



Implementation of Emergency Curriculum in Local Wisdom Contents at Television as a Learning Media During the Pandemic Period

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Abstract: The emergency curriculum policy was implemented to anticipate students' learning difficulties during distance learning using the home learning program via television. This research aims to describe the depth of local wisdom material as thematic learning for students' knowledge. The research used a qualitative descriptive method about using learning through TELEVISION to implement emergency curriculum policies. The informants processed were two (2) teachers of a grade 4 elementary school who had previously designed learning tools based on emergency curriculum procedures. The participants in this study were fifty-nine (59) children in grade four (4). This research was conducted during a three-month pandemic in the second term of 2021. The research results explain that for each material on the topic 'Where I Live', local wisdom material was found and broadcasted for 30 minutes. The obtained result from the data of students who answered seven (7) related questions studied through television, which contained local wisdom content, was that 80.04% of students said 'yes', 15.76% gave no answer, and 6.65% said 'maybe'. Implementation of distance learning using television media requires a strong synergy between teachers, students, and parents.

Keywords: emergency curriculum, television media, local wisdom content

Recommended citation: Wiryanto, Suprayitno, & Primaniarta, M. G. (2024). Implementation of Emergency Curriculum in Local Wisdom Contents at Television as a Learning Media During the Pandemic Period. *Journal of Innovation in Educational and Cultural Research*, 5(2), 218-228.

INTRODUCTION

The spread of the coronavirus as a group of infectious diseases is frightening for human life, including our children's educational needs, especially in the learning process at the school level. The non-natural disasters currently being experienced are related to the spread of viruses that threaten human health and significantly impact the world of education (Johnson et al., 2020). It is known that the transmission of the COVID-19 virus is the newest disease, so it has become a pandemic that impacts the global situation. This causes the implementation of learning to change by anticipating the transmission of viruses that can hamper the learning process in school rooms. Finally, sudden changes to the curriculum can occur to overcome all obstacles through government policy and cannot be separated from school procedures (Fauzi, 2024).

To maintain the continuity of education, the government issued SE No. 15 of 2020, policies regarding Guidelines for Implementing Learning from Home, and policies on facilitating students to learn through distance learning. The government took this policy by simplifying the essential competencies in the previous curriculum, namely the thematic curriculum, so that students are more focused on competencies that are prerequisites and essential for continuous learning. This policy covers all levels of formal education, from elementary, middle, and high schools to vocational schools, to addressing the issue of managing online distance learning (Iskandar et al., 2022). This is done to ensure that children's rights are fulfilled to access education during an emergency due to the adverse effects of COVID-19 (Sanjaya & Rastini, 2020). Efforts to prevent transmission are carried out together to maintain each child's health so that psychosocial fulfillment for educators, students, and parents must be successful together in this temporary condition (Asmuni, 2020).

Educational transformation provides an opportunity to get out of difficulties by implementing distance learning, which allows education to be carried out without face-to-face meetings at school (OECD, 2020; Yuzulia, 2021). The government has prepared some of the best learning models for teachers by prioritizing health without reducing their learning rights (Pradana & Syarifuddin, 2021). In the implementation of distance learning, when teachers and students do not meet face to face, a network intermediary is provided so that interaction occurs between teachers and students in a structured manner (Jalal, 2020; Mamluah & Maulidi, 2021). Then, a learning scheme with the principle of social distancing is implemented, which does not reduce the essence of the implementation of learning that is conveyed to students. With the thematic curriculum previously used, it was not suitable to be accepted when distance learning was discovered. The implementation of the 2013 curriculum did not follow active and independent learning facilities and infrastructure. Besides that, it was found that there

were no binding rules in the world of education to complete learning every obstacle with the obstacles that occurred. Distance learning is applied to all primary and secondary schools and is carried out using bold, engaging, and combined learning methods (Azari & Syafrini, 2021). There are learning options during a pandemic, namely learning to dare to use internet access and interesting learning that does not use an internet network (Parlindungan et al., 2020). Online learning implemented in elementary schools has problems related to study quota costs, internet stability, and the availability of gadgets or laptops for each student (Wulandari et al., 2022). Online learning is intended to use media that allows interaction between teachers and students via the internet. The conditions are not face-to-face, but learning material can be conveyed via a presentation screen from the available features (Prawiyogi et al., 2020). During a pandemic using an emergency curriculum, it can be seen that the learning methods used by teachers are bold, engaging, and a combination of the two (Nurina & Khamid, 2021).

