

Comparison of Historical Materials for High School and Vocational School in 2013 Curriculum and the Emergency Curriculum

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ABSTRACT

As a result of the covid epidemic, high schools shifted from using the 2013 curriculum to using the emergency curriculum. The purpose of this research was to examine and contrast the emergency curriculum implemented during the pandemic with the high school and vocational school history content from 2013. This research was qualitative in nature, employing a case study approach. The purpose of this study is to investigate the Emergency Curriculum's content standards for high school Indonesian history courses, namely its core competencies and fundamental competencies. There was no discernible shift in the outcomes when comparing the Covid-19 Pandemic Emergency Curriculum to the Core Competencies of Indonesian History in the 2013 Curriculum. This demonstrates that the 2013 Curriculum's key skills served as a foundation for the development of the Covid-19 Pandemic Emergency Curriculum's core competencies. In this situation, there is no significant variation in the kind of competence that students at each grade level in senior High School are expected to acquire. There were ten fewer KD heads in class XI. This occurred because the ideal conditions for learning at a distance were not met. Five KD in competency success indicators tailored to distant learning development is sufficient for pupils to pass class XII of the Covid-19 Pandemic Emergency Curriculum.

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1. INTRODUCTION

During Covid Pandemic, the learning Activities, which were initially carried out face-to-face, changed to Distance Learning conducted at home, which we often refer to as School From Home (SCH) or Learning From Home (Novianti, 2020; Patabang, 2021). This distance learning is carried out by

schools by specifying several media that can be used to deliver learning materials to students even from home. This policy is known as Learning From Home (Masni, 2020). The initial adjustment of the learning-from-home policy did seem forced, especially since schools are non-economic institutions that do not gather the masses. This is solely to prevent the spread of the Covid-19 virus from getting worse in the community (Nur & Annisa, 2020). The distance learning process is carried out in several ways. Some schools have even used a learning management system known as a Learning Management System (LMS) based on a network (online). The advantages of online learning are that it can introduce technology to teachers and students so that learning is expected to be able to adapt to various technology (Handarini & Wulandari, 2020). This obstacle is supported by the low purchasing power of the people due to massive layoffs during the pandemic, so that some parents of students cannot buy quotas.

At the beginning of the implementation of the learning-from-home policy, learning was still the 2013 Curriculum in accordance with the indicators of competency achievement. However, in its implementation, there were, of course, complaints from teachers, students, and parents. The Ministry of Education and Culture of the Republic of Indonesia, on August 7, 2020, released several findings. The statement explained that teachers experienced difficulties in managing distance learning during the pandemic because they tended to complete the competency achievement indicators set out in the curriculum. In addition, some teachers also have excess teaching hours, this is quite an obstacle to the learning process. In addition, teachers have difficulty communicating with parents during the pandemic because they cannot directly convey the obstacles experienced during learning so that learning activities will have an impact on students who are vulnerable to stress and will even have an impact on the high dropout rate (Masni, 2020).

Based on these complaints, the Ministry of Education and Culture, through Minister Nadiem Makariem launched an Emergency Curriculum for the Covid-19 Pandemic Period. In the curriculum, there are various important adjustments in the learning process such as school management during a pandemic, technically starting learning to bring in students during a pandemic, adjusting teacher teaching hours during a pandemic, to adjusting indicators of competency achievement in learning subjects during a pandemic (Novianti, 2020; Pokhrel & Chhetri, 2021). Of course, there is a pattern of curriculum changes and adjustments during the outbreak. The adjustment process occurs in all curriculum settings at the early childhood education level, from basic education, to secondary education level. Some subjects also underwent various adjustments in the preparation of indicators of core competencies and basic competencies. One of the subjects that underwent adjustments was the subject of history.

