
| SMAN 1 Tapung | Headmaster      | 1     |
|               | Vice Curriculum | 1     |
|               | Teacher         | 35    |
| Total         |                 | 37    |

### 3.3.2 Sample

Table 3.2 below presents the number of sample that were interviewed by the researcher. The sampling techniques used in selecting sample for the interview was purposeful sampling. Purposeful sampling was considered appropriate for this study due to the purpose of this research to gain deeper information of the implementation of curriculum 2013 during covid-19 pandemic. From those participants, the researcher can get the information about the implementation of curriculum 2013 during Covid-19 in SMAN 1 Tapung. In order to get a deep analysis and to find hidden reason/meaning

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behind the headmaster, vice of curriculum, and English teacher's reason and problem, the researcher took purposive sampling in order to get the participants for the open-ended interview phase

**Table 3.2 The Sample of the interviews**

| School        | Position         | Education | Total    |
|---------------|------------------|-----------|----------|
| SMAN 1 Tapung | Headmaster       | S2        | 1        |
|               | Vice Curriculum  | S2        | 1        |
|               | English Teachers | S1        | 3        |
| <b>Total</b>  |                  |           | <b>5</b> |

**3.4 Data Collection Method**

The data collection method in this research is observation sheets, interview, and documentation. In collecting the data, the researcher takes several steps:

- a. Determine the schools that will be the subject of the research. In this case, the schools are the tenth senior high school in TAPUNG.
- b. Preliminary of study, set the observation sheets and the list of questions for the interview.
- c. Come to the subject of research and collect the data.

There is data collection method of this research:

**1. Interview**

Interview is the most significant data collection techniques in qualitative research. It is useful to check the accuracy and to verify or refute the data

which is gained from observation (Fraenkel, Wallen, & Hyun, 2011, p. 450).

Interview usually conducted face to face on one-to-one basis to explore information deeply especially for the main source.

As Creswell (2012, p. 132) suggested that in qualitative research the interview questions can be open ended which is meant that during the interview session, the participants are free to give their opinion without interrupting by writer's perception. Thus, in this research the writer will record the interview to get the real perception of the participants that have used to obtain information which is useful to write the description text.

This technique will use to obtain some data by asking some questions directly to the English teacher. The rule of the interview will the researcher give some of question to the English teacher. Questions of interviews are based on the research questions about the teacher's perception of implementation curriculum 2013. There is interviews which are audio recorded for the purpose of not missing any information, but there is also some which noted during and after the interviews.

Interview occurred when researcher asked one or more participants' general, open-ended questions record their answers (Creswell, 2012, p. 217).

Rea and Parker (1992) in Nana Syaodih (2006:84), states there are several advantages from direct interview. They are:

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1. Flexibility; the question can be asked verbally or within and answered forthwith and some question which are not clear or doubt can be clarified directly.
2. Greater complexity; the researcher can be asked the complex questions.
3. Ability to contact hard-to-reach populations; enabling to collect the data from the samples which are difficulties to be contacted by telephone or letter.
4. High responses; possibility to give bigger answer than equate through post.
5. Assurance that instructions are followed; possibility the responder gives the answer which is expected by the researcher.

The researcher does interview to get more information. To gather the data, the participants will be asked several questions through in-depth interview. The interview will be uses to know the implementation of curriculum 2013 on English subject by using E-learning during covid-19 pandemic at SMAN 1 TAPUNG.

#### Data analysis

The step after the data has been collected is the data analysis. The purpose of the data analysis is the process of verify a systematic data obtained from interviews, organizing data into some categories, describe into the units, synthesize, organize into a pattern, choose which is important to analyze.

### 3.5.1 Open-Ended Individual Interviews Analysis

The interviews are conducted by visiting the entire teacher at different times. The time and the day were determined by the teacher and the researcher. The researcher sends the message to the teacher one by one to determine the time, and ask the teacher about the fix time to meet them, then led the teacher know that are 12 questions, and of course the researcher did not give the point of interview to the teacher in order to avoid the teacher to prepare while answering the question. The entire teacher had the same question. The questions are focus more about headmaster, vice of curriculum, and teachers' opinion on the implementation of

The data from open-ended individual interview were analyzed in the form of coding or schematization (Yin, 2011; Alwasilah, 2011, Cohen, Manion & Morrison, 2007; Marshall & Rosman, 2006; Auerbach and Silverstein, 2003). Coding according to Creswell (2013) is a process in which dense text or image data is aggregated into small themes, ranging from five to seven. Research data from teachers, vice curriculum and headmaster's interviews which collected by the researcher through recording which were later transcribed and coded for further analysis.

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## CHAPTER V

### CONCLUSION, IMPLICATION, AND RECOMMENDATION

This chapter presents the conclusion and also the implication based on the data analysis and discussion of the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic at the previous chapter. Alongside, the last point of this research presents about recommendation. The recommendation is proposed for the contribution for the English language study, especially for English teachers and future researchers who focus about the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic in the similar context.

#### 5.1 Conclusion

Based on the research findings, the conclusion can be concluded as follows;

First, the result of data analysis indicated that the implementation of Curriculum 2013 on English subject by using e-learning during covid-19 pandemic in SMAN 1 Tapung is not maximally implemented. The implementation of curriculum 2013 on English subject of SMAN 1 Tapung during COVID-19 pandemic is very different from the previous period. The COVID-19 pandemic has caused global disruption, affecting every aspect of human life in many ways.

Second, the second subtheme was about the challenges experienced by the learners during the online activity. Teacher perceived that most students were challenged by the unstable and limited internet access to participate effectively



during online class. This main issue resulted to impact the researcher concluded that it is a challenge for institutions to engage students and make them participate in the teaching-learning process. It is challenge for the teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. online learning during COVID-19 has obviously brought about many challenges for educators, students, school administrators, and parents, among other stakeholders. As discussed above, the challenges have been associated with limited technological infrastructure and capacity, socio-economic factors, lack of experience to conduct assessment and supervision in an online mode, extra workload for teachers and education staff, and incompatibility with some specific subject matters or cultures. The challenges encountered must inspire teachers to be reflective, open, creative, and adaptive to dynamic changes.

Third, the researcher concluded that there are some strategies to ensure the successful switch to online learning and teaching. First, it is the role of pedagogy. Teacher should be provided with capacity building training opportunities that allow them to develop knowledge, skills, and innovative teaching and assessment methods that can increase student engagement and attention to online classes. Training should be given to make them well-prepared to carry out online learning in emergency incidents. The educational institutions should support the government policies in dealing with circumstances and situations due to the COVID-19 pandemic, which leaves them no more choice but to take online application-based learning so that this

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Global policy has led all educational institutions to implement learning with an online system, including SMAN 1 Tapung. So the regulatory factor from the head master is the most important in realizing online learning.

Meanwhile, there are various suggestions advanced by the researcher to address the problems associated with online learning. Some of the above-mentioned solutions center around five key factors, including instruction, content, motivation, relationships, and mental health. Other key solutions are to do with preparation, lesson delivery, course quality, communication, student-teacher interaction, and student engagement. The students have to be familiarized with online learning to enhance their digital literacy and refine their misperceptions about online learning. The students' parents must also be notified to monitor and maintain their children participation and engagement in the online learning. However, the students' lack of facilities on smartphones, internet quota, and stable internet connection are still critical due to the financial condition of the students' families.

Sharing reflective experiences of assessment and delivery with others becomes an important part of enhancing student learning experiences and developing strong communities of practice within higher educational contexts. As a firm believer in the importance of lifelong learning and development, the importance of ongoing and continual critical reflective practice and improvement is crucial. This aids in providing relevant and current examples of practice, while also ensuring that students are being equipped with knowledge and skills that are relevant, beneficial and enable them to exhibit best practice in their own future work endeavors. Through focusing on ways to support learners

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in a variety of contexts, across a variety of modes, the transition to more fully online learning experiences can be more seamless for both students and facilitators alike.

### **Implication**

The implications of this study are very broad. There are some implications for those that affect learning at every level. A few of those are discussed below.

#### **5.2.1 English Teacher**

The result of this study can serve as a reminder to the teacher to improve and increase their competency skill in the teaching-learning process of the scientific approach of the 2013 curriculum especially during covid-19. Hence, it can be said that the change of situation in the teaching and learning process raised various challenges. The teacher had difficulties because she or he is one of the instruments which run the curriculum. It would better for the teachers to attend the initial online training, MGMP, seminar, and others training related to the implementation of the 2013 curriculum and scientific approach especially during the covid-19 pandemic. Besides, it suggested to the teacher to improve herself in developing the medium and the activities supporting to the implementation of the scientific approach based on the 2013 curriculum during covid-19 pandemic.

#### **5.2.2 Institution and higher education**

In this situation (covid-19 pandemic) it is very important for the institution of higher education to prepare the pre-services teacher to be

purposeful in sharing what challenges that will be faced by the teacher deal with this situation (covid-19 pandemic) or other situation. They need to be ready to prepare their selves as the real teacher in their classroom later on in many situations. Therefore, it is very important for institutions of higher education to define new strategies for its students.

### 5.3 Recommendation

Recognizing the implementation of curriculum 2013 on English subject by using e-learning during covid-19 pandemic, there are some potential recommendations to teachers, the government, also future researchers.

