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Information Literacy in Curriculum Development and Online Learning During the Covid-19 Pandemic

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The Urgency of Information Literacy in Curriculum Development and Online Learning During the Covid-19 Pandemic

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ABSTRACT:

The development of civilization in the 21st century requires a different perspective in education. The rapid development of technology and information cannot be anticipated by blocking its use in the world of education. A lot of knowledge and knowledge is easily conveyed through technology media whose development is difficult to contain. The development of civilization must be a challenge for educators to prepare superior resources and become winners in global competition. Improvement and implementation of the 2013 Curriculum at the primary and secondary education levels is carried out in order to equip students with competencies that they can live life in the 21st Century. In this era, Human Resources are needed who have the ability in the realm of attitudes, knowledge, and skills in general, holistic. The purpose of this study is the urgency of information literacy to identify and obtain information about the impact of the Covid-19 pandemic on the learning process and implementation of curriculum 13. This study uses the descriptive content analysis study method and literature study which is an analysis that aims to describe the main content based on a collection of information obtained The information in question comes from various scientific articles related to the implementation of online learning during the COVID-19 pandemic. The scientific articles in question are articles obtained from reputable national journals and international journals indexed by Scopus. The data and information that have been obtained are then collected, analyzed, and concluded so as to obtain recommendations as a literature study. The results of this study are that there are several problems experienced by students, teachers, and parents in online teaching and learning activities such as lack of mastery of technology, the existence of additional work for parents in accompanying their children to study, communication and socialization between students are declining. , there is less interaction between teachers and parents and unlimited working hours for teachers because they have to communicate and coordinate with parents, other teachers, and school principals all the time.

Keywords: Urgency, Information Literacy, Curriculum, Online Learning, Covid-19

INTRODUCTION

Literacy is a skill that a person has in the form of thinking, speaking, reading, and writing activities(Afolabi & Oladokun, 2020)(Martin, 2005) (Lotherington & Jenson, 2011). Literacy is the ability to read and write well to compete economically completely. He further explained that literacy is the ability to read and write that is related to one's success in the academic community, so literacy is a tool that is owned to be able to achieve success in the social environment(Adetayo, Suleiman, & Ayodele, 2022). literacy is (1) the ability to read and write or literacy; (2) based on its use literacy means the ability to integrate between listening, speaking, reading, writing and thinking; (3) the ability to be ready to use in mastering new ideas or how to learn them; (4) ability tools to support success in an academic or social environment; (5) the ability to read and write performance that is always needed; (6) the competence of an academic in understanding discourse professionally. In the current development, the concept of literacy is associated with various human lives, so that the terminology of scientific literacy, technological literacy, social literacy, political literacy, business literacy, negative action literacy, and so on appears.

The curriculum is an important thing for the running of educational activities (Supriadi, 2009);(Taufiq & Fernando, 2019). Without the education curriculum, it will not go well according to what is desired. In Law no. 20 of 2003 concerning the National Education System, the curriculum is a draft concept as a guide for the implementation of learning activities. The curriculum is the educational experience that students get from programs designed to achieve a general goal and specific goals, the program is developed based on the needs of the community.(Royani, 2020);(Gunawan, 2020). The 2013 curriculum has been used since the 2013/2014 school year in the Indonesian Education System. The 2013 curriculum is a continuation and completion of the Competency-Based Curriculum (KBK) and the Education Unit Level Curriculum (KTSP). The 2013 curriculum has been running until 2013-2019 but has become a problem since the COVID-19 that hit the whole world without exception in Indonesia(Zareef & Ahmad, 2021)(Najiyah, 2021);(Suni Astini, 2020);(Jamilah, 2020).

