

Kurikulum Darurat dalam Upaya Mitigasi Kehilangan Kemampuan Literasi di Jenjang Sekolah Dasar = Emergency Curriculum to Mitigate Literacy Loss at the Elementary School Level

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Abstrak

Pandemi Covid-19 memperburuk kemampuan literasi peserta didik jenjang Sekolah Dasar di Indonesia. Faktor kendala teknis dan non-teknis selama pembelajaran jarak jauh mengakibatkan literacy loss, dan perlu diminimalisir sedini mungkin. Penyesuaian sistem pembelajaran maupun kebijakan berguna menghalau potensi terjadinya literacy loss, salah satunya melalui penerapan kebijakan kurikulum darurat yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Kebijakan kurikulum darurat dibuat untuk mengurangi kendala pembelajaran yang dihadapi siswa, guru, dan orang tua akibat penerapan Pembelajaran Jarak Jauh yang kurang maksimal. Penelitian ini menggunakan metode literature review dengan memberikan bentuk kebijakan kurikulum darurat dalam menanggulangi literacy loss pada siswa jenjang sekolah dasar. Kebijakan ini berisi beberapa modul untuk anak, guru, maupun orang tua yang fokus materinya pada kebutuhan dasar literasi dan numerasi yang berfokus pada kompetensi esensial dan kompetensi prasyarat untuk menunjang berlanjutnya pembelajaran. Dengan demikian, dapat dikatakan bahwa kebijakan kurikulum darurat dapat menjadi salah satu cara menanggulangi masalah literacy loss. Diharapkan dengan kebijakan ini, masalah disparitas pembangunan manusia pada era pandemi covid-19 dapat teratasi sehingga pengembangan kapasitas manusia dalam pembangunan sosial dapat lebih optimal.The Covid-19 pandemic has exacerbated the literacy skills of elementary school students in Indonesia. The technical and non-technical constraints during distance learning result in literacy loss, which should be minimized as early as possible. Adjustment of learning systems and policies helps prevent the potential for literacy loss, one of which is implementing emergency curriculum policies issued by the Ministry of Education and Culture. The emergency curriculum policy was created to reduce learning obstacles students, teachers, and parents face due to the suboptimal implementation of Distance Learning. This study utilized a literature review method by providing an emergency curriculum policy to mitigate literacy loss in elementary school students. This policy contains several modules for children, teachers, and parents whose material focuses on basic literacy and numeracy needs, focusing on essential and prerequisite competencies to support continuous learning. Thus, it can be said that the emergency curriculum policy can be one way to overcome the problem of literacy loss. It is hoped that with this policy, the problem of disparity in human development in the era of the COVID-19 pandemic can be resolved so that the development of human capacity in social development can be more optimal.