

EVALUATION OF LEARNING CURRICULUM IMPLEMENTATION DURING THE COVID-19 PANDEMIC

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ABSTRACT

This research aims to evaluate the implementation of curriculum implementation during the Covid-19 pandemic at Peninggilan 3 Public Elementary School (SDN), Ciledug District, Tangerang City through Distance Learning (PJJ). The method used in this research is descriptive qualitative and CIPP evaluation (Context, Input, Process, and product). The implementation of the learning curriculum during the Covid-19 pandemic was developed referring to the national curriculum whose implementation was carried out online through google classroom, google meet, zoom meeting, and whatsapp group described in the Education Unit Level Curriculum (KTSP). Difficulties and obstacles in implementing the learning curriculum for teachers during the Covid-19 pandemic can be overcome by participating in training in the field of Information and Technology, such as: making video media, models, and learning methods that are appropriate to the Covid-19 pandemic, so that teachers can make their own learning videos according to the student's character and eliminate student boredom in the PJJ process. PJJ clearly has positive and negative impacts on students, therefore assistance and parental participation are needed, especially in mastering scientific disciplines, assertiveness in controlling and using children's gadgets at home, as well as good communication between teachers and parents.

Keywords: *Evaluation; CIPP Model; Covid-19 Pandemic; Curriculum; Implementation.*

INTRODUCTION

Curriculum 2013 (K-13) is the curriculum that applies to the education system in Indonesia. This curriculum is a curriculum implemented by the government to replace the 2006 curriculum or what is often referred to as the Education Unit Level Curriculum (KTSP). However, during the Covid-19 pandemic, education in Indonesia was not running properly. The learning process is carried out online or Distance Learning (PJJ). According to Henrietta Fore, Executive Director of UNICEF as written by Georgina Thompson in a New York press conference on August 27, 2020 stated that:

“Distance learning is not happening for at least 463 million children whose schools are closed due to Covid-19. The large number of children whose education has been suspended for months and without the certainty of an emergency situation in the education sector. The consequences of this

situation will be felt, both economically and by society, for decades to come.”

UNESCO noted that at least 1.5 billion school-age children were affected by Covid-19 from 188 countries, including 60 million of them in Indonesia. As a result of this pandemic, schools are closed and the learning process is carried out at home.”

The problems above have prompted the government, in this case the Ministry of Education and Culture, on March 24, 2020, to issue a policy on how to implement the learning process during the pandemic which is summarized in the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of the Spread of Corona Virus Disease (Corona Virus Disease). Covid-19). The simplification of the special conditions (emergency) curriculum is one form of learning adaptation carried out by the government to adjust the learning process during the Covid-19 pandemic. Through educational policies in learning adaptation, each level of the education unit is given the freedom to choose three forms of curriculum in the learning process.

Teachers, students, and parents have their own problems. For example, teachers have difficulty implementing the curriculum in PJJ because the current national curriculum has quite a lot of time allocation, while during PJJ there is a reduction in lesson hours. Teachers also have difficulty communicating with students and parents, so that teacher supervision of students is hampered. This obstacle occurs due to limited space and models in online learning that is carried out at home. Teachers should always think about how to keep students from getting bored during PJJ. There are many complaints about distance learning from teachers, students and parents. Some teachers complain that there is limited access to online learning tools and limited internet access. It was also considered by completing a questionnaire on distance education methods for parents and students. Questions related to this: First, the contact between teachers and students during the learning process. Second, allocate funds to buy quotes online. Third, students are interested in participating in distance learning. Basar (2021).

Based on the problems described above, researchers are encouraged to provide an overview of the Distance Learning (PJJ) process for teachers during the Covid-19 pandemic and provide an overview of the supporting factors as well as the factors that hinder teachers in implementing the curriculum properly. using the CIPP model. The CIPP model is an evaluation model that views the program being evaluated as a system. Based on its components, namely: (1) context evaluation, namely efforts to describe and detail the environment, unmet needs, population and sample served, and project objectives, (2) evaluation of inputs, namely the ability of the head of the education unit to improve quality. students, such as the ability to supervise teacher performance, (3) process evaluation, in this CIPP refers to "what" (what) activities carried out in the program, "who" (who) is the person in charge of the program, "when" (when) the activities will be completed, as well as how far the activities in the program have been carried out according to the plan, and (4) the evaluation of the results as the final stage of a series of program evaluations, is directed to things that show changes that have occurred in the raw inputs. From this background, the researcher conducted a study with the title, "Evaluation of the Implementation of Learning Curriculum in the Covid-19 Pandemic Period at Peninggilan 3 Public Elementary School, Ciledug District, Tangerang City.