The curriculum that has been used so far in learning is the 2013 curriculum. In the Pandemic Emergency Curriculum, the position of history subjects has the same position as in the 2013 Curriculum. However, during this pandemic, with the implementation of the study-from-home policy, which became the question is whether the curriculum is still relevant to use (Herliandry et al., 2020). Ministry of Education and Culture continue to make improvements in terms of the implementation of learning from home, especially in terms of perfecting the period-specific curriculum pandemic. The webinar conducted by the Ministry of Education and Culture mentioned some things to change the curriculum: (1) Adjustment of basic competencies, carried out by selecting essential or important ones for now. The selection of KD is expected to make it easier for teachers to carry out learning and teachers are not burdened with too many curriculum achievements; (2) Preparing Special Learning Modules, which are prepared so that students can learn independently and are made different from textbooks. The module contains student learning that is effectively used during the independent study; (3) Learning videos, the Ministry of Education and Culture will prepare to learn video materials containing practices of what the teachers have done (Novianti, 2020).

The sole change is a little fall in competency accomplishment markers due to the widespread echoing of the call for a more adaptable curriculum in the present epidemic. In keeping with the theory, therefore. The curriculum is not just a tool for teaching and learning, but also a guide to what students

should know and be able to do under any circumstances (Kurniawan, 2013). The study of history is essential because it provides a context for understanding the present and shaping the future. As the detrimental effects of globalisation continue to rise, teaching history to the next generation is more important than ever.

The improvement of the curriculum prepared by the Ministry of Education and Culture aims for the teaching and learning process to run well, and for students do not feel burdened (Lilawati, 2020). Research result conducted by Atsani states that for students who study with online media, all students get assignments that must be completed, and 87% of students benefit from the delivery of material by the teacher. However, only 65% of students had the opportunity to ask questions and answers between students and teachers. Results of this research show that in carrying out the learning process from home, there is still a misinterpretation of the concept of learning from home by teachers and parents (Atsani, 2020).

The Minister of Education and Culture, in the framework of National Education Day on 2 May 2020, delivered effective education methods that require collaboration from teachers, students, and parents, and the Covid pandemic is a good time to innovate and experiment. The learning process needs to use models, various learning methods, and media. Teachers must be more creative and have innovations in their learning (Novianti, 2020). Based on the background description above, and the previous research can state that the position of history subjects in the Covid-19 Pandemic Emergency Curriculum is important in shaping the younger generation's character, the value of character in everyday life.

The author was interested in studying more about the standard content of the history curriculum in the Emergency Curriculum during the Covid-19 Pandemic. Because of what, there was a difference in the emergency curriculum during covid pandemic, which was more concise and efficient. This makes it a challenge for teachers when teaching history material during a pandemic. So, in this study, there were two research questions that's: (1) How is the comparison of core competencies and basic competencies of Indonesian History in Senior High School in the 2013 Curriculum and the Emergency Curriculum?; (2) How is the comparison of Historical Materials for High School and Vocational School in 2013 Curriculum and the Emergency Curriculum?. Based on the research question, this study aims to compare several content standards in indicators of competency achievement of high school and vocational students in the eyes of history lessons. The comparison will then be thoroughly studied regarding the impact of learning history in the Emergency Curriculum to increase knowledge and compare the standard content of history subjects.

2. METHODS

This study uses a qualitative method with a case study approach. The case study approach aims to examine a particular process or case (Creswell, 2017). This research focuses on examining the content standards of core competencies and basic competencies of high school Indonesian history subjects in the Emergency Curriculum. The data collection technique used is a literature study with research data in the form of standard content documents for the 2013 Curriculum and the Emergency Curriculum as well as study books related to the curriculum such as the book *History of the Middle School Curriculum in Indonesia* by Leo Agung published by Ombak. The authors consider These sources credible because they are written by experts and use reliable data. The data analysis technique was carried out by triangulation of sources and applying an interactive qualitative data analysis model (Miles & Huberman, 1992). Triangulation of sources was carried out by comparing the data on the standard content of the 2013 Curriculum, Emergency Curriculum, and relevant books. The data that has been triangulated is then analyzed and presented descriptively regarding the results of the comparison of the standard content of History in the 2013 Curriculum and the Emergency Curriculum.

