

## ANALYSIS CURRICULUM POLICY MODEL AT MAN 1 LABUHANBATU DURING THE COVID-19 PANDEMIC

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### ABSTRACT

The Covid-19 that entered unexpectedly and became an epidemic resulted in a transformation in the field of education. Educational activities have changed. Government regulations to break the chain of the spread of Covid-19 require learning to be done from home. One of the important innovations is the implementation of the curriculum. The curriculum is an important component in the educational journey. Facing the Covid-19 situation, there must be innovation in the existing curriculum. This study aims to analyze the Curriculum Policy Model at MAN 1 Labuhanbatu during the Covid-19 pandemic. To see how MAN 1 Labuhanbatu runs the curriculum in non-routine situations. To see how the management of MAN 1 Labuhanbatu in implementing the existing curriculum. To see how educators run the existing curriculum. To see how students undergo learning based on the existing curriculum when learning from home is implemented. This type of research is qualitative research. The study used a semi-structured interview method, namely in-depth interviews with informants. Curriculum policy at MAN 1 Labuhanbatu during the Covid-19 pandemic is in the good category. Learning planning refers to and adapts to the learning situation at home, guided by the MAN 1 Labuhanbatu Curriculum. In the implementation section, teachers utilize technology-based facilities and application facilities to facilitate the delivery of goals and teaching materials. Assessment and evaluation are still carried out objectively.

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### 1. INTRODUCTION

The Covid-19 that entered Indonesia unexpectedly and became an epidemic resulted in a transformation in all fields, including the education sector. Educational activities, in this case learning in the context of their implementation, have changed. Learning that was previously carried out directly face to face between educators and students in the classroom no longer works that way. Government regulations to break the chain of spread of Covid-19 require learning to be done from home (Purba, 2022; Purba, n.d.). The unprepared situation and conditions caused the school to be distraught. The school has not yet prepared a special learning strategy to deal with events caused by the Covid-19 outbreak. The school only prepares learning strategies in general situations. But learning has to be done and running. Adjustments have to be made (Hasim et al., 2021).

Covid-19 cannot be a barrier for educational institutions in carrying out their obligations to educate the nation's children. In accordance with the mandate of the 1945 Constitution (UUD) as outlined in Law no. 20 of 2003. Educating the nation's children according to the mandate of the Constitution and the National Education Law must prioritize quality and quality. It can't just be limited to running according to what is programmed. Educational goals that have been set must be a reference. The purpose of education

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in general is to produce qualified human resources, not only in terms of knowledge but also in terms of ethics, attitudes, and morality. Without quality and quality, education will mean nothing and will not produce benefits in accordance with expectations. Therefore, educational institutions must work hard to realize these goals (Mukhsin, 2019; Purba, 2021a).

Education which is essentially to educate the nation's children is in line with the program of the government of the Republic of Indonesia. Where education is a medium for producing qualified human resources to assist the government in executing the work program that has been prepared (Wardina et al., 2019). Therefore, education must be able to exploit all the capabilities that exist within students in order to make students become human beings who are knowledgeable, have creativity, have independence, have skills, and have devotion to God the Creator and owner of this life. In order to make this happen so that it can be achieved in accordance with expectations, educational institutions must of course have a neat and creative formula. It is not enough just to run educational programs that have been running routinely (Verawardina & Jama, 2018).

To realize the noble goals of education so that it is in line with expectations, efforts must be made. All elements in educational institutions must play a role. New innovations must be presented to be a solution and a means to achieve the educational goals that have been set. One of the important innovations is the implementation of the curriculum. The curriculum is an important component in the educational journey. Facing the Covid-19 situation, of course there must be innovations in the existing curriculum (Fujiawati, 2016). Because the existing curriculum is not prepared to deal with situations like Covid-19. Special policies related to the curriculum must of course be enforced, so that the education process can continue to run, such as when education was running when Covid-19 was not around. This special policy on the curriculum aims to be an answer to confusion due to the unexpected presence of Covid-19 (Suteja, 2017).

The curriculum is a component that becomes a reference in educational activities. The curriculum contains learning tools that make educational activities run well. The curriculum is used by educators as the basis or foundation in compiling teaching materials to be delivered to students. The existence of a curriculum helps educators in presenting learning activities that are creative, innovative, communicative, and interesting. So that when learning activities take place, between educators and students, there is a two-way interaction. Educators and students are harmonious in the ongoing learning activities (Sani, 2014). Such a situation certainly makes educational goals not only written on paper, but will be able to be realized and real absorbed in students. The current curriculum is a curriculum that has the aim of producing the nation's children who have intelligence, where in the curriculum it is stated that students are parties who must have more activity when learning activities take place. The current curriculum focuses on three compositions, such as producing students who have good morality, have good skills, and have good knowledge. (Siswati, 2019).