METHOD

Types of research

The type of research conducted by the researcher is an evaluation research. Evaluation research according to Weiss in Sugiyono (2016: 117), states that applied research is a systematic way to determine the effectiveness of a program, action, or policy, or other object under study when compared to the goals or standards set. Of course this evaluation research is carried out with the aim of increasing

the effectiveness of a policy or program based on feedback from people involved in implementing the program.

Researchers have used quality methods in a natural research methods to collect the data that have been made by a triangle where no impressive diseases. Inspected, it is an assessment to analyze the researchers of researchers. Done to collect data in the implementation of study policy projects. Here, the price information is obvious, focus on the final recommendation that evaluations are assigned according to data or yet confirmed.

The steps taken in evaluative research are as follows: (1) identification of components, (2) identification of indicators, (3) identification of evidence, (4) determining data collection methods, and (5) determining data collection instruments.

Research Model

The evaluation model used is the CIPP model. The reason for using this evaluation model is to see the overall implementation of the learning curriculum during the Covid-19 pandemic. The CIPP evaluation model consists of four types of evaluation, namely context evaluation. evaluation of input (input evaluation), process evaluation (process evaluation), and product evaluation (product evaluation).

a. Context Evaluation

In evaluating the context of this research, it is formulated how to plan the implementation of the 2013 curriculum during the Covid-19 pandemic at Peninggilan 3 Elementary School, Ciledug Village, Tangerang City. Researchers will conduct interviews and observe and do documentation to find information related to the implementation of the 2013 curriculum. General Chat Chat Lounge In the implementation of the program there are unintentional goals that have not yet been achieved and have been achieved through the program, which development goals can make the public aware of the value of the program.. Therefore, it is hoped that researchers can obtain information on the status of the implementation of the 2013 curriculum during the Covid-19 pandemic in overall subjects, identify deficiencies, strengths and identify problems that exist in the curriculum implementation program in the learning process.

b. Input Evaluation

In the input evaluation, analyze the 2013 curriculum, especially in Distance Learning (PJJ). Researchers will conduct interviews with resource persons and conduct observations in order to find information related to students' abilities and the school's ability to organize an authentic assessment program. In addition, the interviews that will be conducted by researchers are also related to the suitability of the program strategy with program objectives, special features in the program as well as special procedures and schedules in the implementation of the 2013 curriculum implementation program in science subjects.

c. Process Evaluation

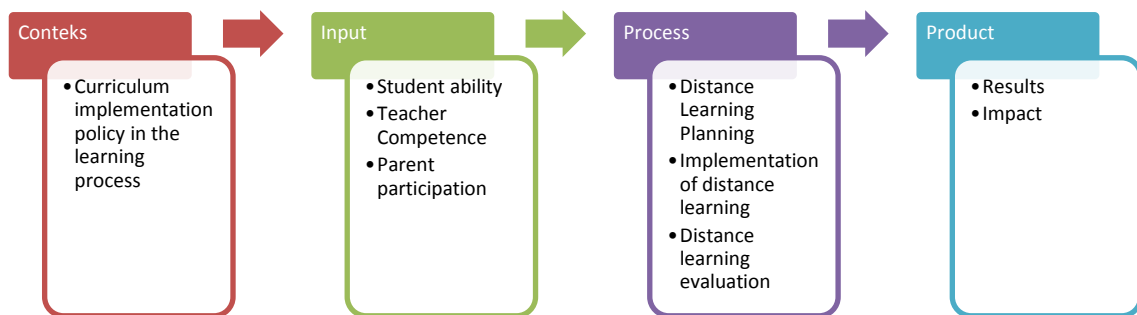
Evaluation, which is developed and used in the program implementation process or in the management process, is used as a basis for implementing program decisions. This is evident from the distance learning process that took place during the Quad-19 epidemic at Penangilan Public Primary School 3.