Firstly, for teacher especially English teachers, planning and preparation should inevitably be done for better online learning in the future since online learning requires more time than face-to-face class to be well-prepared and ready. The teachers must be trained and prepared with sufficient knowledge and skill to maximize their practices in carrying out the online learning. The future teacher education and training must include the integration of technology in language learning, technology enhanced language learning, information and communication technology in language learning, and online language learning courses in their curriculum since the needs of technology integration in language learning is inevitable. It reminds teachers to keep exploring technology for enhancing foreign language learning. Teachers need to identify applications and use them based on the objectives. To select and utilize suitable applications timely, teachers need practical preparation and learning on recognizing applications, organizing activities, maintaining students' engagement, and evaluating

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students' learning. In essence, the teacher's role cannot be replaced by technology, however sophisticated it is. The use of technology in education is only to facilitate the teacher in transfer of knowledge, not on building the students' character. Hence, the teacher needs the strategy to be developed in applying the scientific approach in the learning process. Since this approach has five stages that need to be conducting, so it has to be followed by some strategy and policy supporting by the teacher and school. It also suggested to the teacher to acquire some references and training about implementing the curriculum 2013 and scientific approach.

Secondly the recommendation for the future research. The result of this study aims to be a contribution for the future researcher and expert to find out the solution for those teacher's difficulties in applying the scientific approach, especially in the 2013 curriculum. This study is also by no means comprehensive and still has limitation. This research was carried out in the initial phase of the COVID-19 outbreak. In the next phase, there was very rapid development. The study recommends that other researchers uncover the resolution of obstacles experienced by students when learning online when the COVID- 19 emergency response period and the development of the use of other media in the implementation of online learning that are better and more effective.

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**APPENDIX I: Sample Excerpt of Interview Questions to the Headmaster**

| No | INTERVIEW ITEM  | RESPONS | CATEGORY                          |
|----|---|---------|-----------------------------------|
| 1  | <p>Apa saja kebijakan yang kepala sekolah berikan terkait pembelajaran jarak jauh?</p> <p>What are some of the policies the principal gives regarding long-range learning?</p>  |         | <p>The policies of principal</p>  |
| 2  | <p>Apa saja upaya kepala sekolah dalam mengaplikasikan k-13 dalam pembelajaran e-learning selama pandemic covid-19?</p> <p>What effort did the headmaster make to apply the 2013 curriculum to e-learning during the covid-19 pandemic?</p> |         | <p>The effort of headmaster</p>   |
|    | <p>Apakah sekolah menyediakan fasilitas internet gratis untuk pendidik dan peserta didik?</p> <p>Do schools provide free Internet facilities for educators and learners?</p>  |         | <p>Free Internet facilities</p>   |
|    | <p>Apa saja masalah dan hambatan yang dihadapi sekolah SMAN 1 Tapung dalam mengimplementasikan k13 menggunakan</p>  |         | <p>The problems and obstacles</p> |

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|  |  |  |
|--|--|--|
| <p>e-learning selama pandemic covid-19?</p> <p>What are some of the problems and obstacles that SMAN 1 Tapung faces in implementing the curriculum 2013 using e-learning during the covid-19 pandemic?</p>   |  |  |
| <p>Apakah solusi anda sebagai kepala sekolah dalam menghadapi masalah dan hambatan untuk mengimplementasikan k13 menggunakan e-learning selama pandemic covid-19?</p> <p>What is your solution as headmaster of problems and barriers to implementation curriculum 2013 using e-learning during the covid-19 pandemic?</p> |  | <p>Problems and barriers to implementation curriculum 2013</p> |

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**APPENDIX****TRANSCRIPT INTERVIEW OF HEAD MASTER**

- : Assalamu'alaikum warahmatullahi wabarokatuh.
- : Wa'alaikumsalam warahmatullahi wabarokatuh.
- : Baik pak, langsung saja. Disini saya memiliki lima pertanyaan yang ingin saya ajukan kepada bapak tentang interview saya, adapun beberapa pertanyaannya yang pertama yaitu:
- : Apa saja kebijakan bapak sebagai kepala sekolah berikan terkait pembelajaran jarak jauh pak?
- : Baik terimakasih atas lima pertanyaan, kemudian nanti yang dimulai dan diajukan kepada saya adalah pertanyaan pertama yaitu kebijakan yang saya ambil atau kepala sekolah terkait pembelajaran jarak jauh yaitu bapak sebagai kepala sekolah sendiri memnag merumuskan kebijakan itu terkait pembelajaran jarak jauh atau yang disebut dengan istilah belajar dari rumah (BDR) tentunya mengacu kepada Surat Edaran dari Menteri Pendidikan dan Kebudayaan No 4 Tahun 2020 yang berisi tentang pelaksanaan dan kebijakan pembelajaran dalam masa darurat yaitu dalam penyebaran corona virus disease (Covid-19) dan juga mengacu kepada surat keputusan bersama (SKB) pak menteri yang kita ketahui secara bersama yaitu menteri pendidikan dan kebudayaan, menteri kesehatan, menteri agama, dan menteri dalam negeri. oleh sebab itu, hal ini diturunkan kepada kepala dinas pendidikan provinsi yang disampaikan kepada pihak sekolah yang mana kebijakan itu tentang pembelajaran selama pandemic covid-19. Dari beberapa acuan tersebut yam aka saya sebagai kepala sekolah SMAN 1 Tapung telah menetapkan kebijakan pelaksanaan pembelajaran secara daring atau juga online yang mana ini sesuai dengan apa yang disampaikan diatas. Oleh sebab itu, kebijakan kepala sekolah atau saya dalam proses pembelajaran secara daring ini dilakukan melalui perencanaan yang juga disesuaikan dengan keadaan situasi, kondisi, kemudian fasilitas, tujuan dan strategi pembelajaran yang ada. Kemudian, selaku komponen pendidikan dalam rangka menjamin terlaksananya pembelajaran dengan suasana yang berbeda seperti pelajaran tatap muka biasa ya maka perlu rancangan yang harus dirumuskan terutama dalam bidang merancang kurikulum dalam pembelajaran yang sesuai dengan kondisi darurat atau bencana Covid-19 yang kita ketahui secara bersama. Jadi oleh sebab itu hal ini dilanjutkan dengan merumuskan hal-hal yang bersifatnya mungkin tidak mencapai target kurikulum sesuai dengan yang dirumuskan. Oleh sebab itu saya sebagai kepala sekolah, kemudian dengan wakasek dan juga guru-guru bidang studi yang mana merumuskan ya kompetensi inti dan kompetensi dasar dalam merumuskan kompetensi secara rinci yang mana hal ini hanya merumuskan KI dan KD yang esensial saja secara akurat tentang sebaran materi yang akan dilaksanakan atau dirumuskan didalam pembelajaran selama pandemi Covid-19. Kemudian ya para guru atau

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guru bidang studi yang merumuskan dan menyusun RPP serta perangkat pembelajaran untuk melaksanakan pembelajaran jarak jauh ini yang mana agar apa yang kita harapkan itu untuk mencapai target ya tidak 100% pada target kurikulum Cuma cukup dengan merumuskan KD esensial yang kita terapkan ya dengan menggunakan ya metode-metode dalam pembelajaran jarak jauhnya yaitu e-learning juga kita gunakan kemudian juga sebagaimana diketahui google form, kemudian whatsapp, dan juga zoom meeting. Itu yang mungkin ya kita rumuskan tentang apa kebijakan yang kami ambil atau pihak sekolah terkait pembelajaran jarak jauh. Demikian.

- : Baik pak, jadi itu tadi adalah kebijakan bapak sebagai kepala sekolah
- : Iya
- : Kemudian, ini pak disini ada pertanyaan yang kedua yaitu apa saja upaya bapak sebagai kepala sekolah dalam mengaplikasikan k-13 dalam pembelajaran e-learning selama pandemic covid-19 ini pak?
- : Baik. Ini berhubungan dengan upaya saya sebagai kepala sekolah dalam mengaplikasikan K13 dalam pembelajaran e-learning selama pandemic covid-19. memang upaya ini ya tentu kita menyesuaikan dengan situasi dan keadaan, oleh sebab itu upaya yang kami lakukan dalam pelaksanaan pembelajaran daring atau PJJ adalah yang mana saya selaku kepala sekolah, wakil kepala sekolah beserta guru tentu menggunakan beberapa platform/aplikasi seperti whatsapp, google classroom, zoom meeting, dan juga google form dalam memberikan tugas atau pun pembelajaran kepada peserta didik. Oleh sebab itu, saya kepala sekolah memberikan kebijakan dalam penyampaian informasi dan komunikasi yang baik dengan guru maupun kepada peserta didik melalui grup/kelompok whatsapp. Selain itu, pelaksanaan pembelajaran jarak jauh juga disesuaikan dengan karakteristik atau ciri-ciri daerah yang ada disuatu wilayah satuan pendidikan di SMAN 1 Tapung ini.
- : Ok, terimakasih pak. Kemudian ini untuk pertanyaan yang ketiga setelah kebijakan dan juga upaya bapak sebagai kepala sekolah, apa saja faktor pendukung pak dalam proses pembelajaran jarak jauh ini di SMAN 1 Tapung?
- : Iya, terimakasih. Yang ketiga ini factor pendukung yang ada disekolah kita ini dalam proses pembelajaran jarak jauh. ya memang tergantung juga kemampuan sekolah yang kita lihat dari sarana prasarana yang ada. Oleh sebab itu, untuk menunjang kebijakan dan upaya kepala sekolah terkait pembelajaran jarak jauh selama pandemic covid-19 ini sekolah SMAN 1 Tapung menyediakan fasilitas yang berhubungan dengan pembelajaran jarak jauh seperti menyediakan internet gratis untuk peserta didik dan memfasilitasi wifi bagi guru disekolah. dan untuk peserta didik diberi kouta internet gratis sesuai dengan kemampuan sekolah yang sudah dianggarkan, kemudian penyediaan laptop yang terkoneksi jaringan internet disekolah. Selanjutnya, SMAN 1 Tapung juga kurang lebih dari 90% guru atau tenaga pendidik kita mampu menggunakan IT ataupun memiliki kompetensi informasi, komunikasi dan teknologi dan kualifikasi guru yang baik dalam menunjang pembelajaran daring atau PJJ lebih maksimal.