The use of TELEVISION as a learning transformation during a pandemic has become a new medium for effectively achieving learning goals accessible to every student from various backgrounds (Gunawan, 2020). The government has provided a learning assistance program via TELEVISION broadcasts to teachers to teach in the implementation of distance learning (Manullang et al., 2021). The Director General of Early Childhood Education explains that student learning methods include questions and answers from teachers, learning from TELEVISION, learning from textbooks, interactive learning with teachers, learning from Google search sources, learning from non-text lessons, and learning from radio. This shows that the most effective learning activity is learning from home by participating in TELEVISION learning programs. The factor that found these advantages was that, on average, students often watched TELEVISION as a means of entertainment with their families. The selection of TELEVISION as the learning method chosen by students also aims to overcome the use of learning management systems used by schools for student learning. So, in implementing learning during an emergency, the education system must be changed through a structured curriculum to be accessed by the school environment and put to good use by teachers and students.

The government regulates an emergency curriculum as an alternative for schools to carry out learning during a pandemic, which has never happened in the 20th century. This curriculum change lasts one year ahead of the 2020-2021 period, with the principle of meeting students' needs to carry out distance learning to anticipate the spread of infectious diseases via viruses (Hadi et al., 2021). As explained in the learning difficulties of students who have essential material, by implementing an emergency curriculum, the amount of material is lowered with the essential hardness of each subject; the teacher then focuses on teaching essential material and advanced prerequisite competencies on the topic of discussion. The provisions that apply are to modify the curriculum structure, teaching load, learning strategies, and learning assessment. Within the scope of the class, strategies can be done by preparing learning tools consisting of teaching materials, learning methods, and learning evaluations using the help of internet-based communication applications equipped with steps to keep learning going (Hilman et al., 2020). The principle of distance learning requires technology to support the development of learning objectives and strategies that suit the needs of students to understand learning material (Isnaeni, 2020; Purnasari & Sadewo, 2021). For teachers, the use of technology as a learning medium will form competencies in creativity, tenacity, understanding, and problem-solving that are very relevant to the needs of students (Situmorang, 2019).

The main problem lies in local wisdom material optimally raised in the 2013 curriculum in face-to-face activities. This is a severe problem because the pandemic that has occurred has not been predicted to end. This raises the condition that for several years, the child will forget the area's culture. Content frequently accessed today is very accessible and tends to be negative, unlike the culture itself, which students forget to know about. Thematic learning in school textbooks integrates essential material in basic competencies by providing cultural elements such as ethnicity, cultural activities, regional uniqueness, and other teaching. So, to overcome learning with a culture that holds back distance learning innovations by loading local wisdom material, there is a need to overcome culture through education. Ease of access to learning has been facilitated by the government so that learning through an emergency curriculum by providing local wisdom material is conveyed to students who cannot attend school face to face (Winarni et al., 2021). TELEVISION broadcasts can provide educational content that contains local wisdom as children's learning by providing TELEVISION programs that follow the culture and information in the area. Content through TELEVISION programs is studied with local wisdom according to the broadcasting rights in each area (Rokhmawan & Firmansyah, 2017). This is in response to learning solutions in the new average era of COVID-19 by involving schools that help carry out face-to-face learning by limiting study time or setting schedules divided into several sessions (Rahmawati, 2022). Furthermore, this aspect needs to be paid more attention to in the use of creative learning media during emergencies in the administration of education (Munastiwi, 2021). This research, which discusses the conditions for implementing the emergency curriculum, will explain how the content of local wisdom is not disturbed in the learning process. So that students can contribute on a broad scale to learn and increase their knowledge by studying via television (Ternova, 2024).