The government has implemented new policies related to breaking the chain of the virus and implementing large-scale policies (social distancing). Almost all of them have an impact, including the field of education, and the government has changed the learning model in schools or universities since May 16, 2020 until a time that will be notified further. This pandemic has forced teaching and learning in schools, which usually change directly to online. Of course, some parties are not ready for online learning, both teachers, students, and parents. Especially if you have to implement a complex 2013 curriculum system in online learning(Report,

2020);(Herliandry, Nurhasanah, Suban, & Kuswanto, 2020);(Sadikin & Hamidah, 2020). In implementing the 2013 curriculum, each subject includes 3 competencies, namely knowledge, attitudes and skills. Of course this is not easy to do if it is not face to face for students and teachers. Another obstacle is the lack of supporting infrastructure for online learning itself. So the lack of achievement in implementing the 2013 curriculum in online/online learning. Not to mention the obstacles that are felt by parents whose economies are not all above, some are middle to lower class so they cannot provide online/online learning facilities such as internet quota. So that many obstacles are felt in implementing the 2013 curriculum which results in less effective and efficient learning.

In the contemporary education system it is urgent to go through new innovations for every field (Nana & Surahman, 2019);(Dhawan, 2020). All developed and developing countries concentrate more on research and development, as a result technology is part of every curriculum at all levels. A country like India wants to introduce more new web-based courses for students to fit them into the global job market. Today's students are highly motivated by international exposure. Technological innovation is very influential in this society. Technology allows us to learn all and it provides the opportunity to utilize technology without discrimination. In this context, it is important to understand that e-learning brings about social change (Putrawangsa & Hasanah, 2018);(Kirkwood & Price, 2014). This study aims to describe the implementation of the 2013 Curriculum and the '2013 Curriculum learning outcomes' which include knowledge, attitude values, and skill values during the COVID-19 pandemic. This study will discuss the effect of the Covid-19 pandemic on the learning process in schools, the effect on students, the influence on parents and the influence on the learning process of implementing curriculum 13.

METHODS

This study uses a descriptive content analysis study and a literature study which is an analysis that aims to describe the main content based on the collection of information obtained (Hammarberg, Kirkman, & Lacey, 2016);(Bachri, 2010);(H. Mudjia Rahardjo, 2010). The information in question is sourced from various scientific articles related to the implementation of online learning during the COVID-19 pandemic. The scientific articles in question are articles obtained from reputable national journals and international journals indexed by Scopus. The data and information that have been obtained are then collected, analyzed, and concluded so as to get a recommendation as a literature study(Bachri, 2010); (Darmalaksana, 2020).

FINDINGS AND DISCUSSION
   a. Curriculum 13 in Learning

The curriculum is 'an educational design, a guide that covers the type, scope, sequence of content and process of education'. Curriculum is also 'a field of study, which is cultivated by curriculum experts, is a source of theoretical concepts for curriculum development of various educational institutions' (Tinggi, 2019);(Utami, 2019);(Puspita, 2018). The basic principle in the 2013 curriculum is the emphasis on the ability of teachers to apply a good learning process to students so that students' potential develops. The 2013 curriculum defines Graduate Competency Standards (SKL) as criteria related to 'qualification of graduates' abilities which include knowledge, attitudes and skills'. The reference for the preparation of the 2013 curriculum refers to Article 36 of Law no. 20 of 2003, namely the preparation of the curriculum to pay attention to the improvement of imtaq; potency; Good manners; and interests; working world; technology, and art; religion; global developments; and national unity'(Nilasari, 2020);(Tinggi, 2019);(Utami, 2019). The 2013 curriculum is proposed to be produced by Indonesian citizens with religious tolerance and mental health, this is based on the fact that recently many young people no longer have characters, such as lack of tolerance and empathy for others. The characteristics in the development of the 2013 curriculum emphasize spiritual equality. ' social, curiosity, creativity, and knowledge and psychomotor collaboration (Tinggi, 2019);(Puspita, 2018). The keyword in the 2013 curriculum that is applied is authentic assessment.