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: Ok pak, terimakasih. Kemudian pertanyaan selanjutnya, setelah disini tadi saya menanyakan masalah factor pendukung proses pembelajarannya, lalu apa saja masalah dan hambatan yang dihadapi sekolah SMAN 1 Tapung dalam mengimplementasikan k13 menggunakan e-learning selama pandemic covid-19 ini pak?

: Ya memang setiap kegiatan dan pembelajaran itu ada masalahnya dan hambatan yang dihadapi sekolah. Salah satunya mungkin sekolah kita SMAN 1 Tapung ini dalam implementasi k13 menggunakan aplikasi atau metode e-learning selama pandemic covid-19. Dalam implementasinya menggunakan kurikulum 2013 ini menggunakan e-learning ada beberapa masalah dan hambatan yang dihadapi SMAN 1 Tapung. Yang mana untuk masalah yang dihadapi itu ada beberapa jenis, yang pertama adalah peserta didik yang belum memiliki fasilitas dalam menunjang pembelajaran secara daring yaitu ada yang tidak memiliki handphone yang mana handphone nya tidak berbasis android, kemudian orang tua yang mengalami kendala pada penambahan biaya kuota yang mengalami peningkatan ataupun melonjak, adanya beberapa orang tua murid atau yang berasal dari kalangan keluarga tidak mampu atau prasejahtera dan mereka menghadapi hambatan untuk mengakses infrastruktur teknologi, fasilitas yang dimiliki peserta didik, sinyal dan kuota internet yang terbatas.

Selain itu kurangnya efektifitas dan efesiensi waktu, serta minimnya antusias siswa dalam melihat atau menggunakan atau mengikuti ya dalam memahami materi sehingga pembelajaran menggunakan e-learning belum secara optimal, mencapai sesuai dengan ketercapaian KI, KD seperti pembelajaran tatap muka biasa. Motivasi siswa yang rendah mengakibatkan banyak siswa yang tidak mengerjakan soal yang diberikan oleh guru. Salah satunya juga dalam membuat sebuah karya bahkan membuat praktek pembelajaran yang diberikan oleh guru yang mana tidak sesuai dengan yang diharapkan.

: Masih kesulitan ya pak.

: Iya masih kesulitan. artinya tidak terpenuhi karenaaksesnya tersebut dalam pelaksanaannya.

: Motivasinya kurang juga ya pak.

: Iya, kemudian juga memang hasil dari refleksi yang diterima oleh pihak sekolah selama proses kegiatan pembelajaran jarak jauh dimasa pandemic covid-19 ada beberapa siswa terkendala jaringan juga ataupun pulsa internetnya, hambatan juga terjadi pada teori dan praktek tidak ideal pada saat pembelajaran online, jadi siswa kalau kita lihat kurang focus juga dalam pembelajaran dan kurang termotivasi saat pembelajaran online, siswa juga tidak begitu disiplin dan tepat waktu dalam mengerjakan tugas yang diberikan oleh guru. Bahkan ada masalah teknis dalam menggunakan aplikasi atau platform yang digunakan. Ketika pembelajaran online yang dilakukan, adanya gangguan pada siswa yang banyak menggunakan ya tidak sesuai dengan yang diharapkan, contohnya bermain game, kadang menonton video, kadang ada yang mengakses media social lainnya serta mungkin FB dan sebagainya

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selama melakukan pembelajaran online. Jadi kalau kita perhatikan ya memang ini kurang peduli dan tanggung jawab siswa terhadap pembelajaran secara online atau yang dalam bentuk kita menggunakan e-learning. ya itu yang mungkin hambatan-hambatan kita didalam mengimplementasikan K13 dengan menggunakan e-learning selama pandemic ini. Kemudian juga hambatannya dari segi guru kita atau pendidik yang mana ada beberapa dari guru kita yang belum mahir dalam penggunaan atau mengoperasikan dalam bentuk pembelajaran e-learning ini. Tapi mudah-mudahan dengan berkat guru berbagi mungkin bisa ya membantu dalam memberikan suatu pemahaman terhadap guru yang kurang memahami tadi. Itulah hambatan yang kita hadapi disekolah kita ini dalam melaksanakan atau mengaplikasikan K13 menggunakan e-learning selama pandemic covid-19.

- : Baik pak, kalau dilihat disini cukup banyak juga ya masalah dan hambatan yang dihadapi oleh SMAN 1 Tapung dalam mengimplementasikan K13 menggunakan e-learning. Nah kalau ada masalah dan hambatan, pertanyaan terakhir yang ingin saya tanyakan adalah seperti ini pak. Apakah solusi bapak sebagai kepala sekolah dalam menghadapi masalah dan hambatan tersebut yang sudah bapak sampaikan untuk mengimplementasikan k13 menggunakan e-learning selama pandemic covid-19 ini pak?
- : Iya terimakasih. Soal kelima yang diajukan kepada bapak tentang hambatan, tentu hambatan itu tentang bagaimana mencari solusi untuk mencari jalan keluarnya dari masalah yang dihadapi sekolah tadi. Yang pertama kita berusaha dari masalah yang kita hadapi tersebut atau hambatan yang kita hadapi tersebut dalam implementasi kurikulum 2013 menggunakan e-learning selama pandemic antara lain:
  - Yang pertama kita membekali guru dengan keterampilan teknis dan non teknis untuk pembelajaran jarak jauh atau e-learning dengan membarikan suatu pelatihan atau bimbingan kepada guru-guru kita untuk tidak hanya mengetahui keterampilan teknologi dasar saja tetapi juga harus memiliki pengetahuan dalam menggunakan perangkat rekaman dan juga perangkat lunak lainnya sesuai dengan tuntutan zaman dalam pembelajaran secara e-learning ini.
  - Kemudian untuk mencari solusinya kita juga harus melengkapi ya sarana dan prasarana pendukung, sarana pendukung itu tentu ya jaringan wifi ataupun data internet dalam kegiatan belajar itu dari hambatan yang berhubungan penggunaannya secara e-learning tadi dengan jaringan wifi kita tingkatkan kemudian juga data-data kita berikan suatu bentuk hal gratis kita harapkan peserta didik itu bisa mendekati kepada teman atau kawan yang koneksi internetnya baik atau bagus.
  - Kemudian yang ketiga. Kita menyarankan dan mengupayakan kepada guru untuk menggunakan platform daring gratis ya yang disediakan oleh Kemendikbud yang kita kenal juga dengan nama "rumah belajar". Kemudian juga sebuah platform untuk berbagi antar guru yang disebut juga dengan guru berbagi "guru berbagi" serta bergabung di dalam akun

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ataupun yang sudah di fasilitasi kemendikbud yaitu dengan aplikasi atau akun belajar.id.

- Kemudian yang keempat. Kita juga memberikan motivasi dan dorongan dan semangat kepada guru-guru kita dalam mempersiapkan pembelajaran sebaik dan sekreatif mungkin. Sehingga inovasinya ataupun kreativitasnya yaitu dalam memberikan suatu pembelajaran atau materi secara maksimal bisa dikuasai oleh peserta didik.
- Dan seterusnya yang kelima. Tentu mengenai perihal aplikasi maupun teknisi, pihak sekolah tentu ya berusaha juga berkonsultasi kepada yang memiliki kompetensi atau kompeten didalamnya ya sesuai dengan apa yang kita harapkan kalau ada masalah.
- Kemudian juga, kita mengenai permasalahan persiswaan karenasiswa ini kan yabanyak tersebar di daerah-daerah yang terluar maka sekolah mencari solusi dengan bekerja sama kepada para guru, kemudia juga walikelas dan BK, kemudian juga wakil bidang kurikulum dan kesiswaan serta melibatkan orang tua melakukan pendekatan kepada siswa yang terkait masalah yang hadapi siswa dengan berkomunikasi dengan orang tua atau wali murid serta melakukan juga ya dalam bentuk home visiting. Artinya ada guru BK ataupun walikelas yang berkunjung kerumah kalau hal-hal yang mungkin yang sangat urgent atau sangat penting.
- Kemudian juga solusi yang kita ambil dari masalah yang kita hadapi, yaitu perlu adanya komunikasi yang intensif yang melibatkan semua komponen (stockholder sekolah) baik itu guru, siswa, teman sekelas kemudian juga pihak komite dan juga pihak sekolah pada umumnya.
- Kemudian solusi yang bisa di ambil oleh pihak sekolah dari masalah yang dihadapi dalam implementasi ini yaitu mengalokasikan anggaran dari kegiatan-kegiatan pembelajaran jarak jauh ini dengan menggunakan e-learning ini ya mungkin kita anggarkan didalam kegiatan dana sekolah, mungkin dana bosnas kemudian juga bosda untuk pembelajaran jarak jauh, supaya biaya internet bagi siswa ataupun guru diringkandenagn memasukkan anggaran ke dana bosnas dan bosda sehingga nanti perangkat pendukung pembelajaran jarak jauh (PJJ) seperti online dan BDR nya itu bisa berjalan dengan baik ya karena itu semua butuh didukung oleh itu semua. Demikian yang mungkin saya atau bapak sampaikan tentang solusi yang mungkin bisa diambil untuk halangan atau masalah yang dihadapi untuk mencari solusinya dalam menerapkan atau mengimplementasikan kurikulum 2013 ini menggunakan e-learning selama pandemic covid-19.