Researchers will conduct interviews and in-depth observations and take documentation in order to find information related to what activities are carried out, who carries out and is appointed to be in charge of the activities, and when the program is implemented. Used in this program carried out in decision making or measures taken in decision-making or action. It is obvious from educational measures in Couve -19, Madoris, Madors, Madras, Madors are available in the spaces related to places and decisions

3. Product Evaluation

Product evaluation is an evaluation carried out in measuring the success of achieving results and decisions for improving the implementation or actualization of measurements are developed and administered carefully and thoroughly. Product evaluation is the final stage that serves to assist program accountability in making decisions. In this case, it can be done by looking at the results of the evaluation of the implementation of the 2013 curriculum in distance learning during the Covid-19 pandemic at Peninggilan 3 State Elementary School.

Researchers will conduct in-depth interviews, observations, and take documentation in order to obtain information related to the results achieved by the program which contains the program objectives that have been achieved, what long-term results appear as a result of the 2013 curriculum implementation program in distance learning during the pandemic. Covid-19 at Peninggilan State Elementary School 3.



Picture 1 : Diagram Skema CIPP

Data Collection Techniques and Procedures

The data collection technique is a research conducted by an evaluator to obtain information, with the aim of obtaining data through observation, interviews, and documentation. To make it more clear, it is detailed, among others:

1. Interview Techniques

Interview is a method of collecting data by asking respondents directly and face to face about several things that require a research focus. During the Covid-19 pandemic, interviews were conducted online, either written conversations, telephone calls, voice notes or calls in the WhatsApp application. The source of information in this study is the key to expert decisions, as the curriculum design, process and expected results are prepared by the UPT department (director), then the source is taken by the teacher. Parents. Before conducting the interview, an instrument was prepared to be used as an interview guide (interview guide). This guide contains a number of questions or statements that the respondent asks to be answered or responded to.

2. Review Documents

Document study or review is intended to collect data and data information in the form of official and unofficial documents that are viewed directly or indirectly. In this study, the document method is intended to strengthen or complement existing data or those obtained by researchers using observation and interview methods. The documentation technique referred to in this study is to collect written sources related to the research title, namely distance learning lesson plans, assessment instrument techniques, student learning outcomes sheets, photos of teaching and learning activities related to distance learning during the Covid-19 period at State Elementary Schools. Calling 3, Ciledug District, Tangerang City.

Table 1. Documentation Study

No	Documentation Object	Information
1.	Government policy document on learning curriculum	
2.	KTSP SDN Peninggil 3	
3.	List 1	
4.	Academic Supervision Data	
5.	Teacher administration book	

3. Observation Sheet

Researchers observed how the curriculum implementation process in distance learning was carried out, whether the indicators in the context, input, process and product aspects could be realized and confirmed the results of interviews and documentation studies that had been carried out, whether the answers were in accordance with real conditions. The teachers who were observed were class teachers and field teachers. Observation activities to see directly the learning planning, implementation to the assessment carried out. To carry out the observations the researchers did as follows:

- a. Develop an observation protocol,
These include: 1) the place and time of the observation; 2) the object used. observed; 3) the captured data; 4) observers; and 5) the equipment used.
- b. Observation results
In this study, observation is “a method of systematically observing and recording the phenomena under investigation. This method was used to obtain data on the checklist for conformity with educational standards with facts at Peninggilan 3 State Elementary School, Ciledug District, Tangerang City. The activities that will be observed are school data, curriculum policies, and curriculum implementation during the Covid-19 pandemic.