The curriculum makes education run in an orderly and orderly manner. The curriculum makes educational activities have weight and purpose. The curriculum formulates educational institutions to innovate in the course of their education. Therefore, policies in the context of implementing the curriculum must be formulated properly and neatly, so that their implementation can also run well and in accordance with expectations (Ansyar, 2017). Especially in dealing with learning situations that are not carried out in schools because of government policies in breaking the chain of the spread of Covid-19. Curriculum policies are certainly different from when learning takes place in general and routine situations as usual. In order for students to get learning with a qualified composition, curriculum policies must of course be able to break through the barriers that are limits due to the presence of Covid-19. Educational institutions and all existing components must take transformative steps (Mulyasa, 2013).

Madrasah Aliyah Negeri 1 or MAN 1 Labuhanbatu is an educational institution that is superior, Islamic, populist as well as cultured and environmentally friendly. MAN 1 Labuhanbatu has a mission to create a quality teaching and learning process and can be accounted for both administratively and morally. MAN 1 Labuhanbatu also has a mission to intensively foster a spirit of excellence for all Madrasah residents. MAN 1 Labuhanbatu has the goal of producing students who excel in academic (science) and non-academic (non-science). MAN 1 Labuhanbatu also has the goal of forming students with character and creating a clean, beautiful and healthy Madrasa. In order for the mission and goals to be realized, the existing curriculum must be properly implemented. The mission and goals of MAN 1 Labuhanbatu indicate that learning activities must be communicative, develop inspiration, be

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participatory, inspire, be happy, and spark creativity. Therefore, curriculum policies must be systematic and structured.

In the initial observations made at MAN 1 Labuhanbatu, information was obtained that at the beginning of the presence of Covid-19, the management of MAN 1 Labuhanbatu had difficulty in formulating learning activities carried out from home. This is because the management of MAN 1 Labuhanbatu does not have a curriculum or learning mechanism that is prepared to deal with non-routine situations such as the impact that must be faced due to the presence of Covid-19. Through interviews conducted with the Deputy Principal for Academic Affairs, information was obtained that so far the curriculum that was implemented and running at MAN 1 Labuhanbatu was an adoption based on the curriculum implemented in accordance with government policy. So absolutely nothing regulates the learning scheme during special situations, such as in dealing with situations due to the outbreak of the Covid-19 outbreak. According to the Deputy Principal, the difficulties that occur are how to arrange the stages of learning, assigning assignments, administering exams, and collecting grades. Then the Deputy Principal also said that evaluating the learning carried out by educators also experienced a dilemma, because there was no special monitor width to evaluate special learning systems carried out from home. Through initial observations with interviews with several educators, information was obtained if the existing curriculum became difficult to implement because the learning mechanism was not carried out face-to-face as usual. Educators have difficulty in developing learning based on the existing curriculum because the existing situation is not like the routines that educators usually face. The educator said that in the future there must be a special curriculum that is prepared to deal with special situations, whether when facing an outbreak such as the presence of Covid-19 or other special conditions such as natural disasters and the like.

The Curriculum Policy Model becomes important when situations do not routinely occur and hit globally. The curriculum policy model, which is dynamic in nature and nature, is a must. So that when situations are not routinely present, such as the current Covid-19 outbreak or in other situations when a natural disaster occurs, educational activities can continue as usual. The Curriculum Policy Model when the situation is not routine is also important so that the management of educational institutions does not get confused in regulating the steps and learning strategies when unusual situations occur and hit (Maulida, 2017). The essence of the curriculum which is a guide and direction in the journey of education, makes the curriculum must be dynamically formed according to the circumstances, conditions, existence, and situation. Policies related to its implementation are also important. Therefore, the policy on this curriculum journey must be dynamic. So that under any circumstances, the curriculum can still run and can easily be developed (Purba, 2021a).

This study aims to analyze the Curriculum Policy Model at MAN 1 Labuhanbatu during the Covid-19 pandemic. To see how MAN 1 Labuhanbatu runs the curriculum in non-routine situations that occur due to the presence of the Covid-19 outbreak. To see how the management of MAN 1 Labuhanbatu in implementing the existing curriculum. To see how educators run the existing curriculum when learning from home is carried out in order to break the chain of the spread of Covid-19. To see how students undergo learning based on the existing curriculum when learning from home is implemented.