- : Baik pak, terimakasih atas jawaban yang bapak berikan. Alhamdulillah ini sudah sangat membantu dan sangat mewakili dari pertanyaan yang saya ajukan. Maaf pak karena mengganggu waktunya
- : Tidak apa saya sangat senang hati, sudah merupakan suatu haltanggung jawab kita juga secara bersama.
- : Baik pak, demikian. Assalamu'alaikum warahmatullahi wabarakatuh.



: Wa'alaikumsalam warahmatullahi wabarakatuh.



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**APPENDIX II: Sample Excerpt of Interview Questions to the Vice Curriculum**

| NO | INTERVIEW ITEM  | RESPONS | CATEGORY  |
|----|---|---------|---|
| 1  | <p>Selama pandemic, apakah SMAN 1 Tapung menggunakan e-learning?</p> <p>During the pandemic, did SMAN 1 Tapung use the e-learning?</p>  |         | <p>Method of learning</p>                         |
| 2  | <p>Apa saja aplikasi dan social media yang digunakan untuk mendukung pembelajaran jarak jauh di SMAN 1 Tapung?</p> <p>What are some applications and social media applications used to support long-distance learning at SMAN 1 Tapung?</p>   |         | <p>applications and social media applications</p> |
| 3  | <p>Bagaimanakah pengimplementasian k13 menggunakan e-learning dapat membantu guru dan siswa selama pandemic covid-19 di SMAN 1 Tapung?</p> <p>How does applying curriculum 2013 use the e-learning method in order to help teachers and students during the covid-19 pandemic at SMAN 1 Tapung?</p> |         | <p>E-learning method</p>                          |
| 4  | <p>Bagaimana pengaruh e-learning dalam pengimplementasian k13 selama pandemic bagi guru dan siswa?</p> <p>How does e-learning affect implementing the</p>   |         | <p>E-learning method affect</p>                   |

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|   |   |  |                          |
|---|---|--|--------------------------|
|   | curriculum 2013 during the pandemic against teachers and students?  |  |                          |
| 5 | Apakah tugas wakil kurikulum dalam mengimplementasikan k13 menggunakan e-learning selama pandemic covid-19?<br>Does the curriculum deputy's task of implementing the curriculum 2013 use e-learning during the covid-19 pandemic? |  | Curriculum deputy's task |

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APPENDIX

TRANSCRIPT INTERVIEW OF VICE HEAD MASTER/VICE CURRICULUM

- : Baik bu, kita mulai ya bu ya. oke untuk pertanyaan yang pertama buk, ee.. jadi Selama pandemic, apakah SMAN 1 Tapung menggunakan e-learning?
- : Iyaa.. Selama pandemi kita harus mematuhi protokol kesehatan, memakai masker, mencuci tangan pada air mengalir, menjaga jarak, atau dilarang berkumpul, diawal masa pandemi untuk memperkecil penyebaran wabah virus corona pemerintah mengambil kebijaksanaan khususnya dibidang pendidikan. ehmm, untuk meliburkan semua siswa agar tetap berada dirumah. supaya proses belajar mengajar dapat berjalan sebagaimana mestinya maka digunakan pembelajaran e-learning yang kita kenal dengan pembelajaran jarak jauh (PJJ) atau belajar dari rumah (BDR) secara online.
- : Oh seperti itu, kemudian bu jadi ee disini menggunakan e-learning ya bu yaa
- : Iyaa
- : Kemudian bu, ini ada juga pertanyaan kedua, jadi apa saja aplikasi dan social media yang digunakan untuk mendukung pembelajaran jarak jauh di SMAN 1 Tapung?
- : Eee aplikasi dan social media yang digunakan dalam pembelajaran jarak jauh di SMAN 1 Tapung itu berupa aplikasi zoom meeting, google classroom, google form, dan whatsapp (WA), itu yang sering digunakan.
- : Yang sering digunakan grup whatsapp nya ya bu?
- : Iyaa
- : Apakah setiap guru mata pelajaran itu juga eee mempunyai grup wa bersama siswa disetiap kelasnya
- : Iyaa ada, ada.
- : Ada
- : Iyaa
- : Oke bu, kemudian pertanyaan yang ke tiga, jadi bagaimanakah pengimplementasian kurikulum 2013 menggunakan e-learning dapat membantu guru dan siswa dalam menghadapi pandemic covid-19 di SMAN 1 Tapung?
- : eee.. Implementasi kurikulum 2013 di SMAN 1 Tapung selama pandemic tetap mengacu pada kurikulum nasional sesuai dengan Peraturan Menteri pendidikan nomor 716/P/2020 bahwasannya satuan pendidikan harus memperhatikan kompetensi peserta didik dan dapat menyesuaikan kurikulum yang sesuai dengan kebutuhan belajar peserta didik, artinya ada penyederhanaan pada kompetensi inti dan kompetensi dasar yang ditetapkan oleh direktur jendral pendidikan vokasi atau dapat juga melakukan penyederhanaan kurikulum secara mandiri. Satuan pendidikan dalam kondisi khusus tidak diwajibkan untuk menuntaskan seluruh capaian kurikulum untuk kenaikan kelas atau kelulusan. Semua informasi diatas yang kami sebutkan tadi, diperoleh melalui social media. Sehingga semua guru dapat membaca dan memahaminya, begitu juga dengan siswa, siswa dengna mudah dapat mengambil informasi atau materi pembelajaran dikirim oleh gurunya. Hanya tinggal membaca dan mempelajarinya. Jadi, e-

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learning sangat membantu guru dan siswa dalam pembelajaran dimasa pandemic sehingga implementasi k13 dapat berjalan walaupun pelaksanaannya tidak sempurna.

- : Walaupun jarak jauh ya bu
- : Iyaa..
- : Kemudian bu, untuk pertanyaan selanjutnya, bagaimana pengaruh e-learning dalam pengimplementasian kurikulum 2013 selama pandemic bagi guru dan siswa?
- : ee.. Walaupun e-learning merupakan salah satu solusi pembelajaran dimasa pandemic tentu disekolah khususnya di SMA ada pengaruhnya atau kendalanya dalam implementasi k13, untuk guru, guru merasa kesulitan dalam mengelola PJJ (pembelajaran jarak jauh) dan cenderung fokus dalam penuntasan kurikulum, waktu pembelajaran berkurang sehingga guru tidak mungkin memenuhi beban jam mengajar. Guru juga merasa kesulitan berkomunikasi dengan orang tua sebagai mitra disekolah. Kalau siswa, siswa kesulitan konsentrasi belajar dari rumah dan mengeluhkan beratnya penugasan soal dari guru, peningkatan rasa stres dan jenuh, akibat isolasi berkelanjutan berpotensi pada menimbulkan rasa cemas dan depresi bagi anak.
- : Jadi sebetulnya bu kalau untuk hambatannya, hambatan guru dalam mengimplementasikan k13 itu ada ga pengaruhnya dalam jaringan kah atau emmm...
- : Betul sekali itu jaringan, jaringan atau sinyal ya. karena tidak semua daerah eee dijangkau oleh jaringan atau sinyal ini. itu juga salah satu kendalanya.
- : Kalau untuk siswa, jadi bagaimana mereka mengumpulkan tugas atau melengkapi tugasnya, kesulitan jugakah?
- : eeee... Kalau untuk siswa kita kan pakai kombinasi, jarak jauh dengan tatap muka. Artinya ditatap muka ini mereka hanya mengantarkan tugas kesekolah, jadi kalau masalah apa, melalui e-learning, tugas disini siswa. Guru mengalami kesulitan dalam eee melihat tugas yang dikirim-kirim itu. Disini solusi dari sekolah salah satunya siswa mengantarkan tugas kesekolah, dengan tenggang waktu dan jadwal yang berbeda-beda disetiap kelas.
- : Kemudian bu, ini untuk pertanyaan yang terakhir, apakah tugas wakil kurikulum dalam mengimplementasikan k13 menggunakan e-learning selama pandemic covid-19?
- : Kalau untuk tugas waka kurikulum tentunya, yang pertama membuat jadwal pelajaran, artinya supaya dalam e-learning ini tidak tumpang tindih jadi biar terkontrol dan siswapun tidak merasa terlalu banyak satu hari itu tugas, maka disusunlah jadwal pelajaran. kemudian bersama kepala sekolah, melakukan monitoring dan evaluasi terhadap pembelajaran jarak jauh ini. apakah kendalanya, trus bagaimana solusi berikutnya gitu.
- : emm.. Oke. Terima kasih bu untuk interviewnya, hanya 5 pertanyaan yang saya tanyakan. Terimakasih untuk waktunya, ya bu.
- : Sama-sama



