Philosopher Michel Foucault's Ideation And Indonesia's Curricular Quest

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Article Information:	ABSTRACT
	Manku Tosok Private Primary School is categorized as one of the schools in the frontier, remote and disadvantaged areas based on the narrative of various research subjects. As consequences, researchers witnessed the diversity of challenges and opportunities during the learning process, both during the Covid-19 pandemic and post-Covid-19. Based on those situations, researchers unraveled how the inherent problems of implementing the K13 curriculum and its impulses today (post Covid-19), Central Kalimantan based on various narratives presented by teachers and school principals. The qualitative method involved collecting data through in-depth interviews with three interviewees to express their arguments or experiences as teachers while encountering various situations in rural areas. The interview audio recordings were transcribed into verbatim transcripts, solidified into factual solids, and the researchers created themes to narrow down issues discussed during the research discussion section. Based on the findings showed that teachers and principals were willing to provide solutions to students by visiting them one by one, although eventually, due to the limitations of teachers and time, teachers and school principals provided alternative learning through limited in-person meetings pursuant to school policies. **Keywords**: *Curriculum Development, Michel Foucault, Teacher Experience*

INTRODUCTION

Education has had numerous negative sides during pandemics, especially in terms of Distance Learning (Ayik dkk., 2023; Duderija, 2019; Hämäläinen, 2023), mainly for remote, frontier, and underdeveloped areas. Facility issues have been the primary obstacle in applying distance learning, whether due to unstable networks or the economic conditions of local residents whose average jobs were as gold miners, rubber tappers and those whose salary ranges were not above average, even electricity is not available (Angellyna, 2021; de Bruin, 2021; Susila & Pradita, 2022; Suwidiyanti & Anshori, 2021; Telhalia & Natalia, 2022; Teräs dkk., 2020). Furthermore, there seems to be a contradiction between online learning and the uncontrolled spread of the covid-19 virus due to the lack of health workers. In implementing the 2013 curriculum, the competency standards are set for both students and teachers (Apandie & Rahmelia, 2022; Fischer dkk., 2020; Gloria dkk., 2022; Munte, 2022b; Novitasari dkk., 2023). Many things have to be pursued in order for teachers, students and parents to catch up even though the circumstances do not allow for example teaching hours (Ginting, 2010; Ligan, 2022; Loheni dkk., 2023; Munte, 2021; Rahmelia dkk., 2022; Wirawan, 2021). Moreover, the small number of teachers does not allow teachers to always come to teach at students' homes.

Situations such as these trigger students instead of studying as they normally would but working instead to improve the family's economy. However, students are not supposed on studying properly but rather focusing on the family's financial well-being. Under such circumstances (de Jesus Lessa Censi & de Jesus, 2018; Egbert & Burch, 2022; Hanna, 2019), the school principal's role as the school supervisor with in-depth understanding towards school conditions has become pivotal in bringing prosperity to schools on all sides (Ahmad Ardillah Rahman dkk., 2021; Bayraktar & Dogan, 2017; Sanasintani, 2019; S. Sanasintani, 2022; S. P. Sanasintani, 2020; 현상규, 2019). School principals have taken crucial actions regarding this matter. Based on the Principal's point of view, this article described the school's problems during the pandemic at the primary school of Manku Tosok.

Sekolah Dasar Swasta Manku Tosok During the COVID-19 Pandemic aims to obtain comparisons in assisting writers in writing about the implementation of the K13 curriculum in the midst of the COVID-19 pandemic at SDS Manku Tosok school. The first research by Erlawati was prompted by the 2013 curriculum implementation (Ligan, 2022; Loheni dkk., 2023; Lumbanraja, 2021; Malau, 2021; Missesa dkk., 2022; Susila & Pradita, 2022; Tanyid, 2019; Utami, 2022); (Fitriana dkk., 2023); (Erlawati, 2020). Erlawati noted that each subject covered three competencies, including knowledge, skills and attitudes. Obviously, learning online is difficult if the students and teachers are not meeting in-person. Other constraints are insufficient infrastructure to support online learning itself. Consequently, the implementation of the 2013 curriculum—and perhaps also included during the post-Covid-19 period—has not been achieved in online learning. Moreover, the constraints felt by parents of students whose economies are not all at the top, some are middle to lower class so that they cannot provide online learning

facilities such as internet quotas. Thus, many obstacles are experienced in implementing the 2013 curriculum which results in less effective and efficient learning.

