

IMPLEMENTATION OF THE KURIKULUM 2013 IN SCIENCE SUBJECT OF JUNIOR HIGH SCHOOL DURING THE COVID-19 PANDEMIC IN BANTUL DISTRICT

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ABSTRACT

This study aims to determine the implementation of the 2013 junior high school science curriculum during the COVID-19 pandemic in Bantul Regency. This research is a qualitative descriptive study using an online survey method.

Primary data collection was carried out by distributing online questionnaires to respondents of junior high school teachers in Bantul Regency. In addition, supporting data is secondary data from documents, articles or news related to online learning during COVID-19 in Bantul Regency. The data was obtained by filling in the questions which were distributed to all respondents in the form of a Google Form. Furthermore, the collected data is analyzed for description.

The results showed that of the 52 teacher respondents in Bantul Regency, most (44%) implemented the emergency curriculum, some continued to use the 2013 national curriculum (31%), there were also those in their schools who carried out curriculum simplification independently (17%), and combined implementation of the curriculum, namely 1 semester using the 2013 national curriculum and 1 semester using the emergency curriculum (8%). The implementation of science learning during the pandemic period in the odd semester 2020/2021 and even semester 2021/2022 was mostly carried out with online-offline variations as much as 65%, full online as much as 33%, and full offline as much as 2% using various variations of learning applications, such as WhatsApp (28%), Google Classroom (22%), Google Meets (14%), Zoom (11%), word (8%), e-learning and virtual labs 3% each, google forms (2%), and other applications such as telegram, fastone, quizez, padlet, youtube, etc. as much as 1% each. As many as 63% of teachers in Bantul Regency stated that the achievement of the curriculum implemented during the pandemic period was only 50-75% achieved, only 21% of teachers stated that 75-100% of the curriculum was achieved, while the rest (15% of teachers) stated that curriculum achievement was below 50%. This is corroborated by the student KKM data, which results in 75% fewer students achieving the KKM compared to before the pandemic. This happened because of constraints, especially reduced learning time, facility constraints (networks, devices, tools and experimental materials), and constraints from student factors (discipline, literacy skills, and student involvement/activity in the learning process).

Kata Kunci: *kurikulum 2013, pandemic, covid-19, Bantul*