



The Management Process of the Emergency Curriculum and Its Influential Factors: Insight from the Field

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi masalah yang muncul di tengah penerapan kurikulum darurat yang disahkan oleh pemerintah di kalangan guru dan siswa. Kurikulum darurat merupakan intervensi kurikuler dari atas ke bawah sebagai sarana untuk mengatasi masalah yang disebabkan oleh wabah Covid-19. Penelitian ini dilakukan di salah satu SMA di pusat Kota Semarang, melibatkan beberapa narasumber dengan menggunakan pendekatan kualitatif. Hasil penelitian menunjukkan bahwa terdapat variasi pemahaman guru terhadap kurikulum darurat, juga resistensi dan penerimaan mereka. Pada tahap perencanaan, peran Musyawarah Guru Mata Pelajaran (MGMP), Dinas Pendidikan, dan kepala sekolah sangat penting. Setelah itu, pada tahap pengorganisasian dan implementasi kurikulum darurat, hambatan teknis dan non-teknis dari siswa menyebabkan masalah pembelajaran, misalnya infrastruktur internet yang buruk, kurangnya keterampilan literasi digital, dan kesalahpahaman guru terhadap konsep dasar kurikulum darurat. Walau demikian, hingga akhir proses pengelolaan (tahap penilaian) tidak ditemukan masalah yang berarti. Dalam hal ini, semua siswa telah memenuhi standar pencapaian minimum yang disyaratkan (KKM).

Abstract

This study aims to identify the problems that arose amid the implementation of the emergency curriculum endorsed by the government among teachers and students. The emergency curriculum is a top-down curricular intervention as a means to overcome the problems caused by the Covid-19 outbreak. The research has been conducted in one senior high school in the center of Semarang City, involving several interviewees by employing a qualitative approach. The results showed that there are varieties of teachers' understanding of emergency curriculum as well as their resistance and acceptance. During the planning stage the role of teacher association based on the subject matter (MGMP), district of education office, and school principal are central. Afterward, in the organizing and implementation stages of the emergency curriculum technical and non-technical barriers from the students cause learning problems, e.g. poor internet infrastructure, lack of digital literacy skills, and teachers' misunderstanding of the basic concept of emergency curriculum. However, until the end of the process management (assessment stage) there is no significant problems can be found. In this regard, all students have met the minimum required standard of achievement.

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INTRODUCTION

It might be true that nobody can predicts the coming of Covid-19 outbreaks in the late of 2019 and in 2020 insist many countries throughout the world to close and lock down their territory as the main strategy to prevent the virus to reach more widen areas. As a consequence, many things should adapt with the changes needed, i.e. the government in many countries force what so-called as social or physical distancing, working from home, and learning from home (Wahyu et al., 2020). In this regard, education is not the exception, in Indonesian context in the middle of March 2020 the Ministry of Education and Culture issued a policy that finally sent the students and teachers went home due to the massive spreading of the virus at that time. In order to keep the learning activities last during the pandemic time online learning models and others form of distance learning gained its popularity among the teachers and students (Pakpahan & Fitriani, 2020).

In other words, Covid-19 outbreaks challenges the distance learning and online learning approaches, how far this digital mode of learning will support the learning practices during the pandemic amid the fact that not all the teachers have good understanding and skills of creating and using educational technology products (Sarwari et al., 2021). Based on the Circular of the Ministry of Education and Culture No. 4 of 2020, it is explained that the learning process from home is carried out through online or distance learning as a means to continue and provide a meaningful learning experience for students during this very hard time (Kementerian Pendidikan dan Kebudayaan, 2020b).

The purpose of distance learning carried out in each student's home, among others, is to ensure the fulfillment of children's rights to obtain educational services during the COVID-19 emergency, to protect education unit residents from the adverse effects of Covid-19, to prevent the spread and transmission of Covid-19 in the community, education units, and to ensure the fulfillment of psychosocial support for educators, students and parents/families (Kementerian Pendidikan dan Kebudayaan, 2020a). Along with the implementation of government policy to send the students learning at home many problems arose, mainly in the form of inability of teachers and students to cope with the "new" digital learning activities remotely. Many news media, for example TribunNews.com, reported how the teachers experienced some difficulties in distance learning (*Kemendikbud: 60 persen*

guru alami kendala, 2020), because they are being pushed by the emergency to use digital technology that are not familiar with them at their daily basis (Hafiz et al., 2020).

Other problem according to the news, is that they are still required to accomplish the whole of the curriculum targets in which the basic competencies of the current curriculum at that time (national curriculum of 2013) is overloaded. In this regard, teachers face two problems, namely not only feel difficulties accessing the online learning environment, but also still being pushed by the authority to accomplish the targets of the national curriculum. Therefore, based on the recommendations from expert the government issued a new curriculum policy called as emergency curriculum (*kurikulum darurat*) (see Kementerian Pendidikan dan Kebudayaan, 2020a & 2020b). This curriculum policy is a form of curriculum innovation in an emergency as a means to reduce the negative effect of the outbreaks and the subsequent policies on education such as learning loss (Hidayah, 2020 & Sudrajat et al., 2020).