Researchers looked at Amiruddin's exploration of the Covid-19 Pandemic at within the Covid-19 and post-Covid-19 contexts in terms of the learning process which did not run by around 50 percent (Amiruddin dkk., 2021). The unworkability of the educational process results in curricular implementation while dealing with PJJ. Furthermore, its impact was not only on the students, but also on the parents. Besides the challenges of learning through long-distance communication, not all students were able to participate due to time, place, and cost constraints for parents (Hiraide, 2023; LeMasters dkk., 2023a; Lytras dkk., 2022). This has had a major impact on the development of students' abilitiesa. Teachers have not been able to maximally perceive students' overall development which results in their inability to achieve the national curriculum and school curriculum targets and of course, according to the researchers, not only within the context of Covid-19, but even in post-Covid-19 regarding the transition period which is quite complicated.

Third, researchers cited previous research derived from Rita Candra Kasih and colleagues who talked about supervision of curriculum implementation which has an impact on educational and learning concerns (Kasih, 2015). Both for teachers as facilitators, as well as for students as participants and beneficiaries (Amiani, 2022; Anggreni, 2023; Chiristina dkk., 2023; Desti, 2023; Kasih, 2015; Monica, 2023; Munte, 2018; Nopitri & Irdayani, 2023; Siburian dkk., 2023). Her described research, located at SMAN 8 Bengkulu Selatan, boils down to the purpose of the limited facilities to support the curriculum, the teachers' readiness including the principal's change at that time.

The authors have concluded through the three researches previously outlined that in the 2013 Curriculum implementation and its development until now, there have been several obstacles, especially during the pandemic and after the pandemic, which have specific obstacles. Constraints found include the lack of facilities, especially for students (Hasan dkk., 2023; Malau, 2021; Monica, 2023; Nugrahhu, 2020; Pattiasina dkk., 2022; rudie, 2023; Sulistyowati dkk., 2022; Suwidiyanti & Anshori, 2021; Tekerop dkk., 2019; Teriasi dkk., 2022; Thuan & Liu, 2018; Triadi dkk., 2022; Widyasari, 2021). Researchers have seen that not all students have devices to conduct learning. Not all parents are capable of fulfilling their online learning needs. Moreover, the school's infrastructure also lacks support for the online learning process (LeMasters dkk., 2023b; Tervo-Niemelä, 2021; Thomas, 2020). Furthermore, the number of curriculum hours that have not been fulfilled due to the current conditions, namely the covid-19 disaster, even though this also affects student learning outcomes. It was discovered that more and more students did not understand the materials being taught.

Finally, the three 2013 Curriculum competencies are not achieved properly and possibly until after the pandemic. Therefore, researchers consider the supervisor's role, which has the urgency of participation in the school learning process, namely in terms of providing quality educational services, learning to educators and education personnel (Eksely dkk., 2023; Lumbanraja, 2021; Mayleta dkk., 2022; Munte, 2022a; Tamara

dkk., 2022; Utami, 2022; Wainarisi dkk., 2022). In order to realize our research, researchers would like to compare and analyze what happened at our research location at Manku Tosok Elementary School. The differences with previous studies, researchers in the research context are seen the area where the school is quite remote and there is no internet network and also economic difficulties for parents during the pandemic and post-pandemic through the interview method. The utilization of the interview method as part or novelty within this research was to raise voices that were less clear or did not have a place for quantitative researchers. Therefore, interviews research techniques were useful as a narrative stage for subsequent researchers to afford and even distribute the research results to related parties for school development.

Based on the various narratives of teachers and principals, researchers analyzed inherent problematics of implementing K13 curriculum and its impulses currently (post-Covid-19) in Sekolah Dasar Swasata Manku Tosok, Central Kalimantan.

