ANALYSIS OF ELEMENTARY SCHOOL STUDENT'S RESPONSES TO IMPLEMENTING THE 2013 CURRICULUM THROUGH DISTANCE LEARNING DURING THE COVID-19 PANDEMIC

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Abstract: The distance learning policy is the best effort to minimize the spread of Covid-19 in schools. This study aims to see the response of students in distance learning in the 2013 curriculum. The research method used is a descriptive quantitative method and the data source is obtained from questionnaires given to 156 students in 12 elementary schools spread across 7 regencies/cities of East Java. The results showed that 100% of students took distance learning as scheduled, 51.3% of students accompanied by mothers, 10.3% of students accompanied by fathers, 20.5% of students accompanied by guardians, and 17.9% of students had no companions while studying. The communication tools used showed that 92.9% used social media, 71.8% of students found it difficult to understand thematic learning, 49.4% of the student assignment collection places were social media, and 92.9% of students thought distance learning added to technological knowledge.

Keywords: Covid-19; distance learning; student's response

INTRODUCTION

The impact of the Covid-19 pandemic has affected various aspects of human life, as well as in the realm of education, especially in elementary schools. Independent learning of students in elementary schools still needs to get teacher assistance gradually in completing their learning tasks, especially for low grades (Melati et al., 2021). This condition then gave rise to the implementation of distance learning. If during the pandemic distance learning was carried out online, currently in the new normal era in some areas with certain provisions it is also possible to study at school (Churiyah et al., 2020). Educational units that are allowed to study in schools must be categorized in green and yellow zones with information that the area has a low Covid-19 transmission rate (Indrawati, 2020).

The activities carried out by elementary school students in implementing the 2013 curriculum during distance learning are focused on life skills education regarding the Covid-19 pandemic. In addition, students also continue to get various assignments that can be done at home which are

adjusted by the teacher taking into account the interests and gaps in access and learning facilities at students' homes (Mseleku, 2020). In distance learning apart from getting assignments, students also get material, quizzes, and even evaluation questions that can be studied at home with the assistance of parents or guardians and are not limited in time (Rasmitadila et al., 2020). It also pays attention to the national curriculum for basic education following the policy concerning guidelines for implementing the curriculum in educational units under special conditions stating that the implementation of the 2013 Curriculum at the elementary school level during the pandemic is guided by the core competencies (KI) and basic competencies (KD) that have been simplified (Sanjaya & Rastini, 2020).

The role of the teacher in maximizing the implementation of learning is very necessary during distance learning. Teachers must be able to prepare learning tools that were originally used directly or face-to-face to become distance learning tools that are not free from space and time (Nafsi & Maryanti, 2022). Readiness of learning tools is a major need as an intermediary which is done by not meeting directly, but resulting in interaction even though teachers and students are different in places separated by long distances (Prawiyogi et al., 2020; Wiryanto, 2020). This condition makes teachers continue to innovate so that students can still study at home with various limitations through choosing strategies, and developing tools to involve parents in learning. This is a challenge for teachers to adjust existing conditions and meet the competencies needed so that learning effectiveness can still be achieved (Indrawati, 2020).

One of the innovations made by the teacher is using strategies that can support distance learning, such as using the terms synchronous learning and asynchronous learning. Synchronous learning is almost the same as face-to-face learning in schools, which distinguishes students and teachers from meeting virtually on one of the intermediary media such as zoom, google meet, skype, etc (Hastie et al., 2010). Asynchronous learning can be prepared by teachers by utilizing web media, email, WhatsApp, telegram, and the like as independent study materials in which there is a presentation of material, assignments, and even evaluation questions that students can study at home, and most importantly with these media students can also interact or communicate with teachers flexibly (Öztürk, 2021).

Learning for elementary schools in East Java Province mostly applies synchronous and asynchronous learning with the approval of the principal at each school to achieve learning objectives during distance learning (Lubis, 2020; Sudarti et al., 2021; Wajdi et al., 2020). Based on this fact, the researcher wants to explore student responses to the implementation of distance learning in the 2013 curriculum. The implementation of distance learning studies will pay attention to the implementation of the 2013 Curriculum, learning resources, materials, and learning media

used. This research is expected to provide an overview of conditions in the field based on student responses during the implementation of distance learning as a result of the Covid 19 pandemic.