According to the official policies enacted by the government, emergency curriculum gives the school to develop their own curriculum flexibly and contextually at school level. Regarding the policy it is considered that the government offers three possible preferences for the school. First, schools are allowed to implement the existing curriculum of 2013. Second, schools are allowed to use the emergency curriculum design from the government. Third, schools are allowed to design their own contextual curriculum to cope with the specific situations and needs of their students, parents, and teachers. In response to this policy, most of the schools choose to use the national curriculum of 2013 and the emergency curriculum. At this case, emergency curriculum policy offers a new design and structure of the curriculum by eliminating several inessential content knowledge and skills in the list of basic competencies in each subject of the 2013 national curriculum.

Since the implementation of the emergency curriculum many scholars published their observation and finding related to what has happened at school context. Munajim et al. (2020) for example try to review the policy, Faradita and Afiani (2021) illustrate the teacher's workshop on emergency curriculum design and implementation, Jusuf and Maaku (2020) depict some innovation due to the learning and teaching problems at school context, namely "walking class" or home visit by the teachers, Astuty and Suharto (2021) elucidate the planning stage of emergency

curriculum at one Islamic school, Wibowo et al. (2021) explain the managerial side of emergency curriculum at one Islamic early childhood education, and Rofiq and Arifin (2021) depict the problems of the implementation of emergency curriculum related to the infrastructure. Most of those publications are not directly cover the managerial side of the emergency curriculum, albeit it is crucial for the sake of its success at school. As far as we try to find out, it might be only Arini et al. (2020) who have had identify the implementation and problems of the emergency curriculum on one senior high school in Central Java province and found several obstacles face by the teachers and students.

Based on several previous research it is urgent to reveal how the school manage what so-called as emergency curriculum and its effects, implications, or consequences for the students, because emergency curriculum could be classified as a “new curriculum”. Not only it has a huge difference with the 2013 national curriculum when the later eliminating several basic competencies due to its inessential label, but also in the next move the government designed a new curriculum based on this emergency curriculum template (*Kurikulum Merdeka Diluncurkan*, 2022). In this regard, information related to the implementation and effects of emergency curriculum is vital as a means to discuss further about its problems, potentials, and consequences.

This study focuses on the emergency curriculum management process in distance learning that was carried out during the Covid-19 pandemic at one of the public senior high schools in Semarang City. We decide to disguise the name of the school due to the varieties of our research results that to some extent showed a negative tendency. For example, teachers misunderstanding about the basic concept of the emergency curriculum, their resistance to the idea of accommodating students’ need, etc. Therefore, in this article we named the school as City Centre School because it located in the center of the Semarang City. Moreover, we choose this school because during the pandemic time the school employ the emergency curriculum as their main platform for the students according to the official guidelines by the Ministry of Education and Culture. In this regard, as the school that placed in the heart of the Semarang city, the capital city of Central Java Province, Indonesia, it could be inferred as the typical rural public school run officially by the government. This context is important to be considered by the audiences/readers that what happened in this school might be happened in other schools that have the same typical—rural public school. Moreover, this ar-

ticle will have huge contributions to the current discourse on curriculum reform and curriculum implementation topics.

METHOD

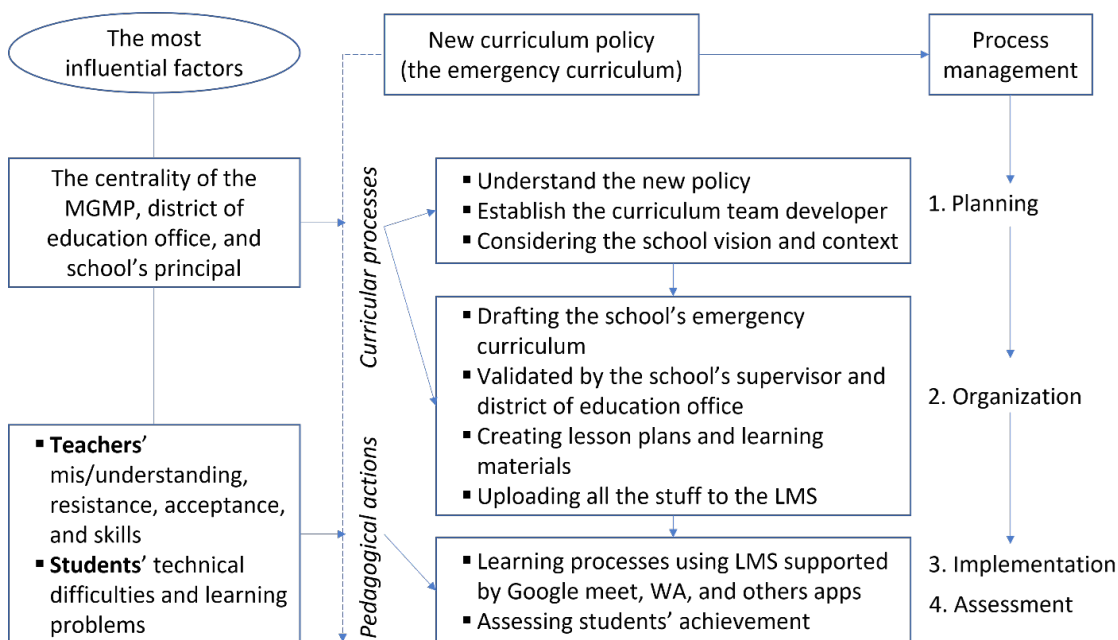
In this study, the researcher used a qualitative research method with a descriptive qualitative approach (see Borg and Gall, 1989; Creswell, 2013; Cohen, Manion, & Morrison, 2018; and Miles and Huberman, 1994). We are willing to identify whether the process of emergency curriculum management is still the same during normal learning as usual or there is a significant change in curriculum management in the implementation of online learning during the Covid-19 pandemic. In this regard, we guess that there is a significant change in the learning plan and practice because full online learning at the previous time is not the main mode of learning of most schools in Indonesia, including at public senior high school 5 Semarang. In addition, the idea of eliminating such inessential basic competencies will likely lead to some resistance and adaptation from the teachers.

