



Effectiveness of Implementation of Special Education Curriculum in Face-to-face Learning during the Covid-19 Pandemic for Children with Special Needs

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Abstract

Curriculum changes that occur today show that the curriculum is vulnerable to social change. Although changes still occur, it seems that there is no curriculum that distinguishes its use between normal students and students with special needs (both physically and mentally). In fact, the curriculum should be enjoyed not only by normal students but also by students with special needs. Thus, they can get an equal education system without any sense of discrimination from the government. Even though the curriculum is the same, teachers can apply different strategies and methods. Therefore, teachers are not only professional in teaching, but also have special competencies compared to teachers who teach normal students. The competencies I mean here are not professional, pedagogical, personality, or social competencies. But spiritual competence where the teacher teaches with heart, not material (money). The purpose of this study was to analyze and describe the implementation of the special education curriculum in face-to-face learning at SLB Negeri 1 Denpasar, including the curriculum used in special education, government policies in implementing the special education curriculum, technology and the advantages and disadvantages of the special education curriculum as well as the process of delivering material. SLB Negeri 1 Denpasar has students with special needs for the blind, deaf, mentally retarded and autistic, and this encourages researchers to conduct research on how to implement the curriculum at the SLB. This research uses a qualitative approach with a case study method. Data collection techniques: participatory observation, in-depth interviews, observations, and document studies on the head of SLB Negeri 1 Denpasar, teachers, Deputy Principal for Curriculum, special assistant teachers (SAT). Test the validity of the data using the criteria of credibility, with triangulation techniques sources and methods. Data analysis used the following procedures: data reduction, data presentation, and conclusions.

Keywords: *Special Curriculum; Covid-19; SLB*

Introduction

The curriculum according to Law Number 20 of 2003 concerning the National Education System is defined as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The purpose of national education according to Law Number 20 of 2003 concerning the National Education System Article 3 is the development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. A democratic and responsible state. (Suhendri, 2020).

Special Education Curriculum is a curriculum for students with disabilities or special needs who attend education in special education units or regular education units in special classes.

Changes and development of the 2013 curriculum can be studied for differences with the 2006 KTSP, namely in the 2013 curriculum for elementary schools the implementation of the 2013 curriculum uses integrative thematic in learning, where in the previous curriculum learning using integrative thematic is only applied to low grades, but in the 2013 curriculum, learning with using integrative thematic applied to grades 1 to grade 6. Integrative thematic-based learning which is applied at the basic education level presents a learning process based on themes to be combined with other subjects. Then in the 2013 curriculum, subjects for the elementary school level which previously amounted to 10 subjects are now condensed into 8 subjects only. However, the compaction of subjects in the 2013 curriculum does not reduce student learning hours, it actually makes students' learning hours at school longer. This new method in the 2013 curriculum requires students to actively participate in learning and observe every theme that is discussed (Mulyasa, 2013)

Another thing that distinguishes these two curricula is if the structure of the Education Unit Level Curriculum (KTSP) includes Competency Standards (SK) and Basic Competencies (KD), in the 2013 curriculum the Competency Standards (SK) are changed to Core Competencies (KI) which include KI 1 for core competencies of spiritual attitudes, KI 2 for core competencies of social attitudes, KI 3 for core competencies of knowledge, and KI 4 for core competencies of skills (Permendikbud number 67 of 2013). (Linda Susanti, 2016).

Method

The research location used in SLB Negeri 1 Denpasar which is located at Jalan Sergeant Mayor Gede No.11, Dauh Puri Klod, Kec. West Denpasar. The author took the research location at this school because he was interested in graduates of students with special needs who were independent, intelligent, based on culture and national character with professional skills.

This study uses a qualitative approach perspective. According to Maleong (Herdiansyah Haris, 2010), Qualitative Method is a scientific research that aims to understand a phenomenon in natural social contact by prioritizing a process of deep communication interaction between researchers and the phenomenon under study. Informants are research subjects who can provide information about the phenomena/problems raised in the research.

Data collection techniques carried out in this study are as follows:

1. Observasi

Observation in general is an activity of observing an object directly and in detail to obtain correct information regarding the object. Tests that are researched and observed aim to collect data or

assessments. In this study using passive participatory observation, the researcher came to the place of the observed person's activity, but did not participate in the activity.