3. FINDINGS AND DISCUSSION

3.1 Comparison of KI/KD Indonesian History in Senior High School in the Emergency Curriculum

Indonesian History is one of the subjects accepted by students in grades X, XI, and XII, with all specializations in Mathematics, Social Sciences, and Language-Culture. These subjects are included in group A (mandatory). These subjects play a strategic role in shaping the character and civilization of a dignified nation in order to form human beings with a sense of nationality and love for the homeland. Indonesian History subjects play an important role in introducing historical events that occurred in all regions of Indonesia (Agung, 2015). In this study, we will try to analyze in depth the comparison of the standard contents of Core Competence and Basic Competence (KI/KD) in the 2013 Revised 2017 Curriculum used before the Covid-19 pandemic with the Emergency Curriculum. In KI at each grade level there are no significant differences.

Based on a comparison between the Core Competence History of Indonesia on the Curriculum 2013, with core competencies On Curriculum Emergency, there are the slightest difference in spiritual attitude competence (KI-1), social attitude competence (KI-2), knowledge competence (KI-3), and skills competence (KI-4). This shows that the core competencies in the 2013 Curriculum are the basis in the preparation of core competencies in the Emergency Curriculum. The next comparison will be reviewed regarding basic competencies or KD, especially in KD-3, namely knowledge and KD-4, namely skills. The comparison can be studied per grade level as follows. Although not every single list of KDs is written down here, we have gone through and analysed every single one. As a result, many KD foundational skills were still the same across grades X, XI, and XII. Specifically, we find that KD 3.6 and 4.6 (respectively, "study in the present/today and the past") differ in the emergency curriculum. The KD for 2013 courses is 3.6, and for 2014 courses, it is 4.6 (current/ongoing study). Another KD that was KD 3.8, 4.8 (study about the Indonesian nation now) in the 2013 curriculum is now KD 3.8, 4.8 (study about the Indonesian people today) in the emergency curriculum.

Based on that analysis result, there are no striking differences regarding the concept of competence that students must master. This could be due to the material in class X consisting of basic material in history and the early periodization of historical developments in Indonesia. The basic concepts of history that must be achieved by students are historical ways of thinking and the concepts of space and time in history. This material is the basic material that students must understand before moving on to the next material about the early periodization of Indonesian history from the Pre-aksara Period, the Hindu-Buddhist Classical Period, to the Islamic Classical Period. The emphasis on periodization in class X is based on mastery of the early civilizations of Indonesian society during the Pre-aksara, Hindu-Buddhist, and Islamic times before moving on to the next level of material.

If examined further, several possibilities can occur in the preparation of the Emergency Curriculum during the Covid-19 Pandemic. The first possibility is that the preparation should be based on the previous curriculum, namely the 2013 Curriculum. This is clearly seen in the structure of core competencies (KI) and basic competencies (KD). It must be achieved by students. The second possibility is that the indicator of competency achievement for class X in the Emergency Curriculum refers to the indicator of competency achievement in the 2013 Curriculum. This basis can be proven that the narrative developed after comparing the two basic competencies has similarities and no differences are found. This can be believed because the material in class X is the basic material that is the orientation of students from the previous level, namely junior high school to high school level, especially material about the basic concepts of history.

KD-3 and KD-4 in the Emergency Curriculum for Indonesian History Class XI are simplified compared to the KD-3 and KD-4 in the 2013 Curriculum for Indonesian History Class XI. In comparison to the seven KD heads included in the Emergency Curriculum's KD-3 and KD-4 Indonesian History class XI, the 2013 Curriculum's KD-3 and KD-4 Indonesian History class XI has ten KD heads. This is because there are practical challenges to implementing distant learning, particularly in technological areas like the availability of an adequate internet connection. Some educators still using the 2013

Curriculum during the Covid-19 Pandemic will face challenges in completing KD indicators of competency attainment due to this situation. As a result, some educators are unable to devote their whole attention to finishing the lessons, disrupting the flow of the learning process.

Some material content can demonstrate the simplification of the Indonesian History KD in the 2013 Curriculum and the Emergency Curriculum. Broadly speaking, the material for Indonesian History in class XI includes the Colonial Period, the National Movement Period, the Japanese Colonial Period, and the Indonesian Independence Period. The chapters of the era are divided into main materials. The main material for Class XI Indonesian History in the 2013 Curriculum includes European Colonization in Indonesia, Indonesian National Resistance Strategy against European Colonization, the Impact of European Colonization, Value of Youth Oath, Process of Japanese Occupation and Response The Indonesian Nation, the Role of National and Regional Figures in Struggling for Independence, the Proclamation Event, the Formation of the Indonesian Government, the Role of the Proclaimer Hero, and the Event of Defending Indonesia's Independence.