METHODS

This qualitative research method was obtained from observation data, interviews, questionnaires, and documentation conveyed through words (Afriзал, 2017). The aim of obtaining data was to collect information for analysis. Observations were made at one public elementary school in Surabaya City, East Java. Data collection was carried out through local surveys by systematically giving several questions to be answered by informants (Sudaryo et al., 2019). The selected informants are two grade IV teachers applying distance learning to their students through TELEVISION networks. At the implementation stage, researchers used interview instruments that were used to collect information and are described in the following table:

Table 1. Interview Instruments

Interview aspect	Indicator	Instrument Item
Implementation of distance learning	Environmental conditions	1,2,3,
	Obstacles and difficulties	4,5,6
	Class teacher learning strategies	7,8,9,10
	The role of the teacher is to master technology	11,12

To obtain data on learning outcomes via television, a closed-type online questionnaire was distributed to class IV students, consisting of class A and class B, with a population of 59 people. The classification found for all males was 25, and females totaled 34.

Table 2. Number of student Respondents

Class division	Gender		Total number of students
	Male	Female	
IV a	8	19	27
IV b	17	15	32
	25	34	59

Analysis of the identified data consists of stages (1) planning, (2) data collection, (3) data analysis, and (4) preparation of results reports (Bengtsson, 2016). An explanation of qualitative data analysis is shown in the following figure.

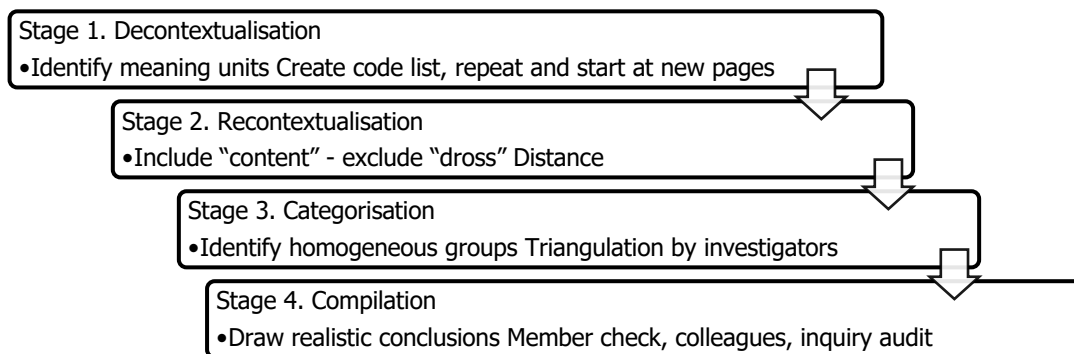


Figure 1. Stages of qualitative research data analysis

In the next section, to corroborate the results of this study, the researcher surveyed fourth-grade students by giving them questionnaires. These indicators are concluded based on the relationship between television learning and local wisdom. The data is shown in Table 3.

Table 3. Student response categories

Categorization	Data source	Aspect	Inquiry number
TELEVISION learning that contains local wisdom	Learners	Like	1
		Convenience	2
		Enthusiasm	3
		Insight	4
		relation	5
		understand	6
		Actualization	7

RESULT AND DISCUSSION

Distance learning via television media is the implementation of an emergency curriculum to overcome the lack of material that is not conveyed efficiently by teachers when face-to-face meetings cannot be held. Teachers may face problems during online learning, so switching to learning using television media is seen as one alternative worth trying. The government, which has sought learning that all students can access, has made the material an emergency curriculum structure so that every student is included. The researcher interviewed teachers about the learning conditions when learning from home using television media according to the direction of education policy. The following dialogue portrays the issue above.