2. Deep interview

These types of interviews are included in the in-depth interview category, which is freer in its implementation than structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview is asked for their opinions and ideas (Sugiyono, 2001).

3. Documentation

Furthermore, before the steps of data analysis in research data when the data analysis process in this study takes place, the researcher simultaneously drafts a research report while still in the field, so that various data that are felt to be lacking or can still be immediately identified to be fulfilled and when leaving the field (site research) the draft was refined again, so that the report is intact, so, the data analysis process is data analysis before in the field and data analysis during in the field and after entering the field.

Results and Discussion

Research Result

The research, which was conducted using this qualitative method, took 5 (five) informants from SLB Negeri 1 Denpasar who would be interviewed in this study. The interview was held on March 22, 2022 at SLB Negeri 1 Denpasar. The five informants are resource persons who are very influential in face-to-face learning in situations and conditions at the school including:

1. Drs. I Ketut Sumartawan, M.Phil. SNE (Head of SLB Negeri 1 Denpasar)
2. Dra. Kadek Yudiasih, M.Pd (Deputy Head of SLB Negeri 1 Denpasar)
3. Ni Made Dwi Saraswati, SE., M.Pd (Head of Sub Division of Administration at SLB Negeri 1 Denpasar)
4. Desak Ketut Caturwangi, S.Pd., M.Pd (Teacher at SLB Negeri 1 Denpasar)
5. Siti Insiyah, S.Pd., M.Pd (Teacher at SLB Negeri 1 Denpasar)

Of the five informants above, each informant was given 5 (five) questions concerning indicators of the research problem entitled Effectiveness of Curriculum Implementation in Face-to-face Learning During the Covid-19 Pandemic For Children with Special Needs (ABK) at State Extraordinary Schools 1 Denpasar, West Denpasar District. From the five informants above, they gave various answers regarding the questions posed.

All tables and figures written in the manuscript must be adjusted to the order of 1 column or the full size of one paper, to make it easier for the reviewer to examine the meaning of the picture.

Table 1, *Correlations Among and Descriptive Statistics for Key Study Variables*

Variables	M (SD)	Group	Gender	qualification	Years of service	Religion	Dist. Intol.
Golongan	1.53 (.50)		.07	-.09	.02	.14	.06
Jenis Kelamin	31.88 (10.29)			.08	.19*	.20*	.01
Pendidikan	2.60 (1.57)				.04	-.14	-.09
Masa Kerja	3.44 (1.06)					-.29*	-.06
Agama	1.21 (.30)						-.19*
Dist. Intol.	3.75 (1.19)						

Discussion

From the results of the research above, it can be conveyed in detail the results of interviews from 5 (five) informants at SLB Negeri 1 Denpasar, as follows:

Name : Drs. I Ketut Sumartawan, M. Phil. SNE
Position : Head of SLB Negeri 1 Denpasar

Question 1: "What kind of curriculum is currently running at SLB Negeri 1 Denpasar?"

According to Drs. I Ketut Sumartawan, M. Phil. SNE, initially SLB Negeri 1 Denpasar used the 2013 Curriculum, after the Covid-19 outbreak, the Government gave the option of using the curriculum, either the 2013 Curriculum or the Emergency Curriculum. At SLB Negeri 1 Denpasar the curriculum used is the Emergency Curriculum which is adapted according to the child's condition. The emergency curriculum which generally has standards for regular children, at SLB Negeri 1 Denpasar, was readjusted to the conditions of children with special needs both Literacy and Numeracy, although the emergency curriculum grades have been lowered for Children with Special Needs, but its implementation is not optimal and there are still many obstacles due to the diversity of children's conditions so that they cannot fully use the emergency curriculum.

Question 2 "So far, what are the policies issued by the government that have an impact on the current curriculum at SLB Negeri 1 Denpasar? Is it good or bad?"

According to Drs. I Ketut Sumartawan, M. Phil. SNE, Covid is something that is forced; everyone is subject to this covid-19. Finally, the Government issued a policy that allows it to be profitable, providing benefits during this Covid-19 period. Based on observations in the field, the most natural is face-to-face learning, so there is no learning lose or lose generation. Face-to-face learning is the most effective way between teachers and students to meet face-to-face due to the diverse conditions of students, so teachers can monitor children directly. At SLB Negeri 1 Denpasar, the most appropriate curriculum used is the 2013 curriculum with face-to-face learning. In online learning, there are obstacles that are encountered, whether it's the internet network, signal interference or running out of quota. In addition, teachers cannot directly monitor their students whether they are learning well or there are obstacles. With the Covid-19 pandemic, inevitably we have to learn online, but face-to-face is the best choice for learning.