This research has been conducted at City Centre School, which is in the center of the Semarang City, Central Java. The focus of this research is the emergency curriculum management process in distance learning during the COVID-19 pandemic with informants namely the Deputy Principal for Curriculum, subject teachers, and students. Data collection methods in this study include interviews, observation, and documentation. Primary data was obtained through interviews and observations, then secondary data was obtained through documentation, afterwards we use triangulation to increase the accuracy of the data. Finally, we employ Miles and Huberman’s (1994) interactive approach of qualitative data analysis that consist of four stages, namely data collection, data reduction, data display, and drawing conclusions/verification.

RESULT AND DISCUSSION

Furthermore, in each section we will narrate the main story of our findings. Afterwards, we will try to identify the influential factors that affect these stages of emergency curriculum management process. Overall, through the so-called as top-down policy implementation the process management derived through the curricular processes (understanding the curriculum policy and translates it into curriculum draft and lesson plans) to the pedagogical actions (teaching and learning processes) as well as from planning, or-

Figure 1 The management process of the emergency curriculum and its most influential factors



ganization, to implementation and assessment stages. The more detailed information will be explained as follows.

A. Planning Sage

At planning stage all the teachers and school management try to understand the basic concept of emergency curriculum policy endorsed by the government as an alternative way to cope with Covid-19 outbreaks. All the stakeholders, including the teacher association based on specific subject matters have been conceived as having its own responsibilities on the development of the new emergency curriculum. The specific school visions and the contextual problems face by the teachers and students also being recognized as the important part of the curriculum development consideration. The following paragraphs will illustrate the varieties of teachers' understanding related to this planning stage briefly.

According to the policy enacted by the government (see Kementerian Pendidikan dan Kebudayaan, 2020a & 2020b), at the planning stage, City Centre School arranged its emergency curriculum in an online learning format. Based on the emergency curriculum provisions, teachers at City Centre School only teach essential competencies as the basic requirements when they continue to the further study at higher education. As Wahyudin (2019) said that curriculum planning is a process that teachers should defi-

ne the objectives and outcomes of the learning practices, they are urged to design the most appropriate learning approaches and methods as well as assessment techniques. It is such an interesting finding that most of the teachers had already have good understanding about emergency curriculum as follows.

“Darurat itu ya nanti materi tertentu itu dihilangkan atau tidak diajarkan ke siswa. Misalnya kelas 10 itu kami kan sebenarnya ada 7 KD tapi dengan adanya kurikulum darurat itu hanya diberikan 6 KD jadi satu tidak disampaikan ke anak. Kelas 11 juga sama seperti itu.” (Informant 1)

[emergency means that certain contents will be eliminated and not taught to the students. For example, in class 10 we have seven basic competencies, but due to emergency curriculum we only have six given basic competencies, so there is one basic competency that will not be delivered to the students. Class 11 also experiences the same case]

However, another teacher perceived that emergency curriculum is not a permanent curriculum. This new curriculum is contemporary which will only be implemented during the Covid-19 outbreaks. In addition, emergency curriculum closely related to the idea of reducing the teaching and learning hours as follows.