**APPENDIX III: Sample Excerpt of Interview Questions to the Teachers**

| No | INTERVIEW ITEM   | RESPONS | CATEGORY   |
|----|--|---------|--|
| 1  | <p>Apakah yang anda pikirkan tentang implementasi kurikulum 2013 pada situasi pandemi covid-19 di SMAN 1 Tapung?</p> <p>What do you think about implementation of curriculum 2013 in the current situation (pandemic) at SMAN 1 Tapung?</p>  |         | Implementation of curriculum 2013  |
| 2  | <p>Berbicara tentang pembelajaran, apa yang anda pikirkan tentang implementasi kurikulum 2013 menggunakan e-learning selama pandemi covid-19?</p> <p>Talking about learning, what do you think about implementation of curriculum 2013 by using e-learning during covid-19 pandemic?</p> |         | Implementation of curriculum 2013 by using e-learning                                    |
| 3  | <p>Apa yang anda pikirkan tentang e-learning yang menggunakan dalam mengimplementasikan kurikulum 2013 selama pandemic covid-19 applicable untuk pembelajaran bahasa inggris? bagaimana menurut anda?</p>  |         | Implementing curriculum 2013 during covid-19 pandemic is applicable for learning English |

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|   |   |  |   |
|---|---|--|---|
|   | <p>What do you think about e-learning that use in implementing curriculum 2013 during covid-19 pandemic is applicable for learning English? why do you think so?</p>  |  |   |
| 4 | <p>Apa saja aplikasi dan social media yang guru gunakan untuk mendukung pembelajaran jarak jauh di SMAN 1 Tapung?</p> <p>What are some applications and social media applications teachers used to support long-distance learning at SMAN 1 Tapung?</p>   |  | <p>Applications and social media applications teachers used</p>             |
| 5 | <p>Bagaimana anda mengevaluasi belajar mengajar menggunakan e-learning ketika mengimplementasikan k13 selama pandemic covid-19 di SMAN 1 Tapung?</p> <p>How do you evaluate your teaching and learning by using e-learning when implementing curriculum 2013 during covid-19 pandemic at SMAN 1 Tapung?</p> |  | <p>Evaluate of teaching and learning by using e-learning</p>                |
| 6 | <p>Apa pendapat anda mengenai mengimplementasikan kurikulum 2013 menggunakan e-learning selama pandemic covid-19 dapat memberikan</p>   |  | <p>Achievement of students by using e-learning during covid-19 pandemic</p> |

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|  |  |   |
|--|--|---|
| <p>Lebih banyak detail dalam pencapaian siswa didalam pembelajaran? What do you think about implementing curriculum 2013 by using e-learning during covid-19 pandemic can provide more detail about the students achievement in learning? if so, in what way and why?</p>                  |  |   |
| <p>7 Dapatkah pengimplementasian k13 menggunakan e-learning selama pandemi covid-19 memotivasi siswa dalam belajar b.inggris?<br/>       Could implementation of curriculum 2013 using e-learning during covid-19 pandemic motivate students to learn English?</p>                         |  | <p>Students motivate</p>  |
| <p>8 Bisakah anda jelaskan tentang kesulitan yang berhubungan dengan pengimplementasian k13 menggunakan e-learning selama pandemic covid-19?<br/>       Can you explain about the difficulties related to implementation curriculum 2013 by using e-learning during covid-19 pandemic?</p> |  | <p>Difficulties of implementation curriculum 2013 by using e-learning</p> |
| <p>9 Apa saja masalah dan hambatan yang</p>  |  | <p>Problems and</p>   |

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|    |  |   |
|----|--|---|
|    | <p>guru bahasa inggris hadapi didalam mengimplementasikan kurikulum 2013 menggunakan e-learning selama pandemic covid-19?</p> <p>What are some of the problems and obstacles that English teachers faces in implementing the curriculum 2013 using e-learning during the covid-19 pandemic?</p>  | <p>obstacles that English teachers faces</p>      |
| 10 | <p>Bagaimana cara guru menyikapi masalah tersebut?</p> <p>How would a teacher approach such issues and obstacles?</p>  | <p>teacher approach such issues and obstacles</p> |
| 11 | <p>Apakah anda memiliki saran sebagai seorang guru yang berhubungan dengan pengimplementasian k13 menggunakan e-learning selama pandemic covid-19 di SMAN 1 Tapung?</p> <p>What do you have any suggestion as a teacher related the implementation of curriculum 2013 by using e-learning during covid-19 pandemic at SMAN 1 Tapung?</p> | <p>Suggestion</p>                                 |

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## APPENDIX

### TRANSCRIPT INTERVIEW OF TEACHER A

- : Ok mom, we will start ya..
- : Iyaa oke
- : Oke the first question, what do you think about implementation of curriculum 2013 in the current situation (pandemic) at SMAN 1 Tapung?
- : I think the implementation of 2013 curriculum in this situation the covid-19 pandemic allows for online learning for students at SMAN 1 Tapung. The curriculum that is referred to and determined by the government is the national curriculum, where the key to its implementation lies in the collaboration of teachers, students and parents.
- : That's all?
- : Yes
- : Oke, next. The second question, talking about learning, what do you think about implementation of curriculum 2013 by using e-learning during covid-19 pandemic?
- T : To support learning in the condition of the covid-19 pandemic, currently educational institutions are preparing teaching material through applications that will be used for online learning by utilizing e-learning in the implementation of learning.
- R : Oke, only that answer?
- T : Yes, because the determind will be used for online learning by utilizing e-learning in the implementation of learning.
- R : Oke, next. The third questions. What do you think about e-learning that use in implementing curriculum 2013 during covid-19 pandemic is applicable for learning English? Why do you think so?
- : I think E-learning in the implementation of the 2013 curriculum during covid-19 pandemic to English language learning actually has many application and platform that are being developed. In my opinion, learning English is more interesting to be presented using direct media available in the applications today.
- : Hmm, oke. Why do you think so?
- : Hmm.. it is, aaa... I think we as English teacher, learning English is more interesting to be present using by direct media, direct media available to application today. maybe, we had many application prepared in the internet or in the google we can find to use implementing curriculum 2013 during covid-19 pandemic.
- : Oke the next question.
- : Yes
- : What are some applications and social media applications teachers used to support long-distance learning at SMAN 1 Tapung to learning English?
- : Some applications and social media at SMAN 1 Tapung used to support long distance learning such as: Whatssup (WA), Google classroom, FB (Facebook),



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Modul e-learning, zoom meeting, and maybe there are many teacher search a video by sites. I think like that

: Ee.. All the applications that you used to learning English?

: Because..

: Ya

: Eee.. maybe one application or once ee social media, we can used in the.. in the application to SMAN 1 Tapung. Ya, the teachers maybe using the google classroom maybe using zoom meeting. But when the teachers used zoom meeting they can give many educations to support their long distance learning. I think like that

: Okay, thank you

: Next, the question is... How do you evaluate your teaching and learning by using e-learning when implementing curriculum 2013 during covid-19 pandemic at SMAN 1 Tapung?

: I think, to be a teacher we can to evaluate teaching and learning by using e-learning I am as a teacher gives feedback to the students assignments that I give in the google classroom or another application, it is the first; and the second give guidance or input to the students when we do zoom meeting; and the third we can give comments column to the students by using application if the students have difficulties in learning. I think so, ya... when give the feed back to the students assignment the second we can give guidance or input and the last maybe we can make comments column to the students.

: That's all?

: Yes

: Okay, Next question.. What do you think about implementing curriculum 2013 by using e-learning during covid-19 pandemic can provide more detail about the students achievement in learning? If so, in what way and why?

: Eee... the first limitations and new habits are challenges in the context of the effectiveness and effeciency of current challenge activities, namely how to make online learning have the achievement of core competencies, basic competencies, and learning that are not significantly different from face to face learning. So, i think to know the students achievements in learning, we can use assessment for learning, assessment as learning, assessment of learning. Although, using e-learning has many weakness for the teachers especially in mastering technology.

: Okey... If so, in what way and why?

: Eee... ya it is eee what the way and why because many teachers don't mastering technology, so when we want to know eee more detail about the student achievement in learning i think the teacher can use the assignment... three assignments eee use assignment for learning as learning and of learning.

: Okey thats all?

: Yes

: Okey next question, Could implementation of curriculum 2013 using e-learning during covid-19 pandemic motivate students to learn English?



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: Yes, it could. Teacher can motivate students in learning English with using the media eye catching like video, animation, PPT, and making studying English is nice and enjoy by using game and then the teacher search link material in the classroom (by WA) and then next teacher prepares strategies to interact with the students.

: Eee so the students can motivate ya? eeee learn English when eee during covid-19 pandemic

: Yes, maybe like video, animation, PPT, it can as English teacher we can use it.. by using games when we learning during covid-19 pandemic

: Okay thank you.

: Okay next question, Can you explain about the difficulties related to implementation curriculum 2013 by using e-learning during covid-19 pandemic?

: Yes, the difficulties by using e-learning namely: internet connection problem, lack interaction with the teacher and students, possibility of distraction, waste money (buy pulse expenses), when we use Google meet (zoom) students struggle with focusing on the screen for long period of time, all the teacher manage screen, and the technology issues. I think this the difficulties related to the implementation curriculum 2013 by using e- learning.

: Okeey, I think so. This is difficulties to students related implementation curriculum 2013 by using e-learning during covid-19 pandemic.