Table 2. Observation Protocol

Place, Day, Date and Time of Observation	Observation Object	Captured Data	Observer	Equipment used
SDN Peninggilan 3 Monday, March 22, 2021	School data and curriculum implementation during the Covid-19 pandemic	1. Curriculum policy 2. Curriculum implementation 3. School data	1. Ka. UPT (Principal) 2. Class Teacher	Camera and notes
SDN Peninggilan 3 Tuesday, March 22, 2021	Curriculum during the Covid-19 pandemic. Implementation of the curriculum during the Covid-19 pandemic	1. The teacher teaching process. 2. How students learn 3. Learning media	1. Class Teacher 2. Study Teacher	Kamera dan catatan
SDN Peninggilan 3	Implementation of the	1. The process of parents	1. Parents 2. Student	

Saturday, 27 March 2021	curriculum during the Covid-19 pandemic	accompanying students at home 2. How students learn 3. Learning media
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4. Field Notes

When the observation took place at school, the researcher made a small note. For example, learning activities starting at 07.00 WIB until 12.00 WIB become unlimited in time due to the limited number of students' online facilities. From these small notes, on the same day, the researcher made an expansion of the notes in descriptive form and gave responses (reflections). Field notes also include recording the results of interviews with informants, video recordings, and photos as well as the essence of related documents. Data in the form of photos or video recordings are made into transcripts. All field notes are made with a special code so they don't forget and make it easier to call back.

Data Validity Check Technique

The triangulation technique in this study uses source triangulation and technical triangulation as a way to determine the credibility of the data. This is done by comparing the results of interviews with participants, instructors and program organizers to improve teacher competence at Peninggilan 3 Public Elementary School, Ciledug District, Tangerang City. Furthermore, the data obtained from various data collection techniques such as interviews will be checked for correctness with other data collection techniques, such as documentation. The ultimate goal of checking the validity of the data is to compare the information obtained so that it can be verified and can be used to obtain valid and reliable data and information in the evaluation of the teacher competency improvement program at Peninggilan 3 Public Elementary School, Ciledug District, Tangerang City

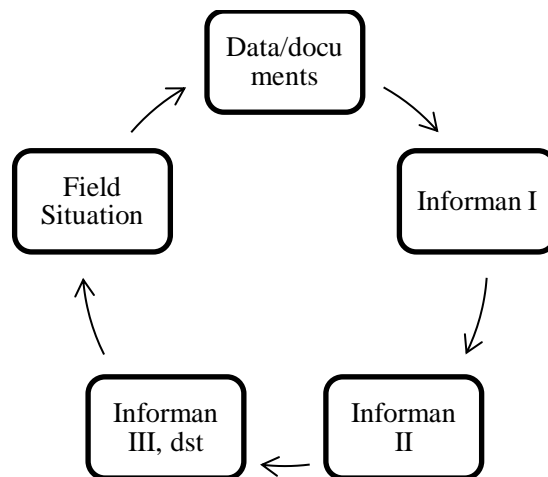


Figure 2. Triangulation Design

The data analysis used in this research is descriptive qualitative analysis, namely by describing and interpreting the data from each indicator component of the context, input, process and product being evaluated. Qualitative descriptive analysis using the interactive model of qualitative analysis techniques from Miles and Huberman which consists of three stages, namely data collection as well as reduction, data presentation and conclusion drawing. After data collection is complete, the next step is to reduce data by classifying, directing and discarding unnecessary ones. Second, the reduced data is presented in narrative form. Third, drawing conclusions from the data that has been presented in the second stage.

The data analysis technique used with descriptive analysis during data collection and after the data is collected is as follows:

1. During data collection

- a. Develop field notes and interviews to be conducted
 - b. Collect and categorize data according to its classification
 - c. Entering data into analysis format
 - d. Develop questions to collect further data
2. After the data is collected
 - a. Collect and code chronologically according to collection time.

Table 3. Sample Data Code

FN	Field Notes
PIN	Principal Interview Notes
TIN	Teacher Interview Notes
SIN	Student Interview Notes
PIN	Parents Interview Notes

- b. Re-examine the data and group it into one category format and classify the data according to the code.
- c. Describe the data that has been analyzed with the focus of each research.
- d. Conclusion.

FINDINGS AND DISCUSSION

EVALUATION FINDINGS

The evaluation findings in this study include: (1) Evaluation of the context of implementing the curriculum during the Covid-19 pandemic at Peninggilan 3 State Elementary School; (2) Difficulties of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic at Peninggilan 3 State Elementary School; (3) Evaluation of the obstacles faced by teachers, students and parents in implementing the curriculum during the Covid-19 pandemic at Peninggilan 3 State Elementary School; and (4) Evaluation of solutions in curriculum implementation during the Covid-19 pandemic at Peninggilan State Elementary School 3. Each evaluation finding will be presented in detail through a table.