The description of material for Class XI Indonesian History in the 2013 Curriculum is described in detail and is different from the material for Class XI Indonesian History in the Emergency Curriculum. Broadly speaking, the material for Class XI Indonesian History in the Emergency Curriculum covers the Arrival and Development of European Colonialism in Indonesia and its Impact, the Resistance Strategy against Western Colonialism, the National Movement Struggle Strategy, the Nature of the Japanese Occupation and Response of the Indonesian Nation, Role of National and Regional Figures in Struggling for Indonesian Independence, the Events and Figures of the Proclamation, and the Establishment of the Indonesian Government. The material in the Emergency Curriculum is more simplified and combined with the previous material in the 2013 Curriculum. The depth of the material is adjusted to the needs and conditions of the development of distance learning.

Based on the comparison of KD-3 and KD-4 in the two curricula above, there are simplifications and reductions in KD in the Emergency Curriculum. At the XII grade level in the Emergency Curriculum, it is enough for students to reach five KD with competency achievement indicators adjusted to distance learning development. Especially in KD 3.6, 4.6 until 3.9, and 4.9 in the emergency curriculum did not list. It is in line with the argument of Jojor (2022) with the previous research that acquired the statement that students using the Emergency Curriculum achieved better learning outcomes than students who used K-2013 fully, regardless of socioeconomic background. Especially, we connected with the historical materials, and there was some KD that the operational Verb in the first statement ed presented, not analysed (Jojor, 2022). The other operational verb mentioned using presenting, not reasoning again. This proved that the students should be active in the emergency curriculum command rather than giving reason.

This can also be adjusted to the compaction of material for Class XII students because the main focus is towards graduation. Usually at the Class XII level in some schools, all material that should be completed within two semesters is only completed in one semester. This compaction is sufficient. Assist teachers in delivering material to students because the material load is not as dense as the 2013 Curriculum and its implementation can adapt to distance learning conditions. If we examine further, the weight of the material presented in Class XII in the two curricula is quite striking. The material weights of KD History of Indonesia Class XII in the 2013 Curriculum include the Indonesian Nation's Efforts in Facing the Disintegration of the Nation 1948-1965, The Role of the Struggle of Pro-National and Regional Integration Figures in 1948-1965, The Development of Political and Economic Life in the Liberal Democracy Period, The Development of Political and Economic Life The Guided Democracy Period, the Development of Political and Economic Life in the New Order Period, the Development of Political and Economic Life in the Early Reformation Period, the Role of Youth in Changes in Indonesian Constitutional Politics, the Role of the Indonesian Nation in Achieving World Peace, and the Development of Science and Technology in Indonesia. The material is very dense and interrelated between periods and themes of historical studies because it includes studies of events, figures, and thematics of historical studies.

The material is different from the Emergency Curriculum during the Covid-19 Pandemic. Class XII Indonesian History material in the Emergency Curriculum during the Covid-19 Pandemic is not as dense as the 2013 Curriculum. The material includes the Indonesian Nation's Efforts in Facing the Disintegration of the Nation 1948-1965, Developments in Political and Economic Life during the Liberal Democracy Period, Developments in Political and Economic Life during the Democracy Period. Guided the Development of Political and Economic Life during the New Order, the Development of Political and Economic Life in the Early Reformation Period, and the Role of the Indonesian Nation in Realizing World Peace. Several materials related to the pro-integration heroes from 1948 to 1965, the role of youth in the dynamics of Indonesian politics and state administration, and the development of science and technology in Indonesia were omitted in the curriculum.

According to the above, the Indonesian history lessons taught in the tenth, eleventh, and twelfth grades of the SMA Emergency Curriculum during the Covid-19 Pandemic have been streamlined and modified. The metrics of student competency attainment and the content delivered to students will be impacted by these modifications and simplifications. This was done keeping in mind the precarious educational environment of the Covid-19 pandemic period. The 2013 Curriculum was used as a foundation for the development of this curriculum. During the pandemic, some items from the 2013 Curriculum that are considered adequate are modified to aid with distant learning and to keep the public healthy. The importance of education in building human capital and producing a new generation makes this modification all the more crucial.