- Researcher : "What are the obstacles a teacher may need to face during distance learning?"*
- Teacher : "It was mainly about the technology issue. Here, we have many elderly teachers who see distance learning as a troublesome way of preparing materials. Being online, using a lot of adapted and sophisticated IT, especially in Zoom, Google Classroom, and TEAMS, depletes their focus and stamina in teaching. Not only that but the plan to ensure that students joined the learning material was also a challenge for them. The other issue may be the fee for being online to use online learning media with video conferencing. It requires much money and sometimes a strong signal to keep you online."*
- Researcher : "What are the obstacles for children who have learning difficulties and access learning materials online and offline?"*
- Teacher : "The common one will invite students to the online class. While learning in school directly, the presence of the students is well in control since teachers may see them physically, and if not, they can make a report to parents as soon as possible. During online classes, teachers 'lose' that much 'power' to control the students as the teachers are not there with them physically. Students may turn off the camera and be inactive for online classes without direct consequences. We found a way to assert that 'power' by ordering them to come to school to take assignments given by the teacher. The materials provided by the teacher are within a time limit. These assignments will be returned according to the agreement between the teachers and the students in class."*

The use of gadgets or cell phones is a significant problem for elementary school children because the lack of supervision of its use, which is primarily free-to-use, is making it more difficult for teachers to control, resulting in playing games, watching social media, engaging in live sessions during the learning process (Nahariah, 2022). It is different if parents or teachers supervise it, as it is one method of learning at home that all students can access, so that access to learning is more accessible through the media of TELEVISION (Nengrum et al., 2021). The efficiency in learning applied during an emergency by learning from home with the teacher was that the teacher presented learning materials according to schedule. It will show that students' potential to understand learning can motivate and deepen their interest in learning (Sihombing et al., 2021). Apart from the online learning difficulties experienced by students, the essential material in each subject, especially the content of local wisdom, is left untouched. Thematic learning was used before the emergency curriculum became available, opening up spaces for local wisdom to attract students' attention to learning. Implementing thematic material related to local wisdom can be explored through teachers who utilize home learning programs using TELEVISION broadcasts. The following dialogue explains the steps for implementing TELEVISION learning from the beginning to the end of learning.

- Researcher : "What strategies are teachers using to conduct offline-based distance learning activities via TELEVISION?"*
- Teacher : "We are greatly helped by government facilities for learning-from-home programs with teachers. Indeed, the content is created by selecting the best teachers from the education office to photograph and explain the material students need. For my students, frankly, I have to watch it, and a schedule has been made, distributed by the working group and sent out every week. It is shared by the parent group. Students are required to follow the lesson schedule."*
- Researcher : "How do you know if students are watching or not?"*
- Teacher : "Of course, there is evidence in the form of documentation while watching and a second photo of the task requested regarding the material being discussed. Assignments are given to each homeroom teacher. As a teacher, I also evaluate*

learning on TELEVISION."

Researcher : *"Is there any local wisdom material that the teacher brings while studying with TELEVISION?"*

Teacher : *"Local wisdom has been given in TELEVISION learning, delivering thematic learning materials by linking culture in each region. In delivering, the teacher uses uniforms such as cak and ning."*

Based on the results of interviews and observations made by researchers, the learning program is broadcast live through SBO TELEVISION, Jawa POS TELEVISION, education TELEVISION, and TVRI channels, then broadcast via YouTube. Learning is implemented at each student's home, with TELEVISION shows giving students 25-30 minutes of broadcast time. The display has an ad insert that pauses the displayed learning. Also, the broadcast schedule is carried out from 07.00 A.M. to 10.00 A.M. The material delivered by the teacher follows the material that the teacher will teach according to the theme in the 2013 curriculum thematic book. Learning that is presented interactively with the theme of the environment where I live has local wisdom contained in learning materials. The teacher can easily convey the integration of each subject so that students who study at home feel interested in studying and developing the evaluation assignments given by the teacher. The motivation given by the teacher is explained through material on the uniqueness of local wisdom by paying attention to learning steps that tend to be supported by teachers, parents, and the students' awareness (Wasito et al., 2022). Thematic learning that contains local wisdom material for learning in grade 5 Elementary School is shown in Figure 2.



Figure 2. Display of Learning Shows from TELEVISION Containing Local Wisdom

The steps in local wisdom-based thematic learning begin with making learning tools based on emergency curriculum sheets, which contain preparation, implementation, and closing. Existing local wisdom is included in the values of goodness that exist in cultural patterns as student identities in their insights (Wafiqni & Nurani, 2019). Offline learning techniques can be carried out by at least ten students. The presence of students at school on a schedule of back and forth during a pandemic, then the teacher gives assignments to students who are learning from TELEVISION by sending photo evidence while watching TELEVISION, the study-from-home program through social media that is most often used to share student assignments is *Whatsapps* as a personal communication medium and media conference as a supporting medium for *LMS* (Learning Management System) such as Google Classroom, Team (Chandra et al., 2021; Putri et al., 2021; Widyastuti, 2021).