RESEARCH METHODOLOGY

Analytical method utilized here mainly used qualitative research method with online interview technique via telephone with the Principal of Manku Tosok Elementary School. Fifteen questions were asked to the principal regarding the 2013 curriculum implementation at Manku Tosok Elementary School, Central Kalimantan. Although there were fifteen questions, researchers asked according to their own condition whether they were at their best or under pressure. Thus, the research questions could be increased or decreased based on the circumstances of the research subjects. Interviews were conducted by using smartphones with audiorecording features to specifically explore problems experienced by headmasters as supervisors within rural private schools. Specifically during pandemic times. Obstacles experienced during the interview with the headmaster of Manku Tosok Primary School were finding the right time for the research subject to provide the widest possible narrative.

Researchers first used interview techniques such as asking permission for subjects to consent for their voices being recorded by research researchers. Researchers explained that voice recording would be useful to bring up voices disappeared along time as vital voices or primary voices in qualitative research. Research subjects' voices were the data source for sustainable policies implemented throughout the government to target the farthest, outermost and most disadvantaged areas. Without problem voices of educational actors as primary data sources, the educational process would stagnate even though the curriculum runs back and forth. Beyond consent, audiotapes were processed into verbatim transcripts to summarize all the conditions of the research subjects after the interview. Verbatim transcripts were later classified into factual solids to scrutinize the key voices raised within the results and discussion section of the study. Classification through factual solids was then narrowed down into themes to have closer closeness to subject matter issues within research.

Furthermore, the problems encountered were several times the telephone network was interrupted, which hampered communication between the interviewers and the

interviewees. Finally, the interviews were divided into two sessions due to some obstacles among the interviewers which prevented them from completing the whole interview.

RESULT AND DISCUSSION
Learning Problematics

Based on the existing interviews, the researchers and the research subjects found a series of obstacles at Manku Tosok School. First, the unavoidable problem was the territory of SDS 3 Manku Tosok is an inland area or upstream area. As a result, SDS Manku Tosok school did not implement online learning due to the unstable network. Most parents were only rubber workers (*mantat*), wood workers (*begawi batang*) and planters or farmers which meant that parents did not have the capability to purchase and maintain devices for their kids. Sathawh (not his real name) recounts,

"*Most of the parents of the students here are ex-workers, working as stalks versus gardeners, kid.. so we can't force all students to have cell phones. that's the limitation son..*

…most of the parents here are *Mantat,* [their occupation is mostly planters]... we couldn't force all the students to have cell phones. that's the limitation, Son [addressing interviewers as Son]."

Sathawh/wwcr/ LearningProblematics/11112022

Secondly, another problem was that there were some students who were following their parents' work instead of learning at home. As Sathawh said,

"*Sometimes I'm actually confused, the problem is with these children. um often disabled people don't study at home. In fact, I often meet them in the garden with their parents... so I even join the crew. Duhhh. sorry if there are banjarnya.. on the other hand son. it's also difficult for us to manage them to study. because most of them here apologize. a bit incapacitated. so it's only natural that the kids swear at being good too. Especially with a corona like this.. people have a lot of trouble and it's better to plant in the garden. I also see that if all the children stay at home, it's not allowed. you will be scolded for sure.. so it's also difficult to study at home because so far the home is not a place for students to study here*

Sometimes I'm actually confused, due to these children's problems. *ehm* often haven't studied at home. In fact, I often meet them in the garden with their parents so they even participate in begawi. *Hahhh sorry* if if I use Banjar language.. besides children... it was also difficult for us to manage their learning. for most here, sorry,. somewhat underprivileged. so very natural if the children *Umpat Begawi* too. Moreover, coronavirus like this, well... people are a lot of trouble and would rather cultivate gardens. I also have seen that all children are not allowed to remain at home. definitely scolded... so it was difficult for them to work at home

because during this time houses were not a place to learn things for students here." Sathawh/wwcr/LearningProblematics/11112022

Considering these issues, Sathawh, as a full-time practitioner and observer at Manku Tosok, has decided to initiate home visits and restricted in-person classrooms. Specifically, teachers visited each student's home to deliver their assignments and materials.