Authentic assessment is the process by which students demonstrate a deeper understanding of cultural thinking, motivation, and action in order to respond to communities and workplaces beyond their comfort level. Assess learning skills recognizing students' needs to think critically, analyze information, understand new ideas, communicate, collaborate, solve problems and make sound decisions(Roehrig, Kruse, & Kern, 2007);(Penuel, Fishman, Yamaguchi, & Gallagher, 2007). The theme of renewal and improvement in the 2013 curriculum is creating people who think creatively, productively, and innovatively through the development of knowledge, attitudes and skills. Government Policy Against Online Learning During the COVID-19 Pandemic. The closure of educational institutions due to the outbreak of COVID-19 has had a negative impact on the world of education. During the lockdown, teachers are instructed to teach through online learning media (Suni Astini, 2020);(Report, 2020).

The need to adopt innovative teaching to continue education and overcome mental stress and anxiety. The COVID-19 outbreak is causing a digital revolution in the higher education system through online lectures, teleconferencing, digital open books, online exams, and interactions in virtual environments. The positive impact

of COVID-19 also reported on the efficiency and performance of learning by adopting online learning strategies. The online mode of teaching and learning is often discriminatory for poor and marginalized students. It was identified that deaf students face challenges in the online learning system. During this lockdown period, the closure of educational institutions hampered the education system and the teaching and learning process. Understanding the teaching and learning process in this crisis period is very important to design effectiveness for smooth teaching and learning. The COVID-19 pandemic affects almost all aspects of life, including aspects related to the world of education. To break the chain of the spread of COVID-19, all students in various countries have canceled school activities. As of April 2020, more than 400 million students worldwide are required to study at home. The consequence of physically closing educational institutions and replacing them with learning from home as per government policy is a change in the teaching and learning system, namely migrating to a digital system, known as online learning.

The Indonesian state has also done so despite realizing that there is a disparity in access to learning technology and the diversity of parental backgrounds, the Ministry of Education and Culture of the Republic of Indonesia firmly enforces an online learning policy. Changes in teaching and learning patterns cannot be separated from the role of the teacher, the teacher must be prepared with various learning conditions and student conditions, including the development of life in society(Herliandry et al., 2020);(Sadikin & Hamidah, 2020). Although face-to-face learning has many advantages for teachers and students, the COVID-19 pandemic requires teachers to carry out learning activities through online learning. Online learning requires the creativity of educators, so that the transfer of knowledge and skills goes well. Educators are required to master how to use communication in the network, namely communicating via the internet network. Due to the COVID-19 pandemic, learning activities from home using online methods. Online learning is tailored to the abilities of each school. Learning online can use technology such as whats app and others. But what children must do is ensure that they learn. Then the teachers coordinate with the parents. In some areas, the learning process from home has been carried out since March 16, 2020 and was extended after taking into account the conditions in their respective regions. Many educators and students are forced to be ready to face online learning models.

Some schools are already accustomed to using technology in teaching and learning activities, but it becomes an obstacle for schools that have never held online learning, especially in remote areas (Suni Astini, 2020)l. In the COVID-19 situation, the curriculum is something that must be adapted to the state of the

curriculum. The curriculum must be simplified or an educator must not always interact so that learning is adapted to how the school and students are. The independent learning program gives educational units the freedom to make changes that can be used in various circumstances. Educators are expected to be able to carry out varied learning such as determining basic competencies and materials to be simplified. Educators are expected to implement learning innovations without leaving the principle of learning from home during the COVID-19 pandemic.

There are several previous studies that raised the theme of online learning in the pandemic era. Among them are, research conducted by (Abidin, Rumansyah, & Arizona, 2020);(Watnaya, Muiz, Nani Sumarni, Mansyur, & Zaqiah, 2020);(Herliandry et al., 2020), trying to identify the implementation of online learning by collecting information from several sources, the results of online learning will be carried out well if there is cooperation between teachers, students and parents. Learning during the pandemic analyzed an overview related to the online learning system, the result is that this distance learning method is the most effective main alternative to do during the pandemic. analyzing how the description of the implementation of online lectures for students, the result is that students meet some of the basic facilities needed in online learning, students are more independent and enthusiastic in learning with flexible learning conditions and the implementation of online lectures will reduce the spread of Covid-19.