Local wisdom material is an option that introduces dances, culinary arts, customs, and local languages to build thinking capital for integrating students in dense thematic learning given the development of teaching materials or learning evaluations. However, separate mathematics in thematic learning in elementary schools focuses on students to better understand the material. In the TELEVISION media that reads information about traditional clothing as a local identity, it is understood that preserving traditional clothing related to citizenship education is essential. The introduction of traditional clothing can be an information-rich text for learning Indonesian, knowing where and the origins of traditional clothing for students to understand is an extension of social knowledge material, and traditional clothing as local wisdom is usually applied in ritual ceremonies or dances includes in learning art and culture. Understanding the application of local wisdom-based learning in elementary schools shapes student character so that student profiles with an insight into state life, such as Pancasila, are realized (Seno et al., 2022). The opinion above is also supported by the help of learning media through TELEVISION broadcasts that are effective for teaching and learning activities (Rahmawati et al., 2021).

An easy way to get information that is easy to find at home is TELEVISION. It was explained that to find out students actively participate in learning through TELEVISION by sending direct TELEVISION listening activities and collecting assignments according to the material provided. It was explained to determine whether students actively participate in learning through TELEVISION by sending direct TELEVISION listening activities and submitting assignments according to the material provided. Video media from TELEVISION can visualize local wisdom learning material so that students can more concretely understand it and learn more interactively by paying attention to appearance, especially animation (Wardani & Syofyan, 2018).

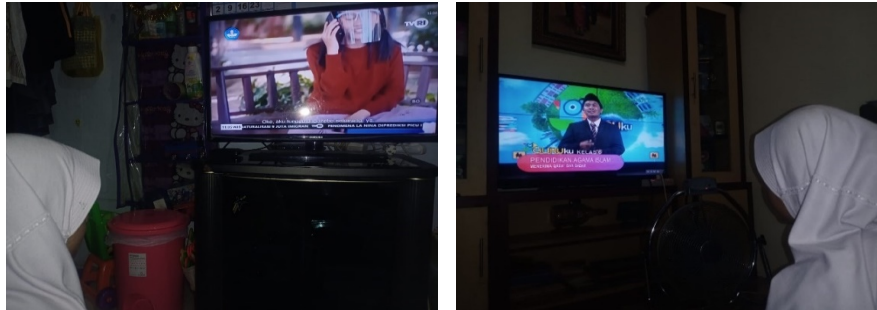


Figure 3. Learning activities from home through TELEVISION broadcasts

The role of parents is referred to as a companion when children receive learning from teachers when they are not face to face. The enthusiasm students receive when their teachers become TELEVISION presenters adds to the sense of learning materials according to the allotted time to become an educational service for students without reducing their rights (Maryani, 2020). The implementation carried out on students is carried out according to different learning plans because it adapts to the needs of students. This series follows the contents of the emergency curriculum, which is tailored to the needs of students in fulfilling the implementation of learning during a pandemic by following TVRI, Jawa POS TELEVISION, and TELEVISION9 TELEVISION stations. Through the learning that is carried out, students can overcome the gap in internet access and the limitations of learning media from students who do not support communication technology infrastructures. Smartphones, the internet, and health protocols support offline learning implementation, increasing student learning outcomes compared to online learning (Hardiansyah et al., 2021; Saifulloh & Darwis, 2020).