METHOD

The method used in this research is quantitative with a descriptive research type. Qualitative descriptive research methods are used to find various kinds of knowledge accompanied by the discovery of the latest theories of research conducted at that time (Mukhtar, 2013). For this reason, this study will describe the response of elementary school students in distance learning who continued to apply the 2013 curriculum during the Covid-19 pandemic in East Java Province. The research was conducted from May 5, 2021, to June 3, 2021, using data collection techniques in the form of a questionnaire in the form of an online questionnaire containing six questions to be filled out by elementary school students in East Java Province. The research instrument contains questions with answer choices filled in by students using the grid in Table 1.

Table 1. Examples of Question

Question	Answer Option	
1. Do you always follow distance learning according to the schedule given by the teacher?	a.	Yes
	b.	No
2. Who accompanies you when doing distance learning?	a.	Father
	b.	Mother
	c.	Guardian
	d.	No one

The total number of elementary school students who took part in filling out the questionnaire was 156 students from 12 elementary schools in 7 regencies/cities located in East Java, the data shown in Table 2. After the data was obtained, the researcher conducted a descriptive data analysis by looking at the percentage in each aspect of the instrument.

Table 2. Total of Respondents of Elementary School Students in East Java

Region	Number of Student Respondents	Percentage
Bojonegoro	15	9,6%
Gresik	9	5,8%
Madiun	25	16,1%
Malang	30	19,2%
Nganjuk	43	27,6%
Ponorogo	19	12,2%
Probolinggo	15	9,6%
Total	156	100%

RESULT AND DISCUSSION

Based on the distribution of questionnaires, it is known that distance learning has been fully implemented by elementary school students in East Java province. Furthermore, elementary school students also showed responses related to who is someone who accompanies students during learning, communication tools used in learning, student responses regarding the ease of learning

thematic material, where to collect assignments, and students' technological abilities during distance learning. The full response is set out in Table 3.

Table 3. Responses of Elementary School Students Regarding Distance Learning

Indicators	Responses	Percentage
Students carry out distance learning according to the schedule given by the teacher	Yes	100%
Someone who accompanies you during the distance learning implementation	Father	10,3%
	Mother	51,3%
	Guardian	20,5%
	No one	17,9%
Communication tools used in distance learning	Social media (WhatsApp/Messenger/Line/etc.)	92,9%
	Phone/massage	0%
	Video conference (Zoom/Google Meet/Skype)	7,1%
Ease of understanding thematic material in the implementation of distance learning compared to face-to-face classes	Easy	28,2%
	Hard	71,8%
Media for collecting assignments in distance learning	Social media (WhatsApp/Messenger/Line/etc.)	49,4%
	Google Classroom	12,2%
	Collected directly to the school or teacher's house	38,5%
Implementation of PJJ can increase knowledge about ICT material	Increased	92,9%
	Not increased	7,1%

Based on research data regarding student response questionnaires during distance learning, it is shown that all elementary school students in East Java province have taken distance learning according to the schedule set by the teacher. Distance learning is appropriate online learning and must be undertaken by all learners in Indonesia and even the whole world who are exposed to the Covid-19 pandemic so that learning can continue to take place, replacing the face-to-face learning process which is constrained by social distancing or not being allowed to gather together (Lubis, 2020). This is done to help prevent the spread of Covid-19, especially for elementary school students who do not quite understand how to comply with their respective personal health protocols (Anugrahana, 2020).