Online learning through comparative analysis results in the conclusion that teachers carry out online learning based on recommendations from the government using various platforms. However, there are still many obstacles related to infrastructure, human resources, and technical implementation so that further evaluation is needed. The term problematic comes from English, namely "problematic" which means problem or problem. Meanwhile, in the Indonesian dictionary, problem means something that cannot be solved; which causes problems(Abidin et al., 2020)(Watnaya et al., 2020). problematic is a gap between expectations and reality that is expected to be completed or can be needed. Through the explanation of the theory, it can be concluded that the problem is a problem that needs to be solved due to not achieving a goal.

Learning can simply be interpreted as an attempt to influence a person's emotions, intellectuals, and spirituals so that they want to learn at their own will (Kunandar, 2011);(Supriadi, 2009);(Gunawan, 2020). Learning is an activity to organize or manage the environment as well as possible and connect it with students so that the learning process occurs. So, learning is a process of interaction of students with educators and learning resources in a learning environment. Online learning is learning that is held through a web network. Each

course/lesson provides material in the form of video recordings or slideshows, with weekly assignments that must be done with a predetermined time limit and various assessment systems. So it can be concluded that online learning is all learning interactions and the delivery of learning materials occurs fully online or is delivered using the Gadged application. There is no face-to-face (traditional) learning at all. For example, learning materials in the form of videos are uploaded and received via the internet, or learning is linked via hyperlinks to other sources in the form of text or images. Each individual has a tendency of learning styles that are different from other individuals, as well as elementary school age children.

There are 3 student learning styles (Kristiawan & Rahmat, 2018), namely visual, auditory and kinesthetic learning styles. Visual learning style is a learning style that tends to prioritize the ability to learn using sight. Visual learning style is done by someone to obtain information such as looking at pictures, diagrams, maps, posters, graphs, and so on. You can also see text data such as writing and letters. As for which includes the characteristics of visual learning styles, among others; a) easier to remember by seeing, b) prefers reading to being read, c) neat and orderly, d) usually not disturbed by noise, e) difficult to remember verbal information. Auditory learning style is a learning style that tends to prioritize the ability to learn using hearing. In general, a child who has this auditory learning style likes to listen to lectures, discussions, news on the radio, and also learning tapes. They like to learn by listening and interacting with other people.

As for which includes the characteristics of auditory learning styles, among others; a) easier to remember by listening, b) easily distracted by noise, c) likes to talk, discuss, and explain things at length, d) likes to read aloud and listen, e) likes music or something that has a tone and rhythm. Kinesthetic learning style is a learning style that tends to prioritize the ability to learn to use body movements. For kinesthetic learners, sometimes reading and listening are boring activities. Instructions given in writing or orally are often easily forgotten. They tend to understand the task better when they try it. The characteristics of kinesthetic learning styles include; a) physically oriented and moves a lot, b) speaks slowly, c) learns through manipulation and practice, d) cannot sit still for long periods of time, e) uses a lot of body cues.

Table 1 Technical Implementation of 2013 Curriculum Learning During the COVID-19 Pandemic