1. Evaluation of the Context of Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Researchers conducted interviews, observations, and documentation to find out the implementation of curriculum implementation during the Covid-19 pandemic at Peninggilan State Elementary School 3. Context evaluation focused on the school's vision and mission, as well as the implementation of curriculum implementation during the Covid-19 pandemic.

Table 4. Evaluation of Context in the Implementation of Curriculum Implementation during the Covid-19 Pandemic

No	Context Evaluation Focus	Finding
1.	School Vision and Mission	The vision and mission of the Peninggilan 3 State Elementary School clearly can still be adjusted to the curriculum during the Covid-19 pandemic.
2.	Implementation of Curriculum Implementation	The implementation of the curriculum during the Covid-19 pandemic will continue to be carried out in accordance with the 2013 curriculum that is already running. Distance Learning (PJJ)

is carried out online/online (in a network) which of course requires the ability and competence of teachers in the field of Information and Technology in particular. Making students smart, skilled, and independent despite being in a pandemic.

2. Difficulties of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Evaluation of input difficulties for teachers, students, and parents in implementing the curriculum during the Covid-19 pandemic. Based on the research that has been done in the form of interviews, observations, and documentation studies, the input evaluation findings are as follows:

Table 5. Evaluation of Inputs in Curriculum Implementation during the Covid-19 Pandemic Masa

No	Input Evaluation Focus	Evaluation Finding
1.	Teacher Difficulty	Changes in learning patterns that are becoming online and the lack of ability of teachers in mastering Science and Technology (IPTEK) and teachers must be willing to upgrade themselves; develop their competence. However, when teachers have started to upgrade themselves, in reality, not all parents and students are comfortable with changing online teaching patterns due to various internal and external factors. The point is that teacher competence becomes a real difficulty because of the low competence and ability of parents and students.
2.	Student Difficulty	Students as developing beings need a real teacher as a role model. They want and miss real socialization and interaction with teachers. Meeting and face-to-face with the teacher is every student's dream, especially with the weakness of communication tools and learning support facilities experienced by students through online.
3.	Parent's Troubles	Parents had initial difficulties in adjusting the PJJ, especially in terms of Science and Technology (IPTEK) plus they were less qualified in mastering scientific disciplines. So the results are not optimal. In fact, it tends not to be students who study but parents who do student assignments. Of course this is not expected by all parties, the weaknesses of teachers and students become difficulties and obstacles in the process of Distance Learning (PJJ).

3. Evaluation of the Obstacles of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Evaluation of the curriculum implementation process during the Covid-19 pandemic was carried out by looking at the obstacles experienced by teachers, students, and parents in implementing Distance Learning (PJJ). Obstacles experienced by teachers, students, and parents will be described based on the results of interviews.

Table 6. Process Evaluation in Curriculum Implementation during the Covid-19 Pandemic

No	Process Evaluation Focus	Evaluation Finding
1.	Teacher's Obstacles	Limited internet quota, absence of gadgets for the learning process, lack of enthusiasm and motivation of students from parents that affect the learning process, lack of mastery of technology for parents.

2.	Constraints experienced by students	There is no assistance during the learning process, learning materials are difficult to digest and boredom and boredom in the PJJ process.
3.	Obstacles experienced by parents	Lack of time to accompany children to study due to busy work, lack of knowledge of learning materials and limited network and internet quota.

4. Evaluation of Solutions in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Product evaluation of curriculum implementation during the Covid-19 pandemic at Peninggilan 3 Elementary School includes solutions for teachers, students, and parents which of course have an impact that is felt directly by students as output and can be applied in the Distance Learning (PJJ) process. Based on the results of interviews and observations, the findings of product evaluation are as follows:

Table 7. Product Evaluation in Curriculum Implementation during the Covid-19 Pandemic

No	Product Evaluation Focus	Evaluation Finding
1.	Solutions for Teachers	Teachers and parents work together to provide motivation and spirit to children, teachers use the internet as an interesting medium in teaching PJJ so that children do not get bored and take part in digital technology training facilitated by schools or through webinars. In addition, the teacher gives time for students to collect assignments and so on.
2.	Solutions for Students	Increase motivation and enthusiasm in learning and the teacher provides brief and clear material for the convenience of student learning.
3.	Solutions for Parents	Patience in assisting and teaching children to learn, looking for partners to help and assist children in learning, and establish good communication with teachers.