: Yes

: Okay next question, What are some of the problems and obstacles that English teachers faces in implementing the curriculum 2013 using e-learning during the covid-19 pandemic?

: Okeey.. some of problems eheemm.. and obstacles that English teachers faces in using e-learning, first lack of mastering of technology, second resistancing the student to interaction in English language; the third, the facilities like internet connection or quality of connection; fourth, sometime we have problem in technical and internet connection; fifth, the students motivation are low; the next using the short time in teaching and learning by using e-learning; and the last the student and the teacher consider lesson plan, material, and students characteristic for the teachers. I think it is the problems and obstacles I can find in the ee implementation curriculum 2013 using e-learning during covid-19 pandemic.

: Okey, I think so many problems and obstacles yaa when the teacher.. the English teacher to implementing curriculum 2013 during covid-19 pandemic.

: Yes, because the eee more than nowadays the teacher mastering of the teachnology if you eee master the teachnology I think it is possible to the teacher teaching in using maybe eee by using google meeting or zoom meeting to explore their material and then maybe eee the student motivations are low and the time is very short because it be used the long time by using maybe internet connection it is very expensive. I think so.

: Okeey, thank you.



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: Eee... Next question, related with the question before.

: Yaa

: How would a teacher approach such issues and obstacles?

: I think we must be eee optimist, teachers learn more about the condition and then to find the solution from the problem and obstacles, teachers can be dynamic in learning and teaching based on condition or development of technology. Something like that, yaa teacher must to find the solution, and how to eee dynamic in learning and teaching based on the condition, all of we must mastering the technology. we are as a teacher must study about ee technology nowadays. I think so

: Okeey, how about the ee students?

: Eee I think the students its ee no problem because they follow the teachers. The teachers so many applications to the ee students and the students maybe will e ask teacher. I think like that

: Okay mom, oke the last question.

: Okaay

: What do you have any suggestion as a teacher related the implementation of curriculum 2013 by using e-learning during covid-19 pandemic at SMAN 1 Tapung?

: My suggestion as a teacher, we must be update to development of technology nowadays and follow teacher training with friends or MGMP, we can adopted with learning with platform 4.0 scientific and TPACK (blended learning, integration technology learning) and the teacher must increasing knowledge up to date, teachers should become innovative and creative and follow to the development of technology nowadays. Yaa, so the first update lah, the teacher must be update to develop of technology and teacher can follow training maybe with friend or study with friend or MGMP and we can increase knowledge eee develop nowadays and teacher should become creative and innovative so to be a good of professional teacher. Because nowadays ee as a teacher related to the implementation of curriculum 2013 by using e-learning ee so a teacher must be update. I think like that

: Okaay that's all?

: Yes

: Okaay I agree with your answer about the suggestion eee and thank you very much for today, for your answer with my eleven questions.

: Okaay you're welcome. I am very happy I can help you and we can share our knowledge about implementation of curriculum 2013 eee in situation pandemic nowadays. Thank you

: Thank you mom





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**APPENDIX  
TRANSCRIPT INTERVIEW OF TEACHER B**

: Ok mam, we will start ya, oke the first question. What do you think about implementation of curriculum 2013 in the current situation (pandemic) at SMAN 1 Tapung?

: I think the implementation in 2013 in this situation I think that suitable for the student to study about e-learning ya, e-learning in this implementation curriculum 2013 because the situation is a support to doing by learning study for this situation, and then by doing the e-learning situation student still get knowledge even though they don't face with the teacher. they still keep study running well, that's all.

: Ok that's all. Ok next the second question. Talking about learning, what do you think about implementation of curriculum 2013 by using e-learning during covid-19 pandemic?

: By using learning, pembelajaran e-learning ya?

: Yes

: learning in this situation using e-learning, I agree with this reason because there is no way and meeting no choice anymore. so they the best choice by doing using e-learning to get knowledge for this situation, by doing e-learning they still aaa the study still running well and they get knowledge and then they don't lost of a chance and opportunity to get more knowledge in their school.

: That's all?

: Yes, that's all.

: Ok, next the third question from me. What do you think about e-learning that use in implementing curriculum 2013 during covid-19 pandemic is applicable for learning English? why do you think so?

: Yes, I think it is applicable with this situation. One of the best way to get knowledge and then study and another subject many things about knowledge they can get without aaa go to school and with this learning method, it is very very applicable for this situation. I very very agree with this statement, that it is very applicable for the student because by using e learning they can still communicate with teacher by using IT, zoom, phone, and HP and so on.

: Ok. that's all?

: That's all

: Ok next, the fourth question. What are some applications and social media applications teachers used to support long-distance learning at SMAN 1 Tapung?

: The teacher most of them using application for example media, zoom, google form, google classroom, and then whatsapp, ruang guru, zenius etc. most of teacher using it.

: Ok, next question. How do you evaluate your teaching and learning by using e-learning when implementing curriculum 2013 during covid-19 pandemic at SMAN 1 Tapung?



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: The way I evaluate my teaching in learning and then in our school have evaluation, may be for example one semester we should makes semester report and then giving report how many student they cannot follow the transaction in the zoom and the call the students and then report they collector, task, every week for example like this. it is one of the how to evaluate the process of learning by using e learning for the student.

: That's all?

: Yes, many evaluations. I mention just one, two or three. But the way how to evaluate many ways.

: Ok next, what do you think about implementing curriculum 2013 by using e-learning during covid-19 pandemic can provide more detail about the students achievement in learning? If so, in what way and why?

: Yes, can provide more detail about the student achievement in learning aa for example if we want to provide more detail about the student achievement in learning we should aaa giving rhat is it, monitoring something like that, checking the attendenlist and then by giving for example zoom or wa and then voice note to giving presentation and then make a note one by one. We can provide all of the detail about student achievement for example or in another way emmm to check about the task the best solution for the student when the student get the problems and they cannot solve the problem by them self so we give solution, advice so they can achieve all the process of learning. something like that

R : Ok that's all?

T : Yes

R : Ok next question. Could implementation of curriculum 2013 using e-learning during covid-19 pandemic motivate students to learn English?

: Motivate, motivation ya?

: Ya

: depend on student, the student agree with the eemm metode of learning, of course students can be help program during pandemic because by using e learning the student can study enjoying by watching youtube and then the sometime there is cartoon. it is one of the motivate the students learning as media for learning, teaching so the students have high motivation to reach the good learning. for example, it is a good picture and then I get high motivation, ya there is cartoon so they fill happy to study. so they can reach good score achievement because of their have high motivation because interesting to learning. that's all

: Ok next. Can you explain about the difficulties related to implementation curriculum 2013 by using e-learning during covid-19 pandemic?

: The difficulties?

: Yes

: We talking about just difficulties?

: Yes, difficulties.



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: difficulties, they are some difficulties. the student lake of interaction with the teacher, it is one of difficulties. and then the next one the interaction only in media, and then they cannot face the teacher face to face the approach is lake of the approachment and then in process of learning is just focus in training. just focus in training for example focus pelatihan seperti they still aa apa namanya have training how to use this application how to use in this sometime like this. And then in this studying can ignore academic aspect only social. belajarnya itu ibaratnya kurang ya, lake of they still training. How to use google classroom, how to use still about the training. This one of difficulties, because something new. so they not focus in academic, how to using it.

: That's all?

: That's all

: Ok next questions. What are some of the problems and obstacles that English teachers faces in implementing the curriculum 2013 using e-learning during the covid-19 pandemic?

: problem ya?

: problem and obstacles

: problems and obstacles, of course there is some problem. we cannot ignore, we realize in our learning. many things problem, for example one of problem sometime many students they don't have android handphone because of bad network and then pulsa, ad then they the poor man and they cannot buy pulsa quota

: quota, because lake of money, because economic and condition. especially for educator and trainer or teacher. it is something new for them to study the high technology. sometime the teacher still study for the high technology. for the current situation, and then the teacher should study it as soon as possible fistly, about technology this one and this one technology about it. so, if they know about technology they can teach the student how to use it, how to applicate the application, how to check the application to find use youtube and how to open the link. something like that. it is about the problem.

: Your problem?

: Yes, it is about the problem.

: Yes

: student or teacher?

: teacher

: Yes, my problem is same like this. most of them about this.

: most of them?

: yes

: ok

: I think lake of money to student hahaha about pulsa. I think about student. Is it about teacher?

: Yes, English teacher faced.

: just only English teacher. oh ok, if my problem. sometime I have, the student they say "I don't have hand phone mom" sometime like this, so how to solve



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this problem? impossible if I buy the hand phone for them. ya, number one hand phone ya. I think about student. and then what else, to communicate ya. sometimes they cannot speak English well when I speak to them by media, they don't understand. for example when I send the task, to them. they don't understand, "what is the task mom, what does it mean?" they said.

: about instruction ya

: sometimes they lazy to translate, the difficulties about misunderstanding ya?

: yes, misunderstanding.

: with the students, thats is the student too. almost the student too, not only. oke thats all. Next

: Ok next. How would a teacher approach such issues and obstacles?

: Teacher ya?

: ya teacher

: the teacher should give them, something solution?

: ya something solution.

: training and then some advice, knowledge about technology. For example as the teacher doesn't know it. sometime I open the youtube instruction, tutorial in youtube. this one way to know about the solution. like this, ya that's all.

R : Ok.. from your answer before, the problems and obstacles that you faces it is about the students there is no hand phone. so, how to solve the problem?