No	Form of Implementation	Technical Implementation	Execution time
1	Learning is done online	Homeroom teacher	Since the circular

	using the internet network	together with parents create a Whatsapp group	issued by the Ministry of Education and Culture regarding online learning
2	The learning method is carried out in two ways, namely offline and online	1. Offline, namely inviting students to school for parents who allow their children to consult, and 2. Online, which is conducting distance learning using the Google Classroom application and Whatsapp Video Call	1.Offline is held once a week 2. Online is held once a week with Google Classroom and twice a month with WhatsApp video calls
3	Evaluation of student progress	Evaluating student progress regarding student conditions and the location of their homes related to the COVID-19 closure area	1X a week

b. The Impact of the Covid-19 Pandemic on Parents of Students

In implementing the 2013 curriculum, each subject includes 3 competencies, namely knowledge, attitudes and skills. Of course this is not easy to do if it is not face to face for students and teachers. Another obstacle is the lack of supporting infrastructure for online learning itself. So the lack of achievement in implementing the 2013 curriculum in online/online learning. Not to mention the obstacles that are felt by parents whose economies are not all above, some are middle to lower class so they cannot provide online/online learning facilities such as internet quota. So that many obstacles are felt in implementing the 2013 curriculum which results in less effective and efficient learning(Sadikin & Hamidah, 2020);(Tinggi, 2019); (Puspita, 2018). In the contemporary education system it is urgent to go through new innovations for every field. All developed and developing countries concentrate more on research and development, as a result technology is part of every curriculum at all levels. A country like India wants to introduce more new web-based courses for students to fit them into the global job market. Today's students are highly motivated by international exposure. Technological innovation is very influential in this society. Technology allows us to learn all and it provides

the opportunity to utilize technology without discrimination. In this context, it is important to understand that e-learning is bringing about social change in India.

The impact of studying at home is also felt by parents who also have more burdens because they have to be teachers at home, teach to make assignments, and always monitor. You can imagine if there are more than one child and still need help in doing tasks. Not to mention having to prepare food and other household chores. Joys and sorrows during the learning process at home vary. Some parents prefer their children to study in school. Apart from ballooning internet credit, one of the complaints of parents is the increase in spending on consumption that is greater than the daily child support. However, the plus point is that there is more time to hang out with family and to close the emotional connection between parents and children. And more importantly, the family is more protected from exposure to the corona virus. according to (Herliandry et al., 2020) by staying at home to break the chain of the spread of the virus is indeed the right solution. However, this is inseparable from problems that will occur in the future, such as not being able to carry out various normal activities in general but at work. (Kurtarto, 2017);(Hadi, 2015); (Ahmad Kholiqul Amin, 2017), if people do not work, then they will not get an income and if they do not earn, then they cannot fulfill their daily needs while at home. If left unchecked for a long time will greatly disrupt the economic balance of society. To overcome this, the government through the Work From Home (WFH) policy is expected to make it easier for people to continue working even in the midst of a virus pandemic that requires them to remain. Through this policy, people think that working from home will make it much easier for them, but this cannot be separated from the work of the system which is getting more difficult.

c. Dampak Pandemi Covid-19 Terhadap Guru

The advantages and disadvantages of teachers, Work From Home can be done effectively if teachers and schools go through it responsibly. Both parties must understand more about the conditions that occur, while providing the best possible performance, even though they work in different places. Don't forget to maximize communication to avoid things that are not desirable. Make good use of technology, make a list of things you want to do more planned, also include expected outcomes so teachers won't mistake a day of work from home with non-productivity. if the teacher still has to work, don't forget to pay attention to the cleanliness of each outlet and health. diligently wash hands with soap and running water.

When working at home, of course, a laptop computer becomes the main work tool. Always make sure the laptop is clean from germs, the battery is fully

charged, and all applications in it can run properly so as not to slow down in completing work. When working, the internet is one of the supports that you must prepare. With a stable internet connection, you can easily connect with other people, especially when Work From Home, a fully equipped teacher's workspace is also very important to prepare. Support for adequate and low-cost internet access is also very helpful in this regard. Human resources in this regard must also be improved, because then all work that should be easy to do with fast technological advances can be done well without any obstacles. starting to think of a side job that can be applied in dealing with certain impossible conditions like today.