Question 3 "Currently, to what extent is technology and information systems applied in teaching and learning activities at SLB Negeri 1 Denpasar?"

According to Drs. I Ketut Sumartawan, M. Phil. SNE, If online learning, teachers have been trained for distance learning so that students do not get bored in receiving learning. Teachers are

indirectly forced to learn IT. Teachers must be able to provide learning ideas for their students, especially when parents cannot accompany their children to study. Even in face-to-face learning, IT is needed, be it the operation of electronic devices, the internet and also online learning media. There are also learning aids that make it easier to receive and understand the material presented. At SLB Negeri 1 Denpasar, it is difficult for students to accept learning due to their intellectual limitations. For SLB teachers, it is necessary to have adequate media; otherwise, even simple learning will be difficult for students to accept. But if you already have tools with Infokus, with videos, certain apps can convey learning well.

Question 4 “How is the process of delivering material in class today?”

According to Drs. I Ketut Sumartawan, M. Phil. SNE, for class, of course face-to-face by preparing lesson plans, be it lesson plans or with props needed in class before learning begins. A good teacher is a teacher who prepares a plan before teaching. In lesson planning, the teacher is focused on using the lesson plan. In the RPP there are how to teach technicalities, be it learning media, what tools are used, at what time and what kind of material must be applied, as well as the strategies used.

Question 5 “What is the hope of SLB Negeri 1 Denpasar from the face-to-face learning concept in this Covid-19 situation?”

According to Drs. I Ketut Sumartawan, M. Phil. SNE, We hope that in the future, hopefully the Covid-19 pandemic situation will disappear, meaning that the situation is back to normal so that face-to-face learning can run normally and smoothly. Of course, teachers and parents hope that this covid will disappear soon because they are definitely bored with this situation. With this face-to-face learning, students are expected to be more comfortable meeting with their teachers and friends too so that they feel comfortable studying at school, and we also hope that this pandemic will become endemic, but we will continue to strictly implement health protocols wherever and whenever .

Name : Dra. Kadek Yudiasih, M.Pd

Position : Deputy Principal of Denpasar 1 Extraordinary School for Curriculum

Question 1 “What kind of curriculum is currently running at SLB Negeri 1 Denpasar?”

According to Dra. Kadek Yudiasih, M.Pd, The curriculum currently running at SLB Negeri 1 Denpasar is an independent emergency curriculum, meaning that during this pandemic we are given an emergency curriculum, this emergency curriculum is adapted to the needs of children, from the needs of children, not all emergency curricula we intended for children, finally the teachers tried to design their own appropriate material for children. So the emergency curriculum, there are some children who can follow some who can't, from this the teachers design the emergency curriculum, they must innovate so that the curriculum is in accordance with the children's learning needs.

Question 2 “So far, what the policies are issued by the governments that have an impact on the current curriculum at SLB Negeri 1 Denpasar? Is it good or bad?”

According to Dra. Kadek Yudiasih, M.Pd, In general, the government's policies will definitely have a good impact, we can still use them as a basis for further footing, we can use regulations from the government as a benchmark. For example, for policies in the curriculum, they definitely want the child to be better, so we will adjust and we are grateful that there are policies that lead to learning that is truly child-centred. So it's not just a curriculum structure that must be implemented, regardless of whether the child understands it or not. But we are here trying to harmonize the curriculum provided by the

Government with the learning needs of children according to the obstacles they face. So really centered on the character development of children.

Question 3 “Currently, to what extent is technology and information systems applied in teaching and learning activities at SLB Negeri 1 Denpasar?”

According to Dra. Kadek Yudiasih, M.Pd, The technology used is the zoom application, so that we know the success of children accompanied by their parents during this pandemic, whether they encounter obstacles or not. Usually parents will convey the child's problems when zooming. Because not all of our children can read and write, so we teachers deliver learning materials using voice messages, so they can be heard clearly for children with visual impairments.