Implementing the emergency curriculum is the primary reflection to determine students' learning tendencies when facing unusual situations (Mokodompit, 2020). In the local wisdom that the technological era has eroded, freedom of access to information needs to be limited by providing cultural materials related to the learning process in the classroom (Pujowati, 2021). The emergency curriculum scheme is used to meet the needs of students so they do not lose their learning due to the impact of the large-scale pandemic they have to face. The education system needs to regulate learning so that schools that apply it have the potential to maintain student competency (Kuhfeld & Tarasawa, 2020). The learning process examines local wisdom students receive to attract their attention to acquiring knowledge based on creative learning experiences with content delivered by the teacher. Given the challenges ahead regarding cultural elements that must be instilled in the world of education, Indonesia's superiority with its cultural diversity cannot be stopped under any circumstances. As seen in the documentation about children's attention to learning through TELEVISION media, it is necessary to know their interests. Student responses obtained from the questionnaire while watching learning material on TELEVISION with themes containing local wisdom are explained in Figure 4.

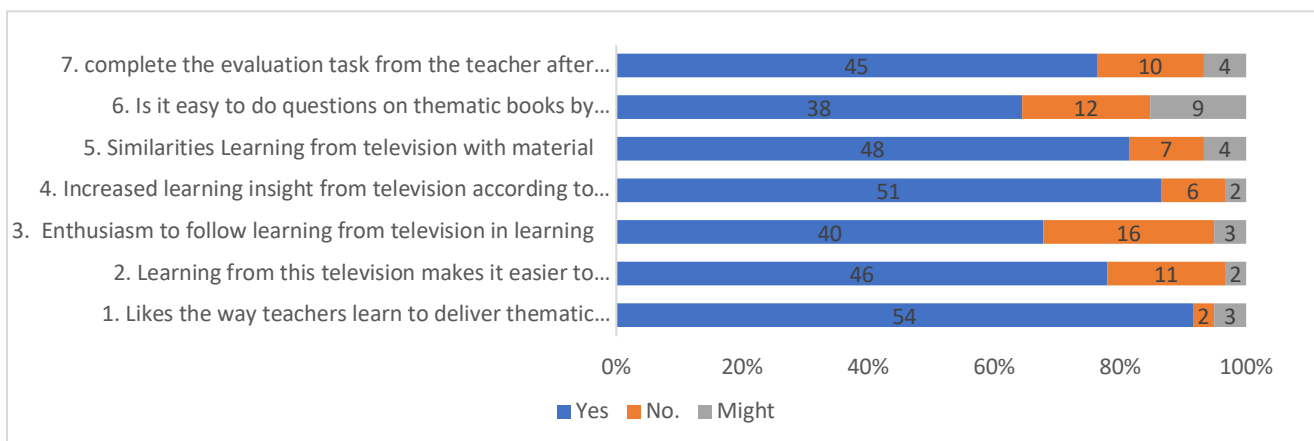


Figure 4. Recapitulation of the interaction of respondents to learning through TELEVISION

Implementation of learning through TELEVISION is a solution for some teachers who have difficulties in learning management systems, such as online learning. Apart from teacher problems, it is also alternative learning for students who do not have gadgets, laptops, and internet networks. The problems from these two sides also refer to the preservation of culture, which is almost forgotten because of the limited provision of elementary school learning related to local wisdom/. Through local TELEVISION shows, educational content can be given themes related to local wisdom in their respective regions. Because local wisdom can be obtained from Indigenous peoples in areas that have value to be inherited (Priyatna, 2017). Implementing integrated learning based on the thematic curriculum is structured learning based on specific themes from the field of study (Arifin, 2016). Implementing thematic learning activities according to curriculum socialization consists of the following stages: the first determines the theme, the second combines the theme with relevant and applicable curricula related to the dimensions of attitudes, knowledge, and skills, the third designs lesson plans that contain themes, and the fourth carries out active learning activities (Puspita, 2016). The design of learning tools is similar to thematic learning activities, with the addition of material about local wisdom to improve learning outcomes through the meanings received by students (Widiastuti & Purnawijaya, 2019). The modifications contained in the Emergency Curriculum have the characteristics of thematic learning that relate learning to students' lives or the environmental conditions where students live. However, there is a simplification of the essential competencies given to students (Rianda, 2021). Simplification means that the teacher must determine the basic competence to achieve learning objectives by providing the primary material for each learning theme. Utilizing local wisdom can translate into the learning material flow according to the education level. With this TELEVISION program, the broadcast will be more attractive for students carrying out offline-based distance learning. So that the delivery is aimed at students who are ready to watch at home from media devices, and each of them understands and is interested in the presentation delivered by the teacher. The study results stated that students' enthusiasm liked learning through TELEVISION, which was conveyed in the child's response chart. Based on the interviews, teachers need parental supervision or parents to accompany them. Parental supervision is carried out because of the pandemic; students are not serious about doing assignments (Agusriani & Fauziddin, 2021).