Parallel to Sathawh's woes, Thartha (not her real name) likewise narrated a similar situation. Thartha while talking about the home visit practice, Thartha elaborated on its technicalization,

"*ooo.. we teachers visit students' homes.. sometimes we give assignments and provide learning materials too.. come to homes. But many teachers also complain to me because they are too tired if they have to go to the students' homes every day. if it's full, I'm afraid too son.. many village people also died. Where here there are very few medical personnel. If we are usually called a Puskesmas, if you want to go to the hospital for hours. there was also yesterday I don't know why he died. just suddenly..*

Teachers are visiting students' homes... Sometimes, they give assignments and provide learning materials as well. Otherwise, they would come to the students' houses. But, many teachers also complain to me for being tired if they have to come to students' houses every day. there is limited direct face-to-face contact. if it's full, I'm afraid too, son.. because many villagers died due to Covid 19. Medical personnel here are lacking if you call it... if you wanna go to the hospital, it would take long hours... so it would be dangerous especially since children are not physically strong. there were also yesterday people who died with unknown reasons, unexpectedly"

Thartha/wwcr/LearningProblematics/11112022

However, in its implementation, home visits were ineffective due to the limited number of teachers at SDS Manku Tosok. Moreover, teachers reached out to all students which ended up being physically and mentally inadequate (I Made Sudhiarsa, 2020; Simanjuntak, 2019; Vattimo & Serbu, 2017). Whereas, the other side, teachers did not only carry out one subject, but almost all of them (subjects that were not included as part of their work). Consequently, teaching a large number of students at the same time and in different places was almost an impossibility. As Marchaet (not her real name) explained. Marchaet complained,

'*There are only a few teachers here, son. There are two honorees too. Because there are only a few students here. yes roughly under 30 children. There are rarely permanent teachers here, always asking to move to the city there. Then it's also difficult, sometimes the teachers here are not in their teaching field. It's like an Indonesian language teacher who can also teach PPKN. yes, that's the name in*

the village. Not many teachers, students too. but it's also tiring if two teachers come to more than 5 students, that's already tiring. poor teacher..

… we have only two teachers here, two permanent ones and two honorary ones. The students here are quite small, just under 30 students. There are rarely permanent teachers here for long, they're constantly moving to other towns. And then it's sometimes difficult teachers here are not actually teaching in their field. Like an Indonesian teacher could also teach PPKN. That's just how things are called in villages. there aren't really enough teachers, there aren't many students. but it's also tiring if two teachers come to more than 5 students. it's already tiring. I feel sorry just letting the teachers go..."

Marchaet/wwcr/LearningProblematics/11112022

Researchers pointed out that the limited in-person meetings that had been carried out were motivated by complaints from teachers who stated that they were unable to fulfill the provisions of the 2013 curriculum in terms of time and the three basic competencies of students through home visits. In addition to this, many students were found not to understand anything in the home visit learning process. Yet, based on the flexibility provided by the Ministry of Education and Culture. Therefore, SDS Manku Tosok also implemented in-person Learning (later abbreviated: PTM) limitedly. Although, the time allocation was not as extensive as the previous in-person. Nevertheless, it helps students and teachers to carry out educational communication. Therefore, the overlapping problem has been a challenge for Sekolah Dasar Swasta Manku Tosok Teachers and Principals.

Michel Foucault's Philosopher Parallels and Journeymaking in Margined Schoolroom

Michel Foucault is a philosopher in the Western era, but his thoughts remain in touch with societal patterns located in the eastern region, including in Indonesia, and specifically at Central Kalimantan. As an example, Foucault has antipathy towards bourgeois culture and at the same time, proximity to vulnerable groups, especially vulnerable groups who frequently encounter healthcare problems (Foucault, 1988). The foundation of Foucault's antipathy is located in the specialness of subjectivity (Foucault, 2021). Privilege in subjectivity belongs to and is in the political state of being (Söderberg & Bjurö, 2022). Such politicization has impulses to eradicate freedom and moral principles, morals that lead to universality (Dalgliesh, 2023). Focault, who loves Georges Bataille's manuscripts, stands on the basis of the limits of experience in each subject.