Question 4 “How is the process of delivering material in class today?”

According to Dra. Kadek Yudiasih, M.Pd, Delivering the material we did with many ideas that were applied to children. Many children feel comfortable and happy in receiving learning by playing while learning, so that children are not bored and easy to understand the material we convey. In terms of visual impairment, at SLB Negeri 1 Denpasar, it is more specialized for the Blind. We teach children with visual impairments by providing them with a voice computer facility that automatically directs the children to follow the material presented. For the deaf we use a teaching method using sign language as well as displaying learning videos, so that children can easily understand what material we convey.

Question 5 “What is the hope of SLB Negeri 1 Denpasar from the face-to-face learning concept in this Covid-19 situation?”

According to Dra. Kadek Yudiasih, M.Pd, Hope as a teacher during this pandemic, hopefully it can pass, and face-to-face learning can be carried out properly and smoothly and continue to prioritize health protocols strictly. Health is the main point. Before entering the class there are several health procedures that are applied at school. Hopefully they will continue to implement this health protocol even though the covid will be gone. For the concept of face-to-face learning, even though there are many face-to-face meetings, because the characters of the children are different, so the individual learning approach, the character of one child from another is definitely different.

Name : Desak Ketut Caturwangi, S.Pd., M.Pd
Position : Teacher of SLB Negeri 1 Denpasar

Question 1 “What kind of curriculum is currently running at SLB Negeri 1 Denpasar?”

According to the answer of Desak Ketut Caturwangi, S.Pd., M.Pd, Initially SLB Negeri 1 Denpasar used the 2013 curriculum, but due to the COVID-19 pandemic situation, it is required to use an adaptation and reflection curriculum which means adjusting to the abilities and circumstances of the students themselves based on assessment results. In essence, SLB Negeri 1 Denpasar uses an emergency curriculum, so it is adapted to current conditions.

Question 2 “So far, what are the policies issued by the government that have an impact on the curriculum running at SLB Negeri 1 Denpasar? Is it good or bad?”

According to the answer of Desak Ketut Caturwangi, S.Pd., M.Pd, we implemented this policy because of a decision from the government, so we implemented an emergency curriculum. In situations where there must be a change because we teach children with special needs, it must be flexible. We also need the role of parents to teach their children, without parents, the teacher will not continue in delivering

the material. The impact is what our work program and lesson plans are conveyed with the help of parents, so cooperation is important during this pandemic.

Question 3 “Currently, to what extent is technology and information systems applied in teaching and learning activities at SLB Negeri 1 Denpasar?”

According to the answer of Desak Ketut Caturwangi, S.Pd., M.Pd, Regarding the media, we as teachers are required to study and learn, however this situation forces us to have IT skills. We as teachers must be able to prepare ourselves and plus we must use an emergency curriculum. Besides the role of parents in conveying the material presented by the teacher, the teacher must also be creative in providing children's learning.

Question 4 “How is the process of delivering material in class today?”

According to the answer of Desak Ketut Caturwangi, S.Pd., M.Pd, the delivery of our initial material stimulates children directly, using learning media that are easy for children to understand. There are some students who cannot read, it is necessary to deliver the material orally. We as teachers convey the material with learning videos visually and then from there the children can see then the stimulation there can be, then the children can take notes little by little. It is difficult for you to convey the different characters of children, therefore it is necessary to approach before learning begins by persuading the child, because many children with disabilities such as autism have different characters, sometimes they even have their own way of thinking and their own world. We as teachers teach them to go to class and sit and listen to the teacher explain that, the child is already extraordinary. It doesn't come right away, going to class immediately provides material, so that in the future this child can grow up independently.

Question 5 “What is the hope of SLB Negeri 1 Denpasar from the face-to-face learning concept in this Covid-19 situation?”

According to the answer of Desak Ketut Caturwangi, S.Pd., M.Pd, it is hoped that in the future we can teach face-to-face properly, normally and smoothly, but with the current situation, it is hoped that children are not bored in learning with slightly different situations and continue to apply health protocol. Like it or not, we must prioritize the health of children and teachers. Because healthy is important so that children can absorb learning well. If a child is exposed to COVID-19, then online learning will be applied again.

Name : Siti Insiyah, S.Pd., M.Pd
Position : Teacher of SLB Negeri 1 Denpasar

Question 1 “What kind of curriculum is currently running at SLB Negeri 1 Denpasar?”