The strategies presented to find solutions to existing problems were obtained from teachers by using a distance learning scheme specifically for elementary students through the Republic of Indonesia TELEVISION broadcasts, which were held from January to March 2021 and had broadcast schedules from 08.00 A.M to 11.00 A.M. the event starts at 08.00 A.M until 08.30 A.M. Elementary school materials for grades 1-6 are divided into 30 minutes. Learning broadcasts can be accessed on the TVRI, Jawa Pos TELEVISION, SBO TELEVISION channels, and YouTube for re-watching. Learning prioritizes patterns of interaction between children and their parents/guardians. Distance learning with TELEVISION requires students to be active in the learning process with parental guidance (Lestiani & Kurniasih, 2016). Factors supporting distance learning are attention, educator trust, experience, ease of use of equipment, creative use of tools, and student interaction (Prawiyogi et al., 2020). It is said that parents' attention dominates their children's activities while studying and completing school assignments (Abuhammad, 2020). The experience gained by parents has implications for the child's learning period, implementing distance learning as a child's teacher, psychological support for children in learning, and technical and financial support while studying at home (Agaton & Cueto, 2021).

Learning material on TELEVISION about local wisdom strategies is given with the steps in choosing the theme My living area subtheme My living environment by carrying out the following activities: In science material, the teacher can ask students to push and pull tables as a concrete example. Students can practice pushing and pulling forces in everyday life and find changes in motion due to forces. In Indonesian language material, the teacher can ask students to conduct activities to discover fictional stories' meanings, types, and characteristics; students can explain in writing or orally. With this, students are introduced to fictional stories in Indonesia and can also be trained to like reading story books in Indonesian. In Civics material, students can carry out activities to identify the individual characteristics of family members, namely, learning about self-identity. In social studies material, students can carry out activities to observe residents in their environment; students can identify types of work related to economic activities in their environment by introducing local wisdom in the area and forming a caring attitude towards it. In the arts and crafts material "Introducing Indonesian Cultural Wisdom", students can sing folk songs and songs with the right high and low tempo and pitch (Chusna et al., 2019). The emergency curriculum prepares all aspects of learning planning, teacher readiness, and feedback for students based on government policy (Matafwali & Masaiti, 2024). Implementing the emergency curriculum in all regions means accelerating learning outcomes for using the internet in urban and rural areas for equitable access to post-COVID education (Landa et al., 2021). The emergency curriculum during the COVID era is unrelated to the pandemic situation, but its implementation is very different compared to the previous use of the national thematic curriculum (Deta et al., 2023). The efforts implemented towards the emergency curriculum during the pandemic have implications for the development of the Merdeka

curriculum, which is appropriate to the post-pandemic context and is built on the development of each student's interests and talents, which are integrated into flexible teaching materials (Rizaldi & Fatimah, 2022).

CONCLUSION

The research results on the implementation of distance learning conducted at one public elementary school in grade IV provide anticipatory steps by utilizing TELEVISION media to learn at home during the pandemic. The application of distance learning with TELEVISION media is an alternative solution so that the education process does not stop even though one cannot attend school. Two teachers as resource persons can modify the material according to the emergency curriculum based on students' material needs. The essence of learning from home via TV for 30 minutes contains material on the theme of local wisdom. It can be done according to class hours so that the learning that is carried out becomes interesting when students study from home via TELEVISION. Through a questionnaire conducted on 59 students, of the seven questions presented to determine students' interest in studying from home with TV broadcasts, the answers were Yes, 80.04%, No, 15.76%, and maybe 6.65%. The implementation of the emergency curriculum during the COVID period was used temporarily, but during the critical recovery period, the core of the emergency curriculum policy remains the Merdeka curriculum.

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