Meanwhile, in its implementation, distance learning must indeed get the support of adequate facilities. According to the first characteristic, distance learning is structured according to the level, type, and nature of education. Second, it does not apply a face-to-face learning process between teachers and students directly. Third, learning is done independently and individually, not in groups. Fourth, learning resources are prepared intentionally by educational institutions by adjusting the needs and the applicable curriculum. Fifth, subject matter and learning aid services are facilities provided by educational institutions to students. Sixth, distance learning requires

internet-connected learning media as an intermediary for subject matter information. Seventh, communication between students and teachers can use internet-connected learning media. Eighth, students are required to be active, interactive, and participative to get feedback from teachers in the distance learning process (Moore et al., 2011; Orlanda-Ventayen & Ventayen, 2017).

Learning Assistant for Elementary School Students During Distance Learning

Based on the data received by the researchers, 80 elementary school students, or 51% of elementary school students in East Java stated that the distance learning process (PJJ) was accompanied by their mother. Most mothers who accompany their sons or daughters to study at home work as housewives or have businesses at home. Then as many as 16 elementary school students or as much as 10% of students stated that the companion during Distance Learning (PJJ) was his father. Most of the fathers who accompany their sons or daughters at home work as entrepreneurs, while the mothers of these students work as Indonesian Workers (TKI).

The number of students who chose a guardian as a learning companion was 32 elementary school students or 21%. A student who chooses a guardian is a student whose both parents work, so the parents ask for experts in their fields or tutors to accompany their son/daughter to carry out distance learning. Meanwhile, students who chose "no one" in the learning process were 28 elementary school students or 18%. Most of the students who chose were high-grade students, especially grade 5 and 6 students, and both parents had jobs. Complete data on student companions in distance learning is presented in Figure 1.
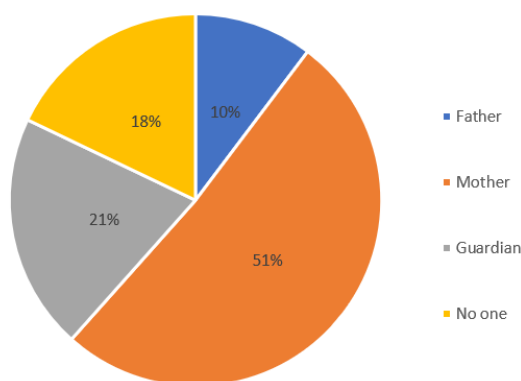

Figure 1. Pie Chart of Elementary Student Learning Assistance on Distance Learning

Based on the results of this study, companions when studying at home or distance learning are closely related to the role of parents. Parents have roles such as accompanying, encouraging, motivating, supervising, and teaching their children with their abilities in the student learning process (Cahyati & Kusumah, 2020). However, it turns out that learning assistance is also not fully able to be carried out by parents, so parents can delegate it to experts in certain fields who they feel are capable and can foster children's learning enthusiasm (Nindiati, 2020).

Communication Tools During Distance Learning

Regarding the communication tools used in distance learning, the research data shows that as many as 145 elementary school students or 93% use social media as a communication tool. Through the use of social media, teachers can distribute materials, assignments, and academic ability tests. While the users of these communication tools are mostly schools located in urban and rural areas that are affordable by the internet network. A total of 11 elementary school students or 7% responded related to the communication tools used in the implementation of distance learning using video conferencing. The use of these communication tools can make it easier for students and teachers to communicate instantly with virtual face-to-face regarding various elementary school materials (Thoms & Eryilmaz, 2014). The users of this communication tool are mostly elementary schools located in big cities like Malang. Then there are no students in East Java who use call or massage communication tools during distance learning which is shown in more detail in Figure 2.
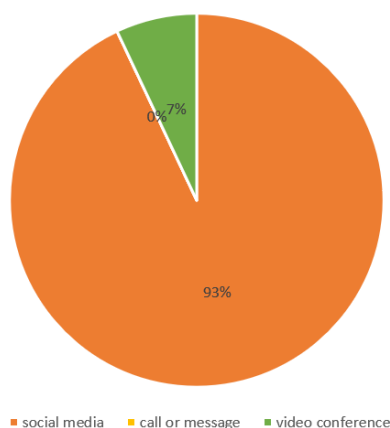