“Ya kurikulum yang digunakan pada masa darurat lah hahaha. Artinya nanti kalo sudah gak darurat ya kembali lagi ke kurikulum selanjutnya. Kan sama aja ngubah lagi kan?..... Hanya jamnya tadi, jam makannya mungkin

dipercepat he'em. Kayak sekarang to, makan di restoran di jam.... 20 menit." (Informant 2)

[Yes, we use the emergency curriculum haha... This means if we are not in an emergency anymore, we will back to the previous curriculum. It is the same as change again the curriculum, right? Just the [learning] hours that will be accelerated, like now when we eat at the restaurant... [the government only gives us] twenty minutes to eat]

Next, the principal establishes a curriculum developer team to develop the contextual emergency curriculum. The team accepts many information and recommendations from the teachers in person as well as from subject's matter teachers' association (well known as Musyawarah Guru Mata Pelajaran [MGMP]).

In this regard, the roles of teacher association, curriculum team developer, vice principal of curriculum affair, and school principal are crucial. At secondary school teachers have many teachers' association according to the subjects they teach, for example teacher association on math, physics, economics, social studies, etc. Each teacher association responsible for designing the local content of the curriculum, learning materials, and assessment approaches and materials. This means, they produce standardize "local/contextual" lesson plans and assessment techniques in which they use it at schools. In the planning stage of the reformulation of emergency curriculum MGMP discusses on how to create the most effective way of delivering the subject for the students during the pandemic outbreaks and the curriculum team at school level uses it to develop the school-based curriculum design. On the other hand, vice principal of curriculum affair and the principal are more likely to control all the process of the curriculum development.

In details, the curriculum team developer tries to develop the emergency curriculum based on flexibility and contextual principles as has been firmly encouraged by the government. In this regards, flexible means that the content as well as the learning practices that mostly will be undertaken remotely should considering the students ability to access the learning resources. In case that the students cannot join in a synchronous meeting conducted by their teacher, teacher should facilitate the students to afford the learning materials. On the other hand, contextual means that the content of the knowledge and skills should consider the importance of knowing the accurate information about the pandemic and the authority's policies related to

it. Most of the informants agree with the government intention to reduce the students and teachers' level of stress by removing such inessential competencies in the emergency curriculum.

Moreover, the curriculum team developer also considers the school specific vision. In this case, City Centre School has jargon that emphasis on the importance of discipline, innovation, global mindedness, inspirative, tough, noble character, and literate. The informant of the research also stated that City Centre School has a certain and specific vision, namely digital school and child friendly school (Sekolah Ramah Anak), therefore the curriculum design should also be designed to meet the vision properly. Fortunately, the school's vision is compatible with the emergency curriculum policy that encourages the school to use digital technology. As a consequent of the vision, City Centre School already has a learning management system (LMS) called Digital School (DS) based on Moodle (this abbreviation is not the real one from the school, we arranged it by ourselves to avoid the readers directly know the identity of the school). Within the system teachers uploaded many learning materials and often give the task for the students through the system. Digital School also connect with Google through which the students will learn synchronously with their teachers. In broad sense, Digital School is one of the products to elevate the school branding for the public.

What has been shown by the informants about the planning stage that they are consider about the importance of the emergency curriculum for the sake of the students and teachers wellbeing in a hard time caused by Covid-19 outbreaks was good point. Theoretically, in the initial stage of curriculum adaptation or reform at school level the most important thing is that the school principal understands about the big idea or the reasons behind the policy, in doing so he/she should establish a good curriculum developer team and make sure that the team has the full support of the school (Alias et al., 2018; Wahyudin, 2019; Kyayemagye & Kintu, 2020). The varieties of teachers' understanding about the curriculum policy are acceptable as far as it does not impede the implementation of the emergency curriculum. Finally, we could see that City Centre School choose to accept and implement the emergency curriculum from the government officially, they do not undergo the previous national curriculum of 2013 nor developing its own contextual curriculum.

B. Organizing Stage

At the organizing stage the curriculum developer team focuses on how to organize the learning activities appropriately so that both teachers and students could easily access the learning materials and join the online learning meeting. However, the development of emergency curriculum is different with the development of school curriculum in a normal situation in which the curriculum team should evaluate the previous curriculum before undergoing the curriculum development process. After evaluating the previous curriculum, the teachers are encouraged to define the learning outcomes according to their own specific subject matters learning outcomes. Next, the curriculum team developer gathers the teachers' lesson plans (including its content and outcomes) to make a curriculum draft. After it has finished the draft will be shared to all the teachers in order to receive some comments, criticisms, or recommendations. The new draft will be sent to the school committee (consists of school's stakeholders) before delivered it to the school supervisor and District Education Office. Afterwards, the final curriculum draft will be validated by the school supervisor and received an introduction from the Central Java Provincial Education Office.

According to the information from the informants, the organizing stage of curriculum development and implementation is not so different compared to the previous national curriculum of 2013. The main differences are not on the process of organizing the curriculum, but on the specific intended policies encouraged by the government, i.e. reducing the hours of learnings, only teach the essential knowledge and skills, emphasize more on online learning mode of learnings either synchronous or asynchronous. Therefore, the difficult part of the emergency curriculum development at organizing stage was how to change the schedules and prepare the learning practices. In these regards, both should be appropriately chosen by the teachers themselves. This means that teachers have such a freedom to create their own learning scenarios, learning media and resources, and assessment techniques. Notwithstanding the teachers' freedom, the role of MGMP still central to the process of choosing the most appropriate learning resources as follow.