3.2 Comparison of KI/KD History of Vocational Schools in the Covid-19 Pandemic Emergency Curriculum

In the previous discussion, the comparison of the Indonesian History of KI/KD in high school in the Covid-19 pandemic emergency curriculum and the comparison of KI/KD in high school history in the Covid-19 pandemic emergency curriculum was discussed. Furthermore, we will discuss the comparison of the KI / KD history of SMK in the Covid-19 pandemic emergency curriculum. History is not only given to high schools, but also to vocational high schools.

Today's conditions, many countries are no exception. Indonesia is experiencing a Covid-19 pandemic outbreak. As one of the countries affected by Covid-19, Indonesia has experienced many changes. One of these changes is in terms of education, where the curriculum is the most important thing. The urgent curriculum includes all learning activities in the classroom, laboratory, library, sports field, home and others (Yamin, 2009). However, due to the Covid-19 pandemic, all activities are carried out online. So, the curriculum is also undergoing changes. So in this study, we will try to analyze the comparison of KI/KD history of SMK in the Covid-19 pandemic emergency curriculum by paying attention to the contents of Core Competencies and Basic Competencies in the 2013 Revised 2017 Curriculum before the Covid-19 pandemic with the Covid-19 Pandemic Emergency Curriculum.

Based on the results of the comparison of Indonesian History Core Competencies (KI) in Vocational Schools in the 2013 Curriculum and the Covid-19 Pandemic Emergency Curriculum, there is no difference at all. This can be seen in spiritual attitude competence (KI-1), social attitude competence (KI-2), knowledge competence (KI-3) and skill competence (KI-4). -19 uses a benchmark or refers to the 2013 Curriculum. This could also be because of the fast-paced Covid-19 pandemic. The next discussion will analyze the comparison of Basic Competencies (KD). The analysis of the comparison has resulted that for KD 3.1, 4.1 ; 3.2, 4.2 were the same. For KD 3.3, 4.3 was different in the operational work verb, that is in Curriculum 2013 using analyzing, in the pandemic emergency curriculum using illustrate. The content was the same of them. The thing was same in the KD 3.4, 4.4 for both curriculum. KD.3.5, 4.5 was different when operational verb was using analyzing and the emergency curriculum using comparing. For KD 3.6 was same, but in KD 4.6 was different, using reasoning and the other using presenting. For the other analysis of next KD were same from KD 3.7 until 3.12. The same thing happen with the core competencies of 4. And the last for KD 3.13 Evaluating the life of the Indonesian nation in developing science and technology in the era of independence (from

the proclamation to the Reformation); 4.13 Make an evaluation study of the life of the Indonesian nation in developing science and technology in the era of independence (from the proclamation to the Reformation). The last KD, did not list in the emergency curriculum.

Based on the Basic Competencies (KD) of Indonesian History of Vocational High Schools in the 2013 Curriculum and the Covid-19 Pandemic Emergency Curriculum, it can be analyzed that actually not so many changes have been made. Indeed, there is a change, namely a reduction in the weight of the material between the Indonesian History of Vocational Schools in the 2013 Curriculum and the Covid-19 Pandemic Emergency Curriculum, but the reduction in the coverage of the material is not so large. If you look at the 2013 Curriculum Basic Competencies, there are 13 Basic Competencies that must be given to students, but in the Covid-19 Pandemic Emergency Curriculum, there are only 12 Basic Competencies. In the Covid-19 Pandemic Emergency Curriculum was reduced, namely the last Basic Competence point, where the last Basic Competence point in the 2013 Curriculum included evaluating the life of the Indonesian nation in developing science and technology in the era of independence (from the proclamation to reform).