T : Yes, not easy I think yes? because not my son, I just call to their parents. how to solve this problem, to their parents I say to them "buy second hand phone maybe" I say to them or "join with friend, so just give some money" one of way.

R : Ok. so the solution is you communicate with their parents.

T : Of course. sometimes send by letter for them

R : Ok that's all?

T : That's all

: Ok the last question, What do you have any suggestion as a teacher related the implementation of curriculum 2013 by using e-learning during covid-19 pandemic at SMAN 1 Tapung?

: suggestion ya?

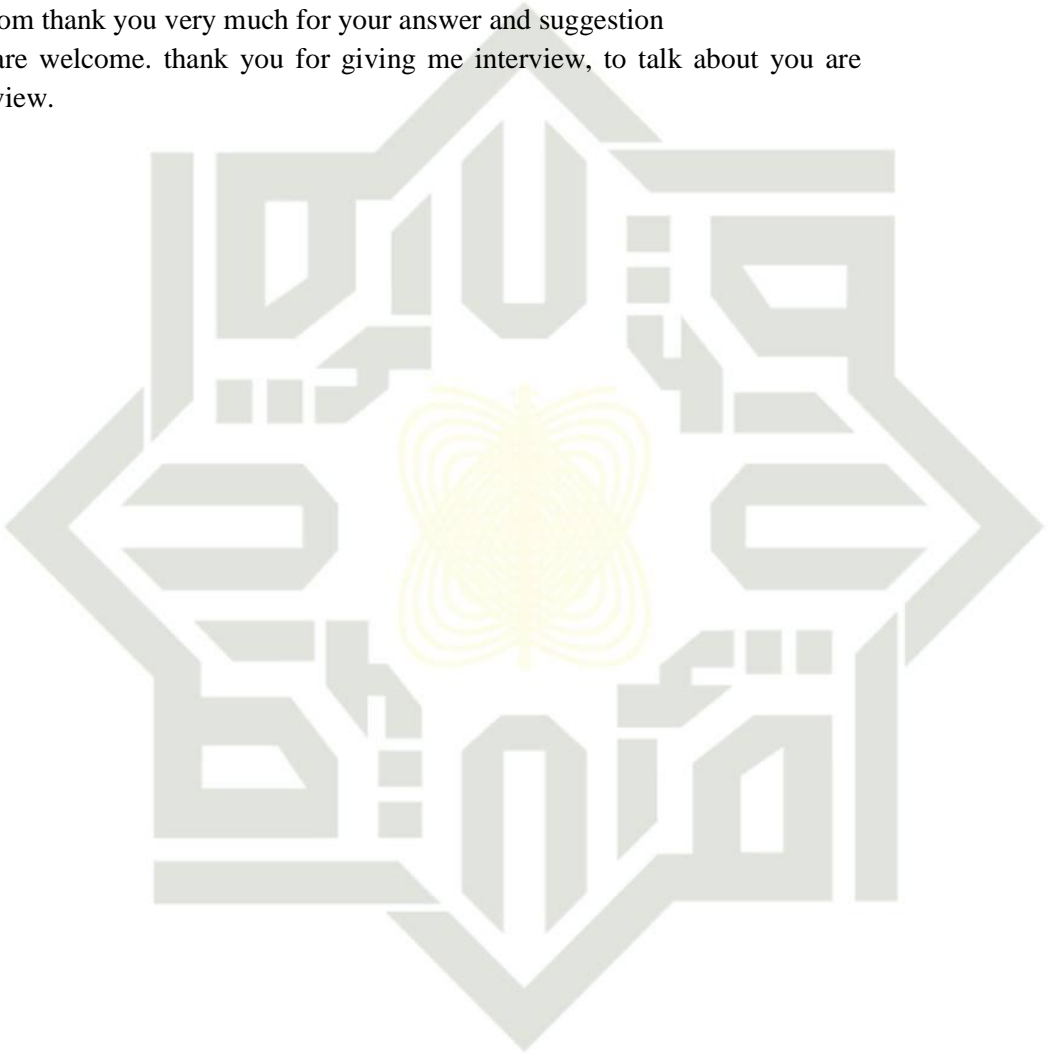
: suggestion

: My suggestion are to give a best solution about this e learning situation, studying by using e learning how to make practice, the student can collect all, can reach the knowledge and the score and then the teacher satisfied with the result. I think the best solution, and the best suggestion the teacher should give just a little task for example nowadays giving just two task, two subject one day, so they can doing directly. so they cannot overlepping, and last semester giving one day all teacher, right? the students I think confused. so my suggestion is don't do that anymore. is better doing like this, nowadays bu neneng giving instruction just one day maybe two or three teacher and then is it best solution in this situation.

: How about the quota internet from this school?



: Yes  
 : For teacher  
 : ya I think, we get the quota and the student get quota. of course can help and give best solution. I think my suggestion is don't stop quota. the government should giving quota all as long as pandemic covid-19.  
 : Ok that's all?  
 : yes that's all  
 : ok mom thank you very much for your answer and suggestion  
 : you are welcome. thank you for giving me interview, to talk about you are interview.  
 : Ok



UIN SUSKA RIAU

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**APPENDIX**  
**TRANSCRIPT INTERVIEW OF TEACHER C**

R : Ok.. Hello mom  
 T : Hello  
 R : How are you today?  
 T : I'm fine. How about you?  
 R : I'm fine too, thank you. I have some question to interview. And the first question, what do you think about implementation of curriculum 2013 in the current situation (pandemic) at SMAN 1 Tapung?  
 R : emmm... I think the implementation of 2013 curriculum must be collaboration between teachers, students, parents, because the students still get knowledge even thought in learning situation.  
 T : Ok that's all?  
 R : Yes, that's all.  
 T : Ok thank you.  
 R : Next question. Talking about learning, what do you think about implementation of curriculum 2013 by using e-learning during covid-19 pandemic?  
 T : to support learning in this conditions of the covid-19 pandemic by e-learning, hopefully of the teacher can manage the material such as making a syllabus, uploped the material, and give an assessment to the student  
 R : Ok that's all your answer?  
 T : Yes, that's all.  
 R : Ok next question, what do you think about e-learning that use in implementing curriculum 2013 during covid-19 pandemic is applicable for learning English? why do you think so?  
 T : I think e-learning in the implementation of the 2013 curriculum is applicable because learning use good application and the student very happy to learn it.  
 R : Ok why do you think so?  
 T : because the student more interesting to learning by e-learning eeee e-learning use some applications so the students very happy and enjoy learning by the applications.  
 R : Ok thank you. next questions, what are some applications and social media applications teachers used to support long-distance learning at SMAN 1 Tapung?  
 T : Ok, I will answer. some applicatios to use support learning are the first we use google classrooms and the second zoom meeting and then we use wa or whatsapp and the last we use youtube  
 R : that's all?  
 T : that's all  
 R : only five applications?  
 T : Yes, I use five application.



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: Ok thank you. next questions, how do you evaluate your teaching and learning by using e-learning when implementing curriculum 2013 during covid-19 pandemic at SMAN 1 Tapung?

: me, as English teacher giving a material to the students by another applications, give guidance to students when we do wa group or whatsapp group. that's all

: Ok next. next questions, what do you think about implementing curriculum 2013 by using e-learning during covid-19 pandemic can provide more detail about the students achievement in learning? If so, in what way and why?

: ok the first, must to check attendant list students and then mentoring the assessment and then giving a value of the assessment and then the value assessment of the assessment that's a do student make a note to giving a home room of teachers who the students can make assessments. that's all

: If so, what in way and why?

: emmm... ok me, must to check the attendance and then in the last week we will give attendance the assessment of the students and then we must check the assessment and then giving a value of assessment. that's all

: Ok, thank you. next question, could implementation of curriculum 2013 using e-learning during covid-19 pandemic motivate students to learn English?

: yes, of course. teacher can motivate students to learning English because the teacher used a video to making studying and the student enjoy to learning.

: ok use video ya?

: yes, use video to more interesting

: ok, next. Can you explain about the difficulties related to implementation curriculum 2013 by using e-learning during covid-19 pandemic?

: I think the difficulties of implementation curriculum 2013, the difficulties by using e-learning are the first bad connection, and then don't have money to buy pulsa

: only bad connection and don't have money to buy pulsa?

: yes, I think so

: why, there is no another difficulties I mean?

: I think no, I think not yet but the student the feels I think that's all. they just not make assessment because they have bad connection. the reason of the student just it.

: ok thank you. next question. What are some of the problems and obstacles that English teachers faces in implementing the curriculum 2013 using e-learning during the covid-19 pandemic?

: ok, some problems to implementation curriculum 2013, there are two in my opinion yes?

: ya

: the first is the resistencing to students to interaction in English language, the first. and the second, some of student living in bad connecting and then they can to a low the material, because we living in the village so many student get bad connection. and they do not low the material.