According to Siti Insiyah, S.Pd., M.Pd's answer, the curriculum used is the 2013 Curriculum. Due to the pandemic, not all of the 2013 Curriculum can be applied, due to communication limitations; most children have different ways of receiving learning. Therefore, the curriculum used is a simplified emergency curriculum, by looking at the condition of the child first.

Question 2 “So far, what are the policies issued by the government that have an impact on the curriculum that runs at SLB Negeri 1 Denpasar? Is it good or bad?”

According to Siti Insiyah, S.Pd., M.Pd's answer, each child has a different ability limit. In terms of learning, the method of learning animation video media is usually applied for children who have Grahita visual impairments, for children with visual impairments, voice messages are used that make it easier for them to hear. Several months have passed, learning that is used online is using Google Meet or

the Zoom Meeting application due to an increase in Covid-19 cases so that all schools are required to go online or study at home.

Question 3 “Currently, to what extent is technology and information systems applied in teaching and learning activities at SLB Negeri 1 Denpasar?”

According to Siti Insiyah, S.Pd., M.Pd's answer, we deliver the material through learning videos so that children can easily absorb the material due to their limitations. We also deliver materials through sound for blind children. Many innovations that teachers apply so that children do not get bored in receiving learning in this Covid-19 era, where the Government enforces online learning also has time to apply face-to-face learning even though the conditions are not 100% or entirely.

Question 4 “How is the process of delivering material in class today?”

According to Siti Insiyah, S.Pd., M.Pd's answer, As a teacher of special subjects for children with visual impairments, so the method of delivering material is done using braille books and braille stationery, namely Reglet, reglet is a ruler consisting of 2 plates connected with hinges for clamping braille paper when writing. The top plate of the reglet has holes that are see through, while on the bottom plate, there are also squares of holes that don't penetrate. The holes on the top plate are used to insert the stylus and the impenetrable holes on the bottom plate will keep the paper from being perforated. The rows of holes on the reglets are available in 4 rows, 6 rows and 27 rows. and the Stylus functions as a paper awl on the reglet. At the other end, the stylus is blunt, which is both a grip and a place to apply pressure when piercing. In addition, this blunt tip can also be used to remove braille embossed letters by rubbing them on the wrong puncture until they become flat again. Just as we as normal people use pens, it's just that how to use them is pressed according to the letter and number codes that have been given in the manual. In addition, the method of delivering material during learning is by listening to the recorded voice given from the teacher to increase the concentration of children who are heard during the delivery of the material.

Question 5 “What is the hope of SLB Negeri 1 Denpasar from the face-to-face learning concept in this Covid-19 situation?”

According to Siti Insiyah, S.Pd., M.Pd's answer, Great hope for teachers and schools, this pandemic will end soon and children prefer to study face-to-face as usual before the Covid-19 outbreak. The problem with the implementation of online learning is that our students feel bored. We strive as teachers so that all learning can be covered, achieved according to objectives, achieved according to curriculum implementation. But after we've seen it over the years, the kids are starting to feel bored, that's our biggest obstacle. In contrast to the face-to-face learning which was held for about a month or two, the children were very enthusiastic and enthusiastic in learning, happy when they received the material presented by the teacher, and played learning together with their friends at school.

Name : Ni Made Dwi Saraswati, SE., M.Pd

Position : Head of Sub Division of Administration for SLB Negeri 1 Denpasar

Question 1 “What kind of curriculum is currently running at SLB Negeri 1 Denpasar?”

According to the answer of Ni Made Dwi Saraswati, SE., M.Pd, the curriculum that is running at SLB Negeri 1 Denpasar is the Emergency Curriculum that is applied during this Covid-19 period. This curriculum is adapted to the condition of the child because some children need special learning to receive the material presented.

Question 2 “So far, what are the policies issued by the government that have an impact on the curriculum running at SLB Negeri 1 Denpasar? Is it good or bad?”

According to Ni Made Dwi Saraswati, SE., M.Pd's answer, the Government's policy is to implement an emergency curriculum in which children have to study with slightly different delivery of material, due to this covid-19. The government has also adopted a policy for children to study online. In this case, some practice classes require children to come to school because of the different practice tools at school and the condition of the practice equipment that cannot be moved easily, but the children must still apply the health protocol strictly.