"[...] Pemilihan itu kita pasrahkan, kita berikan kepada guru dalam MGMP-nya untuk menentukan, nanti setelah ditentukan, diusulkan ke sekolah untuk dilakukan pengadaan. Kalo yang

ikut harus pengadaan oleh sekolah, ya. Kalo... itu, guru bisa membuat itu akan lebih bagus, misalnya membuat buku, membuat modul, nah itu berkaitan dengan sumber." (Informant 3)

[We leave the selection of learning media to the teachers in each MGMP, once determined, we will propose it to the school for procurement, in case that it needs school procurement. But, if the teachers can make their own it will be better, for example make a book or modules, in terms of learning resources of course]

Moreover, MGMP also responsible for the time allocation for the subjects taught for the students. Actually, the allocation time is not only serving the students' need, but also serve the teachers' minimum teaching hours each week (24 hours of teaching). Therefore, the role of MGMP is crucial to ensure that each teacher already meet the minimum hours of teaching per week as a requirement to receive so-called as teaching allowance. MGMP at school or district level will try to negotiate with all teachers fairly regarding to this issue. At school level for example, each subject maybe has more than one teacher so that they need to negotiate the best schedule for all teachers. After the teachers get a minimum standard of teaching hours, the curriculum developer team will make a schedule. From Monday to Thursday learning hours start at 8 AM to 01:30 PM, the first break is 25 minutes, and the second break is 60 minutes. In Friday learning hours start at 8 AM to 10:50 AM with only one break time for 20 minutes. In the pandemic time one hour lesson for 25 minutes.

During the process of organizing the lessons the curriculum developer team also considers the district education office's academic calendar for formal education as follow.

"Kalender akademik, kita mengacu pada yang Dinasnya, mbak ya. Kalender akademik sudah mengacu pada Dinas, sudah ada dari apa... Cabdin (Cabang Dinas) itu. Kemudian yang eee ya sudah itu yang digunakan oleh guru-guru sebagai patokan untuk membuat Prota dan Promes, itu. Tapi Kaldik-nya e sudah ada dari sana." (Informant 4)

[We follow district of education for academic calendar. It follows the district academic calendar, for specifically from... branch of district education office. Afterwards, teachers [curriculum developer team] use it to make annual programs and semester programs, that's all. After all, the academic calendar is officially from the district of education office]

According to the information above, it

means that the district of education office as well as provincial education office have a central role of ensuring that all schools within their territory will have the same, centralistic, and standardized academic calendar. One informant of the research said that the school will follow the official academic calendar from district of education office with some adjustment if needed, especially regarding the students and teachers' problems related to the access toward internet connection and etc. However, the main provisions of the official academic calendar from the district of education office will remain unchanged. As an illustration, the school holidays, student admission period, graduation period, month of language (bulan Bahasa), mid-term exam, and final exam (see also Adelistia et al., 2020) will stay untouched. Therefore, even the teachers at school level have such a freedom to create their learning scenarios, learning media, and assessment, the academic calendar still centralistic in nature.

Maybe the only teachers' true freedom is their opportunity to choose and create their learning scenarios, learning media and resources, and assessment techniques. At school level, in this case at City Centre School, after teachers define and produce or choose their learning resource, they are encouraged to upload all the stuff on the Learning Management System called Digital School through which student can access as well as doing their assignment online. This means that at the final stage of organizing the emergency curriculum City Centre School emphasize the Digital School as the main learning environment to facilitate the students from all over the areas (since at that time all the learning practices were conducted remotely) to access the learning materials easily. The observation of the researchers also found that they are really try their best for their students by creating such interesting learning media.

Moreover, at the organizing stage, input assessment is important as a means to gather the students' information. Mainly related to their academic readability, access toward internet infrastructure, learning interests and preferences, and several potential difficulties toward their learning process. This process is carried out after the school curriculum document is officially approved and signed by the school and district of education authority. Theoretically, they use the assessment's result to redesign the lesson plan to accommodate the students' learning needs (Kementerian Pendidikan dan Kebudayaan, 2020a). However, in fact not all teachers have a

good understanding about it. Several teachers refer to process assessment during the meeting in Google meet as input assessment. In this case, it seems that they tend to resist the idea of accommodating or following the students' needs. One of the teachers said as follow.