This research is important because non-routine situations can occur unpredictably. Therefore there must be research related to this, to be an illustration and solution to face similar situations in the future. This research is important because Indonesia, especially the province of North Sumatra, is an area that is prone to non-routine situations such as natural disasters. Therefore, there must be a special formula that is owned in dealing with these non-routine situations, especially those related to the field of education. It is hoped that through this research, there will be recommendations regarding formulas and strategies, especially curriculum policies in dealing with non-routine situations. So that the educational journey can still run even though the situation does not come regularly.

## 2. METHOD

### 2.1 Type and Data Source

This type of research is qualitative research with a phenomenological approach, namely research that describes experiences or finds meaning from the basic and essential things from phenomena, reality,

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and experiences experienced by the object of research (Sugiyono, 2010). This study also uses a semi-structured interview method, namely in-depth interviews with informants so that it is known clearly and more deeply about the implementation of the Curriculum Policy Model during the Covid-19 Pandemic Period

## 2.2 Analysis Method

This research will be conducted at MAN 1 Labuhanbatu. The data in this study are:

### 1. Data Primer

The primary data in this study were obtained from the subject's answers through in-depth interviews and observation. Primary data in the form of information information from management and teachers who teach.

### 2. Secondary data

Secondary data in this study were obtained from MAN 1 Labuhanbatu including curriculum implementation data and other data that support the analysis of primary data.

### 3. Tertiary Data

Obtained from various very valid references, such as: journals, text books, electronic sources, (no anonymous sources), for example Permendikbud, and laws.

Data collection techniques in this qualitative research use interview, observation, and survey methods. To obtain the truth of reliable information and a complete picture of certain information, researchers can use the interview and observation method to check the truth (Suliyanto & MM, 2017). In addition, researchers can also use different informants to check the truth of the information. This stage is carried out if the data or information obtained from the subject or research informant is doubtful.

#### 1. In-depth Interview

In-depth interviews are data collection techniques carried out by researchers to obtain information orally through question and answer, dealing directly with a number of informants who can provide information related to research problems. In order to collect data, the researcher conducted structured and unstructured interviews to obtain information or statements orally from the informants who were directly involved. The interview method is used to collect primary data, namely to obtain data or information from informants directly for further processing

#### 2. Field Observation

Observation is a data collection technique by making direct observations to the object of research, namely management and teachers to see, interview, record systematically on the object under study to find out the actual conditions.

Qualitative data analysis was carried out simultaneously with the process of collecting data, interpreting data and making a matrix to make it easier to see the data more systematically. The triangulation carried out in this study is source triangulation, which is getting data from different sources with the same technique, namely by selecting informants who are considered to be able to provide answers that are in accordance with the questions asked (Sidiq et al., 2019).

## 3. RESULT AND DISCUSSION

### 3.1 Result

#### Learning Planning During the Covid-19 Pandemic at MAN 1 Labuhanbatu

In accordance with the results of interviews conducted with assistant principals and teachers at MAN 1 Labuhanbatu, interviews were found which said that assistant principals and teachers rearranged or re-planned the learning stages according to learning conditions from home during the Covid-19 pandemic. This interview was conducted with 20 teachers and 1 assistant to the principal. Changes in learning planning must indeed be done if there are situations that are not routine. The goal is that learning can continue and the learning targets that have been set can be achieved (T, 2019).

In re-planning the learning stages, assistant principals and teachers still refer to the curriculum that has been running so far. This means that the planning that is prepared does not stand alone, but is still based on the existing curriculum and has been running so far at MAN 1 Labuhanbantu. Like research (Hasim et al., 2021) which says that development in the field of education must still refer to components

that already exist, are available, and have been running so far. So that there is no overlapping of documents, provisions, or policies.

### **Achieving Learning Objectives During the Covid-19 Pandemic at MAN 1 Labuhanbatu**

In line with the development of the planning of the learning stages carried out, the learning objectives must of course experience development as well. This means that there must also be adjustments to the learning objectives of each subject in the educational curriculum of MAN 1 Labuhanbatu. If previously the learning objectives included the composition of components and certain points, then in the Covid-19 pandemic situation adjustments were also made, so that they were in line with the plans that had been developed beforehand. This information is in accordance with the information provided by the assistant principals and teachers interviewed. The alignment of development in the field of education, especially the curriculum, must be in line. So that the educational process in relation to learning can run according to the provisions that have been set (Nadeak et al., 2021). This is in line with research (Fitriyani et al., 2020) which says that planning in the field of education, especially the curriculum in certain situations, can be done, provided that planning is integrated with the entire composition of the existing sections. It cannot stand alone because it will affect its implementation.