Question 3 “Currently, to what extent is technology and information systems applied in teaching and learning activities at SLB Negeri 1 Denpasar?”

According to the answer of Ni Made Dwi Saraswati, SE., M.Pd, the technology used varies due to the constraints or limitations of different children, some use learning videos for children with visual impairments, use voice computers or voice applications for children with visual impairments. In addition, we also use Google Meet or the Zoom application, for Deaf children to make it easier to deliver material using sign language.

Question 4 “How is the process of delivering material in class today?”

According to Ni Made Dwi Saraswati, SE., M.Pd's answer, the delivery of material in class is usually used according to what has been implemented in the curriculum, but the obstacles faced in the class are the many different characters of children so that sometimes one student is taught by one teacher, sometimes the child already feels comfortable and safe with the teacher.

Question 5 “What is the hope of SLB Negeri 1 Denpasar from the face-to-face learning concept in this Covid-19 situation?”

According to Ni Made Dwi Saraswati, SE., M.Pd's answer, our hope, especially SLB Negeri 1 Denpasar, is that Covid-19 will disappear quickly and face-to-face learning will run normally. Due to the constraints, children are more likely to use technology such as cell phones. Not all children come from families who can afford it, and their problem is that the internet quota provided by the government cannot be fully used. Therefore, we hope that face-to-face meetings can be carried out normally as before the Covid-19 pandemic.

Conclusion

Based on the results of interviews conducted at SLB Negeri 1 Denpasar to informants in this study, the following conclusions were obtained:

At SLB Negeri 1 Denpasar the curriculum used is the Emergency Curriculum which is adapted according to the child's condition. The emergency curriculum which generally has standards for regular children, at SLB Negeri 1 Denpasar, was readjusted to the conditions of children with special needs both Literacy and Numeracy, even though the emergency curriculum grade had been lowered for Children with Special Needs, but its implementation was not optimal and there were still many obstacles due to the diversity of children's conditions so that they cannot fully use the emergency curriculum.

In general, the Government's policies will definitely have a good impact, we can still use them as a basis for further footing, we can use regulations from the Government as a benchmark. The government has issued policies that allow it to be profitable, providing benefits during this Covid-19 period. Based on observations in the field, the most natural is face-to-face learning, so there is no learning lose or lose

generation. Face-to-face learning is the most effective way between teachers and students to meet face-to-face due to the diverse conditions of students, so teachers can monitor children directly. At SLB Negeri 1 Denpasar, the most appropriate curriculum used is the 2013 curriculum with face-to-face learning. In online learning, there are obstacles that are encountered, whether it's the internet network, signal interference or running out of quota. In addition, teachers cannot directly monitor their students whether they are learning well or there are obstacles. With the Covid-19 pandemic, inevitably we have to learn online, but face-to-face is the best choice for learning.

In online learning, teachers have been trained for distance learning so that students do not get bored in receiving learning. Teachers are indirectly forced to learn IT. Teachers must be able to provide learning ideas for their students, especially when parents cannot accompany their children to study. Even in face-to-face learning, IT is needed, be it the operation of electronic devices, the internet and also online learning media. There are also learning aids that make it easier to receive and understand the material presented. At SLB Negeri 1 Denpasar, it is difficult for students to accept learning due to their intellectual limitations. For SLB teachers, it is necessary to have adequate media, otherwise, even simple learning will be difficult for students to accept. But if you already have tools with Infokus, with videos, certain apps can convey learning well.

Classroom learning is of course face-to-face by preparing lesson plans, be it lesson plans or with props needed in class before learning begins. A good teacher is a teacher who prepares a plan before teaching. In lesson planning, the teacher is focused on using the lesson plan. In the RPP, there are how to teach technicalities, be it learning media, what tools are used, at what time and what kind of material must be applied, as well as the strategies used.

Hope in the future during this pandemic, hopefully it can pass, and face-to-face learning can be carried out properly and smoothly and continue to prioritize health protocols strictly. Health is the main point. Before entering the class there are several health procedures that are applied at school. Hopefully they will continue to apply this health protocol even though the covid is gone. For the concept of face-to-face learning, even though there are many face-to-face meetings, because the characters of children are different, so the approach to learning individually, the character of one child is definitely different.

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