"Ya sesuai dengan kebutuhan saya ngajar siswa. Mereka harus menyesuaikan dengan, menyesuaikan anak-anak, itu. Lha nek saya minta sesuai kebutuhan siswa lha mbelenger to mbak? Begitu, ini mau sinau atau apa. Ya guru yang menentukan to? Kan tadi sudah saya sampaikan di awal, kita sudah melakukan analisis kebutuhan. Butuhe opo? Sarananya apa? Medianya apa? Sebelum RPP jadi. Analisis konten kurikulum itu sudah dibuat, gitu. (Informant 7)

[I design the lesson plan based on my teaching needs. Students need to adapt. If we encouraged to follow the students' needs, sorry we cannot handle it. I mean we [teachers and students] want to study or what? So, the teachers decide, right? As I mentioned previously, we already analyze the learning needs. What do we need? What are the facilities do we need? What the learning media do we need? All before the lesson plan was finished. [On the other words] Curriculum content analysis has been finished]

According to excerpt above, it seems that they are falsely perceived the basic concept of students' learning needs as well as input/diagnostic assessment. They think that accommodating students' need will destroy the school curriculum design that has been finished by the curriculum team developer. This finding strengthened the presumption that even when the government try very hard to train the teachers about the new paradigm of the new curriculum, there will be always the teachers who still laid their mindset and behavior on the old-fashioned and conventional paradigm or theories. This finding needs to be underline as crucial factor that could be the main barrier among other problems regarding the implementation of the new curriculum at school level.

C. Implementation Stage

In the implementation of the emergency curriculum teachers use the Digital School as the learning management system and Google meet as their medium of synchronous meeting with students. As has been discussed earlier that City Centre School created learning management system called Digital School and the teachers use it as the main learning environment,

and as repository for the learning materials and place where the students upload their task or assignment. In detail, after teachers upload the learning materials into Digital School, they will ask the students to check the availability of the materials as well as the link for synchronous meeting purpose, in this case they prefer to use Google meet due to it is economical and easy to use. In addition, teachers mostly use Ms. Words, PowerPoint, and other learning resources from YouTube and Spotify. In the Digital School teachers arrange the sequence of meeting or learning scenarios according to the lesson plans they created before, mainly by considering the emergency curriculum provisions officially released by the school in the previous stages.

Theoretically, teachers and students use two modes of learning, synchronous and asynchronous. The first is via Google meet and the second via Digital School. However, in order to pave the learning process, they also use WhatsApp as the social media that focuses on direct communication easily. In this case, WhatsApp is the most popular communication social media in Indonesia that most of students who have smartphones usually also have WhatsApp on their phones. Through WhatsApp teachers contact their students and remind them about the learning schedule, students' assignments, deadline, etc. Sequentially, based on the daily or weekly official schedule teachers text the students through WhatsApp group to remind them about their meeting schedule. Afterwards, they underwent the learning practices within Google meet in which its URL has been linked in Digital School. One of the informants said as follow.

"Eee gini, kami punya dua cara ya mbak ya, semua materi sudah di-upload di Moodle, semua materi. Jadi anak-anak ketika pelajaran saya... itu pagi dia eemm misal mulai jam 8 ya, dia jam 8 harus presensi. Artinya apa, dia harus buka moodle. Hari apa pelajarannya? Materinya apa? Dari moodle, gitu, ya. Nah kemudian setelah itu saya bagikan link meeting gitu. Jadi tanya jawab online begini." (Informant 1)

[So, we have two ways of teaching, all learning materials should be uploaded in Moodle [Digital School], yes, all the materials. So that students in my class... in the morning, for example at 8 AM they should attend the class. It means that they should open the Moodle [Digital School] to know the subjects, what is the topics at that day? From Moodle. Afterwards, I share the meeting link. Therefore, in online learning we [dialogically] ask and answer the questions [to confirm the students understanding about the topic]

According to the excerpt above, first, synchronous meeting is the medium where the teachers confirm their students understanding about the topic they have received via the Digital School. Second, several teachers still use synchronous meeting through Google meet like conventional teaching practices before the pandemic time. In this regard, there are two different paradigm that are conflicting one each other. First, the progressive paradigm that appropriately place the Google meet as a learning environment where the teacher could discuss and confirm their students' achievement. In this paradigm, teachers are truly aware of the presence of LMS as the main learning environment where the save all the learning materials there as well as use it as the place where the students upload their tasks or assignments. This means, teachers understand the specific role of the LMS and the conference meeting platform like Google meet. Second, the conventional one in which teachers use the Google meet as if they are in the actual class. In this case, most of them will tend to stick to lecture mode of learning rather than the progressive one. However, these varieties of understanding and practices seem do not bother or hinder the online learning processes and its desired outcomes in general.