(Gusty et al., 2020) in his research revealed that if the planning is aligned and has been adapted to the learning objectives, the learning objectives will definitely be achieved as expected and set. In accordance with the statements of the assistant principals and teachers, it was found that the learning objectives set were as expected, referring to the situation and conditions of learning during the Covid-19 pandemic. That is, what has been planned is in accordance with expectations if it refers to the learning outcomes of the students. The composition of learning objectives that have been agreed upon between the assistant principal and the teachers, was successfully achieved by the students. In line with research (Sari, 2020), if the alignment and suitability of planning that accommodates the situation that occurs will have a significant impact on student learning outcomes.

### **Utilization of Learning Facilities Adjusting to the Conditions of the Covid-19 Pandemic at MAN 1 Labuhanbatu**

Research (Sakkir et al., 2020) confirms that learning facilities are a determinant of the delivery of learning materials to students. Good learning facilities must adapt to the lesson plans and learning objectives that have been previously set. In line with that, research (Falahudin, 2014) said that learning facilities during the Covid-19 pandemic situation were generally technology-based. But it must be mutually agreed between educators and students, what facilities will be used. Thus, both parties will equally have access to the technology. The results of interviews conducted with assistant principals and teachers, it was found that all teachers used learning technology facilities with a focus on social media such as WhatsApp (WA). This type of facility is an option because the average student already has a smart phone and has the WhatsApp application in it.

In addition to these facilities, information was also found if Google Meet and Google Classroom were also used. In situations of collecting assignments, exams, and learning are conferences or virtual face-to-face. Students when interviewed also answered if they used the facilities mentioned in the learning process during the Covid-19 pandemic. Teachers and students agree that the use of learning facilities makes the learning journey smoother, better, and interactive. There are some obstacles, such as network availability, but these do not cause bad effects. When confirmation was made regarding the learning situation and atmosphere, students agreed to answer that the learning situation and atmosphere were very interesting and interactive. The difference with the routine so far, is only the ingredients. (Marpaung, 2021) in his research said that appropriate learning facilities would have a good effect and impact on the educational journey. This situation will be directly proportional to the acquisition of student learning outcomes, which will certainly be in accordance with the expectations and goals that have been set.

### **Learning Techniques in Line with the Covid-19 Pandemic Conditions at MAN 1 Labuhanbatu**

The learning technique applied is one of the determinants of achieving learning outcomes in accordance with expectations. Therefore, learning techniques must adapt to ongoing situations and conditions (Krismadinata et al., 2020). MAN 1 Labuhanbatu based on the results of interviews conducted,

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narrowed down to 2 versions of learning techniques, including face-to-face learning techniques via virtual, as well as assignment-giving techniques. For the implementation of the exam is also done via virtual. This is done to maintain the objectivity and quality of learning. This information-based technique works effectively. It is proven that the attendance of students is almost 100% in every learning implementation. The collection of assignments is also on time. The exams also run with sportsmanship. From students also found information if the learning process went well in accordance with what was informed by the teacher. Like research (Ahmad et al., 2016) which says that the right learning technique during the Covid-19 pandemic must be creative and adapt to the circumstances and existence, both students and educators. The technique will affect the situation and conditions of the learning carried out.

### **Learning outcomes for students in the Covid-19 Pandemic Condition at MAN 1 Labuhanbatu**

Students are objects that become the focus of all stages of learning carried out. Because the entire description of the curriculum must refer to how the needs of students are met (Purba, 2021c). Students provide information if they can still enjoy learning even though it is done through virtual means. Even students admitted that the implementation of learning with virtual facilities gave positive meaning to them. These positive meanings include independence, the ability to operate technology, to discipline, and craftsmanship in carrying out learning activities. The learning situation from home that is held does not make students lazy, but rather increases enthusiasm in completing all assignments and exams given. (Jalinus et al., 2017) in his research said that active students will definitely enjoy learning even though it is carried out in situations and conditions that are not routine. The Covid-19 pandemic is one of the causes of this irregular situation.