Figure 2. Pie Chart of Communication Tools on Distance Learning

Based on the results of the data exposure above, the teacher as one of the most important elements in the implementation of the learning process is required to be able to adapt quickly, so that it can change traditional face-to-face learning (offline) into distance learning (Rasmitadila et al., 2020). In this case, the teacher can use communication tools in the form of supporting applications that can be obtained for free such as WhatsApp, Smart Class, Google Classroom, Zenius, Quipper, and Microsoft (Orlanda-Ventayen & Ventayen, 2017). It should be noted in the selection of communication tools in distance learning that there is an adequate internet network for each student at home. From this condition, the teacher can determine the appropriate communication tool that can be used during learning. Especially in the selection of learning media that can make it easier for students to learn material that is abstract into concrete so that it can stimulate students' feelings, attention, thoughts, and willingness to achieve learning goals (Supriyono, 2019; Indriyani, 2019; Veronica & Wiryanto, 2021).

Implementation of 2013 Curriculum during Distance Learning

From the data received, 112 elementary school students, or 72% stated "No" it was easy or difficult to understand thematic material during distance learning. In this case, many students do not understand the concept of learning material and are very burdened with piling tasks, so many students feel less rested than if students study face-to-face directly at school. Then there are 44 elementary school students or 28% stating "Yes" or can take thematic learning in the implementation of distance learning. In this case, students who choose are students who prefer to study individually so that it is easier to understand a subject matter if there is no interference from various parties. Detailed data are presented in Figure 3.
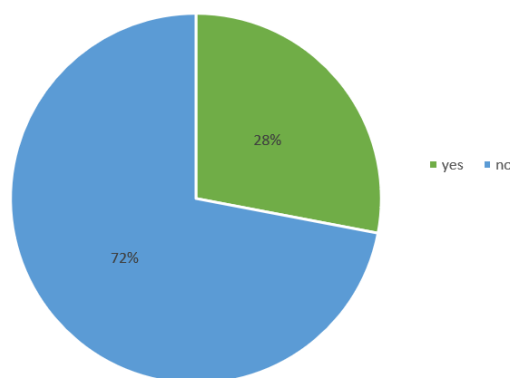

Figure 3. Pie Chart of Ease of Learning with the 2013 Curriculum on Distance Learning

Regarding the convenience of students in understanding learning content, during the Covid-19 pandemic, the learning process should be carried out by providing material using language that is easy for students to understand at their level and packaged briefly in the form of learning videos (Marken, 2020). Students can repeat the video whenever and wherever students want (Parlindungan et al., 2020). Then the most important thing is that the teacher needs to send apperception or material first before giving assignments to students. In addition, the assignment should be adjusted to the age and condition of the students so as not to burden students and make students feel involved with the surrounding environment and equipped with clear working instructions (Alabba et al., 2021). In this way, it is expected to improve the quality of learning in distance learning in elementary schools using the 2013 Curriculum.

Collection of Student Assignments During Distance Learning

The data received by the researchers related to the location of collecting assignments for elementary school students in distance learning. As many as 77 elementary school students or 49% used social media (WhatsApp/messenger/telegram/line) as a place for collecting assignments. Students who choose Google Classroom as a place to collect assignments are 19 elementary school students or 12%. Most students who choose to submit assignments through social media and Google Classroom are students who are in the district or city and are in the red and orange zones.

Students who submit assignments to schools or teachers' homes are 60 elementary school students or 39%. The condition students who choose to collect assignments at school are students who are in the village who have done face-to-face learning limited to one day a week as shown in Figure 4.
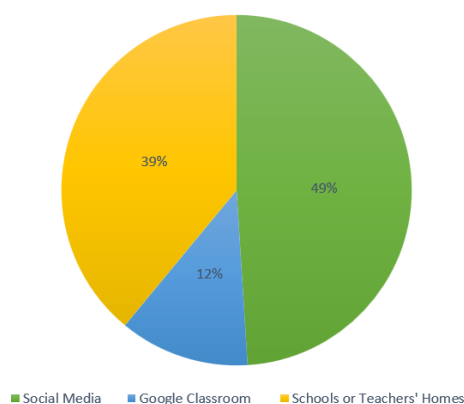