Moreover, the learning practices that happen in the online learning have varieties of response from the students. Most of the teachers admit that in the beginning of the emergency curriculum implementation in the class they face many difficulties, not only technical difficulties regarding the unfamiliarity of the digital technology that they should use, but also regarding the basic understanding about the emergency curriculum as well as the basic concept of online learning. On the other side, students also find many difficulties, mainly regarding (1) their low level of digital literacy, especially on how to appropriately use LMS and Google meet, (2) students are not used to self-regulated learning and/or self-directed learning, and (3) not all students can easily access the internet due to the lack of internet infrastructure in certain areas and the decline of their family's economic resilience. Teachers understand this condition, therefore in teaching not all students have to be on cam, this is also the reason why teachers prefer Google meet than Zoom meeting application because it does not require a lot of quotas (more efficient).^{2.5}

Regarding the learning approaches and methods, informants said that they used many

varieties of these, for example project-based learning, inquiry-based learning, etc. However, they argue that it is not about the learning models, it is more about do the students understand about the topic or not, therefore they will choose the most appropriate learning approaches and methods that have huge potential to optimize their student's achievement. In addition, they also conduct their learning practices contextualized based on the spirit of humanity and teachers-students wellbeing. One of the informants said as follow.

"Yoo banyak, yang tadi se.. saya bilang. Yo bisa diskusi, yo bisa inkuiri, ya nggak? Kemudian... Eee yang penting anak nyaman, ya nggak? Kalo saya jangan tergantung pada modelnya, yang penting anak tuh mudeng, memahami." (Informant 3)

[There are many learning methods that we use. As I said before, it could be discussion or inquiry, right? And then... eee... the most important thing is that students are comfortable, right? For me, do not depend on the method, but students understand the topic]

However, several teachers said that they prefer to use discussion. They think that discussion is the most appropriate method for online learning, so that if there is no discussion, the class will be silent and teachers cannot identify whether the students really understand about the topic or not. Besides that, teachers also use students' assignment to assess their knowledge and skills outcomes in which the students should upload all the assignments to the Digital School. There were also teachers who observed their student while they join the Google meet or discussing the given topics.

Furthermore, students' responses to online learning vary greatly, from those who are serious, orderly, to those who feel bored and want face-to-face learning. Such a response can be understood, because the imposition of online learning is not only shocking the students, but also for the teachers. In fact, even in a school that located in the middle of the city, not all teachers are familiar with the so-called as educational technology, especially in the form of digital devices for learning and the massive integration of technology into education. The following excerpts depict these responses clearly.

"Kalau kendala itu pasti ada ya mbak, ya. Pasti ada. Tapi eee sejauh ini bisa diatasi. Ya karena kebersamaan... tim di sini, bapak ibu guru di sini kalo seperti misalnya dalam pene.. penggunaan platform itu, itu kan juga darurat kan."

Jadi sebelumnya nggak bisa, Moodle sebelumnya nggak bisa, apa eee webcam itu mau nggak mau kan harus belajar, gitu ya. Sudah diajari ternyata kok nggak bisa ya? Kok ini gimana, ini nanti hasilnya gimana? Nah dari situ ee bapak ibu guru itu yang bisa mengajar yang belum bisa. Jadi saling, saling membantu. (Informant 5)

[There are obstacles. Yes, definitely. However, as far all the obstacles can be overcome, because of the team togetherness here. Teachers in this school, for example in the use of the platform, it is emergency, right? So, previously they cannot use the Moodle platform [for example how to use webcam, therefore] like it or not, they have to learn. However, when they still cannot use the platform after the training, we are worried about the result, how come [and what will happen]? In so doing, the more skilled teachers teach the others who unskilled. On other words, helping one each other]

"Ya responnya bermacam-macam. [...] Tapi anak-anak sebenarnya kalo sudah hampir berapa tahun ini ya? 1,5 tahun? Lebihlah 2 tahun ini jadi kadang anak itu jenuh ee apa itu pembelajaran daring. Sehingga mereka pinginnya PTM hahaha pinginnya..."

[The responses are varied. [...] Students [who learn online] for about 1.5 years? I think more than that, more than two years, so that they are bored with online learning. So, they want to return to the previous face-to-face learning methods...]

The researcher also find that the classes are different among teachers, especially according to their students' involvement, enthusiasm, and curiosity. Mostly the teachers said that the differences among the classes caused by the varieties of student's social backgrounds, economic stability, academic capacity, as well as their motivation to study. This finding strengthened the view that Covid-19 outbreaks has great impact on students' ability to study and such social situation affect greatly on the learning practices within the class.

Another finding shows that teachers in an online learning practice, especially through Google meet, are not in a full of power to control the class, likewise, to encourage the students to be more active in the discussion, etc. One of the informants said that it is dependent on students' mood. He admits that it is hard to fully observe his students only by looking at their presence and appearance on Google meet. This means that teachers do not have much of choices during the pandemic time, therefore they try their best to accomplish their job to teach their stu-

dents even in a very unsupported situation and full of problems. However, even when they face many difficulties, there are no big problems that significantly decreases the quality of the learning practices they have done especially according to the emergency curriculum that—few of them perceived—has a lower standard than the previous national curriculum of 2013.