### **3.2 Discussions**

The aim of this research is to analyze the curriculum policy model at MAN 1 Labuhanbatu during the Covid-19 pandemic. At the planning stage for the implementation of learning, it shows that the teacher makes plans to adapt to the Covid-19 pandemic situation which requires learning activities to be carried out from home. The plan prepared by the teacher also guides the curriculum at MAN 1 Labuhanbatu. PP No. 32 of 2013 states that the curriculum is a set of plans and rules regarding goals, content, as well as teaching materials and techniques that are used to become a reference for implementing learning activities in order to achieve predetermined learning and education targets. Accordingly, it can be understood that even though learning activities take place from home, educators still carry out the main activities of the plans that have been developed in accordance with the needs of implementing learning activities from home, namely opening activities, main activities, and closing activities as regulated in the Minister of Education Regulation No. . 22 of 2016.

The development of planning for learning activities by teachers has made criteria for the level of achievement of learning activities adjusted to the learning situation carried out with virtual media which is carried out at home. The curriculum is a reference for implementing learning, through the curriculum, students are required to be able to participate in learning activities, so that the composition of targets and targets for implementing learning during the Covid-19 pandemic can be achieved. But in the state of learning during the Covid-19 pandemic, the composition of learning outcomes must be adjusted, such as the situation during the Covid-19 pandemic where learning activities must be carried out at home. The composition of learning outcomes can be achieved by applying techniques and using agreed tools. Such information is found if educators choose learning techniques based on technology media.

(Lapitan Jr et al., 2021) stated that the means are media compositions and channels that can be used to distribute text, images, sound, and videos that are packaged into information. Facilities cannot be limited to facilities that are specifically built to reach a target, but their presence can facilitate or increase students' understanding of the material or information that has been prepared, therefore in form and form if you can distribute information it can be called a means.

Educators can determine, use, and maximize learning facilities according to the virtual-based learning situation during the Covid-19 pandemic by utilizing technology-based applications, such as Whatsapp, Google Meet, Google Classroom. So that by using these facilities, educators can continue to teach teaching materials even in situations that are not face-to-face as usual in class, or learning situations at home caused by the Covid-19 pandemic. The learning situation at home caused by the Covid-19 pandemic is found if educators use techniques for delivering teaching materials such as science and

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teaching materials to improve skills in the hope that students can take lessons according to the curriculum. Research (Nuere & de Miguel, 2020) says that Whatsapp, Google Meet, Google Classroom are good media for learning. Because it has been owned by all circles. Learning will also be maximized because teachers and students each have the technology to accommodate such applications.

Along the way, the learning mechanism carried out by the teacher at MAN 1 Labuhanbatu is said to be very good, starting from the use of technological facilities and teaching components, the process of transferring knowledge and expertise through techniques to motivate students to be able to see teaching materials in the form of images, videos, multimedia, and reading. text material. Next, the MAN 1 Labuhanbatu teacher also always entrusts opportunities to students to express opinions. Although learning is done in a network, the teacher still tries to provide an interactive, communicative, and useful learning atmosphere for the students of MAN 1 Labuhanbatu. In line with research (Thaariq & Surahman, 2021) which states the use of technological facilities and teaching components, the process of transferring knowledge and expertise through techniques motivates students to be able to view teaching materials in the form of images, videos, multimedia, and read text materials.

In accordance with the stages of research that have been carried out, it can be said that the curriculum policy at MAN 1 Labuhanbatu during the Covid-19 pandemic was able to present a good learning situation and atmosphere. Curriculum policy at MAN 1 Labuhanbatu During the Covid-19 Pandemic the implementation also went well, MAN 1 Labuhanbatu teachers utilized technology and used facilities to adapt to the needs of teaching materials to adjust the learning situation at home caused by the Covid-19 pandemic. The teacher of MAN 1 Labuhanbatu adapts learning to students' conditions.

#### 4. CONCLUSION

Curriculum policy at MAN 1 Labuhanbatu during the Covid-19 pandemic is in the good category. It was found based on the classification, including planning, where the teacher developed a lesson plan referring to and adapting to the learning situation at home caused by the Covid-19 pandemic and continuing to guide the MAN 1 Labuhanbatu Curriculum. In the implementation section, teachers use technology-based facilities and application facilities, including Whatsapp, Google Meet, and Google Classroom, as well as other means to facilitate the delivery of goals and teaching materials. Assessment and evaluation are still carried out objectively. The learning situation at home caused by the Covid-19 pandemic, the teachers of MAN 1 Labuhanbatu encountered obstacles in learning, the network barrier was unstable.

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