Figure 4. Media for Collecting Student Assignments on Distance Learning

In some areas, schools can indeed conduct limited face-to-face learning by following the applicable health protocol, namely with the presence of 25% of the total number of students in one class equipped with supporting health infrastructure (Nugroho & Yulianto, 2020). Therefore, students who have the opportunity to do limited face-to-face learning can collect assignments at school, while students at certain times not scheduled to study at school can collect assignments through social media or google classroom. The benchmark for the effectiveness of learning, especially distance learning can be seen from how much learning objectives are achieved after students carry out a learning process that involves the widest possible activity (Churiyah et al., 2020). This is one of the reasons for learning adjustments that must be made by teachers and schools based on existing conditions so that learning activities can continue to run effectively.

Students' ICT Knowledge during Distance Learning

From the data that has been received regarding whether Distance Learning (PJJ) increases elementary school students' knowledge of Information and Communication Technology (ICT), as many as 145 elementary school students, or 93% stated that distance learning increases knowledge of ICT. This is proven by filling out questionnaires distributed by researchers using google forms, with it being proven that students can operate internet-based technology. Meanwhile, 11 other elementary school students, or 7% chose distance learning which did not increase their ICT knowledge. Most students who choose not are grade 6 elementary school students or high school students who feel that internet-based technology is one of their friends in their daily life. The details of this data are presented in Figure 5.
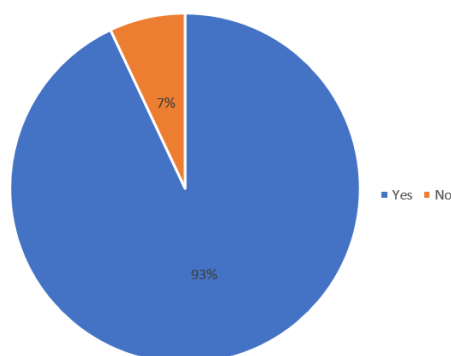
Figure 5. Students' ICT Knowledge During Distance Learning

Knowledge related to technology is one thing that cannot be separated at this time. Technology is widely used in learning as a facility for the ongoing learning process (Salsabila, 2020). Not only that, students who use technology as a learning process also get information on how to use and proper technology management. The use of technology is now a part of learning materials that students participate in learning so that it produces an attitude, knowledge, and skills that are the key to the success of learning itself (Darwin, 2007; Hakim, 2009). Moreover, the implementation of synchronous and asynchronous learning requires the use of technology to build teacher and student interactions (Budiharto., Suparman., & Lestariningsih, E, 2018).

CONCLUSION AND RECOMMENDATION

Conclusion

The conclusion that can be drawn from this research is that all 156 students (as many as 156 spread across 12 schools in 7 regencies/cities) take distance learning according to the schedule given by the teacher. In learning assistance, 51% were accompanied by their mother, 10% were accompanied by their father, 21% were accompanied by their guardians, and 18% were not accompanied. The communication tools used by elementary school students in East Java show that 93% use social media (WhatsApp/messenger/telegram/line), while 7% of students use video conferencing (zoom/google meet/skype). Then the student response regarding the ease of thematic learning during distance learning with the 2013 Curriculum showed that 72% of students stated that it was not easy and 28% of students stated that it was easy. Most places for collecting student assignments during distance learning use social media (WhatsApp/messenger/telegram/line) with a response of 49%, while 12% collect on google classroom, and 38% collect it at school or the teacher's house. Then, according to student responses, 93% of students indicated that distance learning could increase their knowledge of technology, while 7% of students considered distance learning not to increase knowledge.

Recommendation

From the results of the study, it is recommended for teachers to adjust the implementation of distance learning to each student's condition. This adjustment is used to determine the most appropriate communication tool used in learning to increase students' motivation, enthusiasm, and knowledge. In addition, teachers are also expected to be able to prepare various materials, media, and learning resources properly so that the tasks given to students are not burdensome.

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