- : ok that's all?
- : that's all
- : next, how would a teacher approach such issues and obstacles?
- : approach such issues and obstacles? I think we must be wish, be wish to be a good teacher, I think we must be wish in order to the student can allow to giving a material of the week. that's all
- : ok, the last question. What do you have any suggestion as a teacher related the implementation of curriculum 2013 by using e-learning during covid-19 pandemic at SMAN 1 Tapung?
- : ok.. in my opinion of my suggestion. I give three suggestions, the first as a teacher must to allow some of training. the second, as a teacher must update how to be a good teacher. and the last, as a teacher must be enjoying in learning. That's all.
- : ok thank you very much for your answer
- : ok your are welcome

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**TOEFL**

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Name : Laila Yunita Sari  
ID Number : 1401104101940008  
Test Date : 18-12-2021  
Expired Date : 18-12-2023

achieved the following scores:

|                                  |       |
|----------------------------------|-------|
| Listening Comprehension          | : 49  |
| Structure and Written Expression | : 48  |
| Reading Comprehension            | : 55  |
| Total                            | : 507 |



Robi Kurniawan, M. A.  
Homie English Director



This certificate is prepared by Home English, Ltd. in cooperation with the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia.



Izin No: 87/06.08/D/PM/PTSP/IX/2021

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**SERTIFIKAT**  
ARABIC PROFICIENCY TEST  
DIBERIKAN KEPADA  
**Laila Yunita Sari**  
Nomor ID : 21890125445  
Jenis Kelamin : Perempuan  
Tanggal Lahir : 01 Januari 1994

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية  
الاستماع : 39  
القراءة : 42  
الكتابة : 46  
النتيجة : 423

Berlaku Hingga : 21 Februari 2022

  
The scores and information presented in this score report are approved.  
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP: 0852 7144 0823  
Email : info@pusatbahasa.info Website : pusat-bahasa.info

  
**Maknunin Syukri, M. Ag**  
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SMA NEGERI 1 TAPUNG**

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Email: [smanegeri1tapung@gmail.com](mailto:smanegeri1tapung@gmail.com), Akreditasi A, NSS. 30109020246, NPSN. 1400372,  
Kode Pos. 28464



**SURAT KETERANGAN RISET**

Nomor : 421.3/SMANI-TPG/VII/2021/106

Kepala Sekolah Menengah Atas ( SMA ) Negeri 1 Tapung Provinsi Riau, berdasarkan Surat Dinas Pendidikan Provinsi Riau nomor : 071/Disdik/1.3/2021/8289 tanggal 21 Juni 2021, tentang Izin Riset/Penelitian untuk bahan Tesis dengan ini menerangkan bahwa :

|               |  |
|---------------|--|
| Nama          | : LAILA YUNITA SARI  |
| No.Mahasiswa  | : 21890125445  |
| Universitas   | : Universitas Islam Negeri   |
| Program Studi | : Pendidikan Agama Islam   |
| Konsentrasi   | : Bahasa Inggris   |
| Jenjang       | : S.2  |
| Judul Tesis   | : <b>“IMPLEMENTATION OF CURRICULUM 2013 BY USING E LEARNING DURING COVID-19 PANDEMIC AT SMAN 1 TAPUNG”</b> |

Telah Selesai Melaksanakan Penelitian dan Pengumpulan data bahan Tesis di SMA Negeri 1 Tapung yang dilaksanakan terhitung mulai tanggal 22 Juni s.d 30 Juni 2021.

Demikian surat keterangan ini kami berikan , untuk dapat di gunakan seperlunya.

Tapung, 22 Juli 2021  
Kepala Sekolah,




**SYAMSURIZAL, M. Pd**  
NIP. 19700901 200701 1 007



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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
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**THE GRADUATE PROGRAMME**

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Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : [pasca@uin-suska.ac.id](mailto:pasca@uin-suska.ac.id)

Nomor : 0912/Un.04/Ps/PP.00.9/2021 Pekanbaru, 21 April 2021  
Lamp. : 1 berkas  
Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu Riau  
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

|                       |  |
|-----------------------|--|
| Nama                  | : LAILA YUNITA SARI  |
| NIM                   | : 21890125445  |
| Program Studi         | : Pendidikan Agama Islam S2  |
| Semester/Tahun        | : VI (Enam) / 2021   |
| Judul Tesis/Disertasi | : IMPLEMENTATION OF CURRICULUM<br>2013 BY USING E-LEARNING DURING<br>COVID-19 PANDEMIC AT SMAN 1<br>TAPUNG |

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMAN 1 TAPUNG

Waktu Penelitian: 3 Bulan (26 April 2021 s.d 26 Juni 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam  
Direktur,  
  
Afrizal, M  
NIP. 19591015 198903 1 001





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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 P E K A N B A R U  
 Email : [dpmtsp@riau.go.id](mailto:dpmtsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMTSP/NON IZIN-RISET/41346  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0912/Un.04/Ps/PP.00.9/2021 Tanggal 21 April 2021**, dengan ini memberikan rekomendasi kepada:

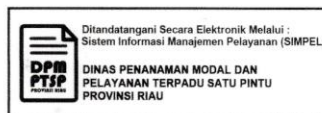
- |                      |   |   |
|----------------------|---|---|
| 1. Nama              | : | LAILA YUNITA SARI   |
| 2. NIM / KTP         | : | 21890125445   |
| 3. Program Studi     | : | PENDIDIKAN AGAMA ISLAM  |
| 4. Konsentrasi       | : | BAHASA INGGRIS  |
| 5. Jenjang           | : | S2  |
| 6. Judul Penelitian  | : | IMPLEMENTATION OF CURRICULUM 2013 BY USING E-LEARNING DURING COVID-19 PANDEMIC AT SMAN 1 TAPUNG |
| 7. Lokasi Penelitian | : | SMA NEGERI 1 TAPUNG   |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 27 Mei 2021



**Tembusan :**

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1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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|---|-----------------------|---|---------------------------------|------------|--|
| No.   | Tanggal Konsultasi    | Materi Pembimbing / Promotor*   | Paraf Pembimbing / Co Promotor* | Keterangan |  |
| 1.  | 27 / 2020 / September | 1. Pembahasan Implementasi Buku Zikir<br>2. diskusi Pembahasan buku II<br>3. dasar Pembahasan pada e- Learning<br>4. Kerja<br>5. Media Pembahasan T5 tidak ada  |                                 |            |  |
| 2.  | 31 / 2021 / Januari   | Check Chapter 3   |                                 |            |  |
| 3.  | 15 / 2021 / Maret     | Check Instrumen Penelitian dan perlu di Jelaskan secara detail.   |                                 |            |  |
| 4.  | 24 / 2021 / Agustus   | 1. GE kuantitatif namun tinggi.<br>2. perlu memfortifikasi analisis.<br>3. baik implementasi dan metode<br>4. metodologi dan metode<br>5. penelitian dengan e-learning<br>6. Scientific approach<br>7. Evaluasi KB dgn metode affluah |                                 |            |  |
| 5.  | 25 / 2021 / September | Check chapter 4 & 5   |                                 |            |  |
| 6.  | 03 / 2021 / Oktober   | check all chapter (1-5) and accepted  |                                 |            |  |

Catatan:  
\*Coret yang tidak perlu

Pekanbaru, 06 Desember 2021  
Pembimbing II / Co Promotor\*  
  
Dr. H. HELMIATI, MA

| KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI* |                      |   |                              |            |  |
|---|----------------------|---|------------------------------|------------|--|
| No.   | Tanggal Konsultasi   | Materi Pembimbing / Promotor*   | Paraf Pembimbing / Promotor* | Keterangan |  |
| 1.  | 20 / 2020 / Oktober  | 1. Cara tulis unsur judul<br>2. Huraian minimal<br>3. Huraian K13 yang belum maksimal dengan Guid-13 e Learning. 3. Font typing |                              |            |  |
| 2.  | 05 / 2020 / November | 1. Teori wave e-learning mini<br>2. minimal. tambahkan dan lengkapi jenis-jenis platform e-learning keumduankeskinan nra.       |                              |            |  |
| 3.  | 30 / 2020 / November | 1. Menganalisis Previews research<br>2. Bab 3 (Participant and Sample)<br>3. Perbaikan Penulisan Tesis Kualitatif.              |                              |            |  |
| 4.  | 25 / 2021 / Maret    | Program of interview  |                              |            |  |
| 5.  | 10 / 2021 / November | Check chapter 4 & 5   |                              |            |  |
| 6.  | 25 / 2021 / November | check all chapter (1-5) and accepted  |                              |            |  |

Catatan:  
\*Coret yang tidak perlu

Pekanbaru, 06 Desember 2021  
Pembimbing I / Promotor\*  
  
Dr. FAUKINA ANASTASIA, M.Hum



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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004  
 Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : [pasca@uin-suska.ac.id](mailto:pasca@uin-suska.ac.id)

Nomor : S- 3494/Un.04/Ps/PP.00.9/11/2021  
 Lamp. : 1 berkas  
 Perihal : Penunjukan Pembimbing I dan  
 Pembimbing II Tesis Kandidat Magister

Pekanbaru, 03 November 2021

Kepada Yth.

1. Dr. Faurina Anastasia. M. Hum (Pembimbing Utama)
2. Dr. Helmiati. M. Ag (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama : Laila Yunita Sari  
 NIM : 21890125445  
 Program Pendidikan : Magister/Strata Dua (S2)  
 Program Studi : Pendidikan Agama Islam  
 Semester : VII (Tujuh)  
 Judul Tesis : Implementation Of Curriculum 2013 By Using Elearning During Covid- 19 Pandemic At SMAN 1 Tahung

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian etelah Seminar Hasil Penelitian;
4. Perbaikan tesis setelah Ujian Tesis; dan
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam,  
 Direktur,

Prof. Dr. H. Ilyas Husti, MA  
 NIP. 19611230 198903 100 2