DISCUSSION OF EVALUATION FINDINGS

The discussion of each evaluation finding will be explained in detail as follows:

1. Discussion of the Context of Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Based on context evaluation, schools can develop a curriculum in accordance with the school's vision and mission based on the national curriculum. During the Covid-19 pandemic, the Peninggilan 3 State Elementary School was able to develop a curriculum implementation that was based on the national curriculum, the implementation process of which was through Distance Learning (PJJ). This is in accordance with the state of emergency of the Covid-19 pandemic. Therefore, the Peninggilan 3 State Elementary School needs to review the formulation of the vision, mission, and goals contained in the KTSP so that it is adjusted to the procedures for formulating the vision, mission, and goals in the Covid-19 emergency curriculum..

Basically, the vision and mission of the school that was designed during the Covid-19 pandemic is a review carried out to adjust to the Covid-19 pandemic through a curriculum development team meeting. As stated by Ansyar (2017: 408) in his book entitled Curriculum: The Nature, Foundation, Design and Development, states that, "The curriculum is designed to produce changes in the quality of student learning to suit educational goals. "The curriculum used at Peninggilan 3 State Elementary School is the 2013 Education Unit Level Curriculum (KTSP), whose implementation is adjusted to the Covid-19 pandemic..

2. Discussion on Input Difficulties of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Paradigm change in the implementation of the learning curriculum is not easy, it needs high motivation to do it. It is something new and still rigid and technological stuttering teachers, students, and parents need to improve attitudes in the Distance Learning (PJJ) process in the future so as not to cause saturation and the vision, mission, and goals of the education unit level can be achieved according to what is expected. expected.

In the current Distance Learning (PJJ) process, teachers are required to increase their creativity to reduce the boredom of students learning from home. One of them is the learning media used by teachers must be varied. Interesting and interactive learning videos can be an alternative to these problems. Video-based learning media allows the exchange of information through images and sounds as well as digital animation, so that the Distance Learning (PJJ) process is more enjoyable.

Learning by using video media is considered to be able to increase students' interest in learning because it can help understand the material presented with visualization in the form of video. Students become interested in learning rather than a way of learning that only shows pictures and words in books. The following are the advantages of using video-based learning media, among others: (1) Video is a fun medium for students so that it can arouse curiosity and enthusiasm for learning; (2) The video has sound in the form of music, explanatory illustrations, and sounds taken from real conditions, so that the video has its own charm for students; (3) Video can explain something that is abstract to seem real. (Parlindungan, 2020)

In addition to the teacher, an important role is the presence of parents in the distance learning process. It takes the role of parents as a substitute for teachers at home in guiding their children during the distance learning process. According to Winingsih (2020) in Cahyati (2020) there are four roles of parents during Distance Learning (PJJ), namely: 1) Parents have a role as teachers at home, where parents can guide their children in learning remotely from home. . 2) Parents as facilitators, namely parents as facilities and infrastructure for their children in implementing distance learning. 3) Parents as motivators, namely parents can provide encouragement and support to their children in carrying out learning, so that children have the enthusiasm to learn, and get good achievements. 4) Parents as influence or director. (Winingsih, 2020)

3. Discussion of the Process Constraints of Teachers, Students and Parents in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School (SDN) 3

Distance learning is considered no better than learning that is carried out in person or face to face. Lack of effective interaction, lack of organization is one of the obstacles to distance learning, effective distance learning must certainly be supported by the content provided, internet connection facilities and considerable attention and availability. In addition, in the Distance Learning (PJJ) process, the use of technology is very important, by making interesting learning media, it will reduce the boredom felt by students, such as making learning videos, making interesting quizzes and others. (Wardhani, 2020)

This makes students bored who become the main subject of the learning process. Not only that, students also experience a decline in time discipline and a sense of responsibility for the tasks given by the teacher. The low interaction/face-to-face between teachers and students makes students lazy to get up early and the teacher loses the character of the students. Even in the lower grades, children lose their self-confidence and the figure of an educator. The impatience of parents in the mentoring process makes students lazy and reluctant to complete the tasks given by the teacher in a timely manner, then in the end it is the parents who do the tasks given by the teacher. This indiscipline also appears to be due

to the limited number of supporting facilities for PJJ's infrastructure.