D. Assessment Stage

Assessment is the final stage of the management process (see Wahyudin, 2019) in which we identify at least two types of assessment, namely process assessment and output/outcome assessment. In this regard, as has been previously discussed, teachers are directed by the school management to create their learning scenarios or lesson plans as well as the learning materials and assessment. Afterwards they should upload all these sorts to the Digital School as the main learning environment in City Centre School. Therefore, the assessments are carried out through the Digital School, Google meet, and even WhatsApp group due to the fact that teachers also use other application besides the Digital School to support and backup their learning practices.

In general, the types of assessments in the implementation of emergency curriculum have no significant differences with the other ones in a normal situation curriculum. It might be true that the main difference is at the delivery system that is based on the internet. The informants said that they do pre-test, for example at the beginning of the meeting on Google meet. They used it to identify the students' progress on certain specific targets by comparing the pre-test result and the post-test. Moreover, the assessment techniques they used are greatly vary, i.e., group discussion, students' presentation, quiz, writing papers, mini research, anecdotal record, and produce something. Indeed, not all those techniques are working very well in the Covid-19 outbreaks, however, as has been previously discussed, they try their best to assess the student to know their learning progress.

On the other hand, informants said that they carried out the process assessment during the online meeting on Google meet platform by observing their responses, behavior, and understanding toward the topic they learnt. In this case, teachers used their observation notes as a supporting assessment technique in addition to the "main" assessment material they already stored in Digital School. Either in the end of the

learning process on Google meet or in the end of the semester students often be required by the teachers to give some comments. Mainly related to the topic they still struggle with, the technical or non-technical learning difficulties they face. Teachers also encourage them to express their hopes, recommendations, and appreciations.

Furthermore, teachers said that most of the students show good learning achievements in average. One of the informants said as follow.

"[...] Ya baik semua ya menurut saya, karena sampai sejauh ini saya belum menemukan permasalahan disitu. Mereka, tugas mereka juga bagus, akademiknya juga bagus nilainya, kalo pun ada yang... ya memang tidak semuanya kan memahami kimia tuh seperti apa gitu, memang mungkin gak passion-nya di situ, gitu ya tapi kan mereka tetep harus mengikuti itu. [...] ada nilainya jelek, itu ya mereka mengikuti saya berikan kesempatan remidi, mereka mengikuti. Jadi artinya kan responnya mereka baik."

[Personally, all the students achieve good results... So far, I don't find any problems. They do their tasks, their academic achievement is good as well, if there any... Yeah, we need to accept that not all students should understand Chemistry, maybe because it is not their passion, but they should learn it because it is such a mandatory subject for all students. [...] for students who get a bad grade, they get a chance to get a better score by following a remedial program. It means that students' response is good]

This means that even the learning practices are carried out amid the Covid-19 outbreaks that sent the student to study remotely and prohibit the possibility to meaningfully undergo such a high-quality learning practice face-to-face, the results of the study still show a good achievement. Several reasons might be appeared here. First, it is because the remedial program held by the teachers for the student who cannot achieve the minimum standard of learning outcomes. Second, the reduction of several inessential basic competencies by the emergency curriculum policy gave the students more chance to study and master the taught topic.

CONCLUSION

Based on the results of the research and discussion that have been discussed previously, it can be concluded that the emergency curriculum management process in distance learning during the COVID-19 pandemic at City Centre School has been carried out well to achieve the expected learning objectives. Many common

problems arose in the beginning of the adaptation process. For example, at planning stage, teachers' understanding of the emergency curriculum policymaking are varied, most of them showed good understanding and motivation to get involved in the implementation of the curriculum, on the other hand, we also found some misunderstanding among the teachers about the curriculum. Several informants also disagreed with the concept of accommodating students' needs, and few of them do not conduct the so-called as diagnostic assessments. On the other hand, students also found some difficulties regarding their inability to access the learning materials, low self-regulated learning skills, low motivation to study, etc. Students' responses also varied, ranging from those who active in Google meet or accomplish their assignment on time through LMS to those who do not respond to the teachers' instructions and borings behavior and situations in the online classes. However, regardless of the unsupported situation during the Covid-19 outbreak, some disagreement, and problems they face, it seems that the process as well as the result of the learning practices shown a good result. At least the student could achieve the minimum standard of the academic achievement.

According to the discussion previously, the main finding of the research is close related to the facts as follows, (1) it resulted in such a general pattern of the management of the curriculum that base its implementation on online learning, (2) there are varieties of teachers' understanding, acceptance, and resistance, but regardless of those problems teachers understand the urgency of the emergency curriculum and try their best to succeed its implementation, (3) the central role of district of education office, teachers' association, and principal show the centrality and top-down type of policymaking, (4) social situation (Covid-19 outbreak) has a significant impact on learning practices, (5) the good learning result as has been admitted by the teachers might be as a consequence of the inessential basic competencies reduction in the emergency curriculum design. These finding will expand the discourse of the curriculum reform/adaptation at school level in Indonesian context, especially linked to the use of internet technology, online learning, and the teachers and students' readiness.

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