When these two curricula are dissected in detail, the striking difference is more in the verbs used. However, this does not apply to all of them. There are several points of Basic Competence using harmonious verbs. In this case, the verbs that are in harmony are 3.1, 4.1, 3.2, 4.2, 4.3, 4.4, 4.5, 3.6, 3.7, 3.8, 4.8, 4.9, 4.10, 4.11, 4.12. In addition to those mentioned, the points use different verbs. Then there is also a simplification of each material weight. Although the material is the same, there are some points that are more simplified. Maybe it will be clearer and more detailed if it is described one by one. Usually it be simplified because of in the emergency curriculum need the representation KD that show of students innovation of task that the teacher gives to them, not only theoretically (Tanuwijaya, 2021).

In KD 3.1 and 4.1, the weight of the material is the same, in the sense that there is no visible difference. KD 3.2 and 4.2, the difference lies in the loss of scope of human life. KD 3.3 and 4.3 the weight of the material is the same, so there does not appear to be a difference between the two. KD 3.4 and 4.4 the weight of the material is the same, so there is no difference between the two. KD 3.5 and 4.5 does not appear to have a reduction in the weight of the material so the material taught is the same. In KD 3.6 and 4.6, the actual weight of the material is the same, because both analyze the factors supporting the birth of the national movement and the youth oath incident, only the sentences are shortened. KD 3.7 and 4.7 differences are also not striking, but at 3.7 there is no meaning for the social, cultural, economic, political and educational life of the Indonesian nation. KD 3.8 and 4.8 there is no difference at all. KD 3.9 and 4.9 there is no difference in the weight of the material. KD 3.10 and 4.10 have the same material coverage, but the sentences are only shortened. KD 3.11 and 4.11 have no difference in terms of material weight. KD 3.12 and 4.12 also have no difference in terms of material weight.

Based on the result analysis from a comparison of two curricula, curriculum 2013 and the emergency curricula of history materials, we can see how the comparison of them is. First, still many similarities of them, especially in the content of history. The second, difference was seen in the using of operational verb that used in each basic competency. So, both of them have each advantages and weakness. There was no best curriculum. The emergency curriculum was using to accomplish the curriculum 2013 that adapted the condition at the time, which was covid pandemic happened in our country. Even so, the government has given freedom in choosing the use of the curriculum. In fact what is happening in the field of education units is still experiencing difficulties, such as in research (Rofiq and Arifin 2021), explained that the implementation of the emergency curriculum has not been running perfectly this is due to the lack of facilities and a lack of understanding of IT from both educators and participants students, while according to (Supriatna 2021), explains the emergency curriculum implemented in elementary grade and close to standard, but the core learning activities are still far from standard has implications for the effectiveness of online learning.

Seeing this, the government continues to study and produce policies that can form an adaptive curriculum during a pandemic that makes people aware of each student's uniqueness. The Ministry of

Education and Culture has dramatically reduced Basic Competency (KD) for each subject. This emergency curriculum is not new but a filter of the 2013 curriculum. This emergency curriculum will focus on material that is considered as the foundation for the next level of competency (Kemendikbud, 2020). For this simplification is that students are not burdened with too many basic competencies. Psychologically, students are also expected to be calmer because they don't get too much material. In addition, it is hoped that it will be an opportunity for teachers to focus on important material (Jatira, 2021). For parents, too, the existence of this basic curriculum makes it easier to accompany their children while studying at home.

4. CONCLUSION

There was no discernible shift in the outcomes when comparing the Covid-19 Pandemic Emergency Curriculum to the Core Competencies of Indonesian History in the 2013 Curriculum. This demonstrates that the 2013 Curriculum's key skills served as a foundation for the development of the Covid-19 Pandemic Emergency Curriculum's core competencies. Here, we'll break things down into three categories: class X, class XI, and class XII. When comparing the types of competence that students in class X are expected to acquire, there is little to differentiate them. Because the distance learning conditions did not entirely have a favourable effect, 10 KD heads were streamlined in Grade XI. Covid-19's Pandemic Emergency Curriculum requires only five KD in class XII, with competency achievement metrics adapted for the growth of online education. There was no discernible difference between the 2013 Indonesian Curriculum for Vocational Schools' Core Competencies in Indonesian History and the Covid-19 Pandemic Emergency Curriculum. Meanwhile, there haven't been many shifts in the Core Competencies. Some of the differences between the 2013 Indonesian Curriculum and the Covid-19 Pandemic Emergency Curriculum, for example, are minor, such as a lightening of the load of subject matter.

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