However, the distance learning process (PJJ) also has a positive impact on students. The active role of students in learning such as looking for additional information via the internet or google makes students more independent in learning. Gadgets are indeed needed in the learning process, but children must use them wisely because we cannot deny that the use of gadgets can also have a negative impact. you should use gadgets to find information only, reduce the use of gadgets for things that are not needed. Parents must be able to act decisively in the use of gadgets for students at home. Set a time limit on when to use the gadget and when to stop. And ask for help from the closest people at home, if parents are limited in assisting and controlling students in using gadgets, don't let excessive use of gadgets have a negative impact on children and become regrets in the future.

4. Discussion of Solution Products in Curriculum Implementation during the Covid-19 Pandemic Period at Peninggilan State Elementary School 3

Learning strategies during the Covid-19 pandemic with Distance Learning (PJJ) need to develop learning strategies with conditions that occur around students and schools, for example learning is carried out with various models and methods that can develop 21st century skills through combined online modes. Implementation of learning can include activity-based learning for teachers, students, and parents while still paying attention to the principle of "play is learning" and the learning process occurs when children play and carry out daily activities at home.

In this Distance Learning (PJJ) process, teachers and parents must establish good communication and motivate each other so that they remain enthusiastic in assisting students in the Distance Learning (PJJ) process. If communication is well established, then the Distance Learning (PJJ) process can be carried out properly. Teachers always try to improve their competence, both pedagogic competence. Professional, personality and social skills are very much required especially in the Distance Learning (PJJ) process. Forms of self-motivation such as making interesting learning videos, using learning applications to make it easier for students to learn. Teachers must have the will to continue learning and explore their potential to be more advanced and competent, and teachers need to optimize students' learning motivation. To obtain maximum learning outcomes, teacher creativity is required to be able to generate student learning motivation, so that effective student learning behavior is formed. (Hapsari, 2021)

In addition, the solution in implementing the curriculum during the Covid-19 pandemic by parents is patience in accompanying and guiding children to study at home is also important. This is because children have limitations in finding information and completing tasks given by the teacher, so the presence and patience of parents are needed to accompany their children to study.

CONCLUSIONS

After carrying out various processes that began with preliminary studies, literature studies then observations then interviews and documentation studies, the researchers concluded that:

1. Evaluation of the context regarding the implementation of curriculum implementation during the Covid-19 pandemic at Peninggilan 3 Elementary School, there needs to be a revision in the preparation of the KTSP by taking into account the editor's Vision, Mission, and Objectives of the Education Unit according to the context and references for the preparation of a good and correct KTSP. It is necessary to add a legal basis / juridical basis regarding curriculum implementation during the Covid-19 pandemic, with a statement that the curriculum used still refers to the national curriculum but its implementation is carried out online.
2. Evaluation of input regarding the difficulties of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic, that the difficulties they experienced included the weak

spirit of teachers and the ability of parents to learn ICT, thus hampering the PJJ process. There needs to be good communication between teachers and parents in the PJJ process. It takes cooperation and parental awareness that educating is a shared responsibility between parents and teachers.

3. Evaluation of the process regarding the constraints of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic, that the obstacles experienced were the not yet maximal use of applications that support the PJJ process that involves direct interaction between teachers and students. So it is difficult for teachers to explore the character of students and measure the level of student intelligence.
4. Product evaluation regarding the solutions of teachers, students and parents in implementing the curriculum during the Covid-19 pandemic, including the Distance Learning (PJJ) process that is currently being carried out cannot be called an ideal learning condition, but an emergency condition that must be implemented. so that the desired output has not been achieved. There are still various obstacles so that all learning has not been optimally carried out. Parents still pay attention to the child's value scale rather than the learning process itself.

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