d. The Impact of the Covid-19 Pandemic on the Learning Process

The implementation of online learning is mostly carried out using the WhatsApp application (Susilawati, 2020);(Mistar & Embi, 2016);(Amry, 2014); (Boyinbode, Agbonifo, & Ogundare, 2017) taking into account the average teacher and student or student's parents have this application on their respective gadgets. This application has a WhatsApp Group feature so that teachers and students can discuss and share documents with each other. Teachers use this feature to share learning material documents and assignments for students, then students will send the assignments they have completed through this group as well. The thing that needs to be considered is the assignment of assignments accompanied by monitoring and assistance by the teacher. The step taken is the teacher asks for the help of parents and older students as contact persons with advance notification via WhatsApp Group. In addition, it is necessary to include coordination and interaction between teachers and parents in the form of video calls and photos of documentation of student learning activities at home as a form of reports that students actually carry out learning at home.

Some of the challenges and obstacles experienced by students, teachers, and parents in online learning. Challenges related to students are: limited communication and socialization among students, higher challenges for students with special educational needs, and longer screening times. Parents see the problem as more related to a lack of discipline at home learning, more time spent helping their children study at home – especially for children under 4th grade in Elementary School, lack of technology skills, and high internet bills. higher. Teachers identified more challenges and obstacles, including some limitations in the choice of teaching methods that usually apply in regular face-to-face classes, less coverage of curriculum material, lack of technological skills that hinder the potential for online learning, lack of proficiency in multiple sources in Indonesian which results in more time needed to develop e-content, longer screen time as a result of e-content creation and providing feedback on student work, more intense

and time-consuming communication with parents, challenges for better coordination with teachers , principals, and higher internet bills. Online classes in COVID time cost a lot.

There are several things that should be considered for better teaching in the online classroom learning process: 1) Recorded videos can help learning if internet connection is delayed. 2) Make sure the video frame is recorded by the teacher's face, so that students understand better as the class progresses. 3) Videos of less than 10 minutes are sufficient to cover the material. If the material is getting longer, consider making a series of learning videos. 4) Consider having readable text on a small screen. 5) Optimize available videos instead of creating new ones. 6) Put the video in open access. 7) instruct the students not only to watch but also, they try to follow the instructions given. 8) Create a good set of interactive lessons to promote students' critical thinking. 9) Organize quizzes to get answers from the provided sources. 10) Use an automated system to attend classes and grade tests. 11) provide options for conference meetings. This allows students to take responsibility for learning and to manage their internet connection (every student is different). 12) Let them have small group discussions to maintain the social aspect. 13) Show the truth to the teacher. This helps students' emotional learning and will encourage them to support the shared learning process. Consider drilling activities to find suitable learning processes in the classroom. and 15) asking parents to support the online learning process.

CONCLUSION

The results of this study are that there are several problems experienced by students, teachers, and parents in online teaching and learning activities such as lack of mastery of technology, the addition of internet quota fees, additional work for parents in accompanying their children to study, communication and decreased socialization between students, less interaction between teachers and parents and unlimited working hours for teachers because they have to communicate and coordinate with parents, other teachers, and school principals all the time. The COVID-19 pandemic affects many things, including educational life. , parents of students, students and the learning process, As a teacher who has the responsibility to educate students can not stop. Teachers must find appropriate ways to promote the learning process academically and socio-emotionally. Teachers must be able to manage classes in classrooms and online classes. The COVID-19 pandemic affects many things including education life, parents of students, students and the learning process, As a teacher who has the responsibility to educate students can not stop. Teachers must find appropriate

ways to promote the learning process academically and socio-emotionally. Teachers must be able to manage classes in classrooms and online classes.

Based on the results of the review and discussion, it can be concluded that online learning systems by utilizing digital platforms at the elementary and secondary school levels tend to change the face of education towards a better, more effective, and more enjoyable direction. Teachers are also becoming more innovative in packaging teaching materials and more creative in developing learning methods to attract students' enthusiasm. However, it is necessary to readjust to the various abilities of each teacher, student, and parent in providing these online learning facilities, so that the obstacles experienced can be minimized.

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