In this matter, Focault, who concurs with Bataille and Maurice Blanchot, saw that boundaries and clarity would one day collapse and become almost vague (Ilott, 2022). Such vagueness, based on the researcher's view in Focault's view, becomes important in a piece of research to avoid bipolar thoughts and hasty conclusions. Additionally, the

attitude is a sign that based on the attitude, one will be seen to be in which position. Whether the position of the bourgeoisie or the vulnerable (Chen & Tan, 2022). Focault's critique of the contingent historicity of reason becomes essential to demonstrate the extent of truth being a scientific truth, especially in medical settings (Tanke, 2023).

Researchers argued that the basis of Focault's narrativity stemmed from his exploration of his studies in psychology. Focault later worked in a psychiatric hospital in Paris (Books, 1972). Based on those experiences, he witnessed how, what and to what extent the understanding of what is called "mental illness", specifically in Europe (Poland, Sweden and Germany) (Foucault & Foucault, t.t.). Based on those experiences, he saw the gaps, the moral hypocrisy and the various views of psychiatry that led to subjective segregation (Foucault, 2004). In that period, it was assumed, among other things, that mental illness must be treated medically. According to Focault, such concepts have eradicated scientific neutrality which, as he puts it, favors the bourgeoisie on behalf of morality (Foucault, 1982). Focault contends that anything considered insane and any commitment to it must be questioned. What constitutes madness, what are the types of social commitments in it, and to what extent can it be justified as an ethical understanding and to what extent the bourgeois group's assumptions are accepted by many people (Korala & Cummings, 2023). Furthermore, according to the researchers, actually the Focaultians would like everyone or collectively to question who the human being really is.

Furthermore, Focault discussed later on, he considered the ideas that emerged in the medical world at the time not to be objects of thought (Foucault, 1970). And even if there is something called an idea in it, to what extent does the idea represent the object so that the object can be generalized. In the end, based on Focault's questioning, Focault argues that there is no mapping, characteristic or inherent nature of ideas as a representation of objects (vulnerable groups) (Bernasconi, 2023); (Morgan, 2023). Focault quotes Descrates' term regarding the necessity of seeing reality together in structures (objectivity of reality) (Hämäläinen, 2023).

Everyone needs to have access to the ontology of ideas, ensuring that ideas about illness do not remain confined to the circle of certain subjects (Foucault, 2018). Researchers saw that the staging of objective reality over the subject in the current context is in the development of online / social media as part of a new community of society. Thus, people get a variety of understandings to be in a position to decide which one the subject feels would be the best. Thus, representation in knowledge income through online/social media becomes a necessity and belongs together. Objectivity without representation (self-reference [researcher's emphasis]) for Focault is an impossibility (Wallrup, 2023); (Jacobs & Malpas, 2023); (Hiraide, 2023). Researchers in this research are not alluding between reality, object, subjetivity and the ontology of ideas in the realm of language (physical reality or/and historicity) or the instrumentalization of language as Focault subsequently directed towards in his thought.

Based on Focault's perspective and starting point, researchers use this as theory to address the process of curriculum journeys in the context of the Covid-19 pandemic and its logical consequences currently, or especially when it comes to educational curricula. Educational problems of the Covid-19 pandemic context and the curriculum journey at Sekolah Dasar Swasta Manku Tosok, in our opinion, require seeing as a voyage through panic, empathy for the multidisciplinary victims with an egalitarian spirit (anti-discrimination) and shared responsibility as part of each subject's inherence and participation in it.

Moreover, according to the researchers, the students' lack of activity in attending school, whether for reasons of Covid-19 pandemic, or they are an important part of their parents' work, or their inability to follow the educational path, in the researchers' opinion, is not something deficiency or a burden on education (Powell & Beighton, 2023); (Vintimilla, t.t.). All of them are structural problems intertwined in education in which all people, all organizations, all interested parties, and all policy makers participate in each taking responsibility according to their own abilities. Therefore, the researchers as part of or involved in Christian education, members of the communities of faith interpret responsibility as a manifestation of participation as an expression of gratefulness to God as the Owner of Virtue and a political position while in the struggle in the educational world towards egalitarianism as a successor to Christ's struggle for the vulnerable.

CONCLUSION

Based on the world views of Sathawh, Thartha, and Marchaet, the researchers have concluded that this has had a logical consequence on the presence of the Covid-19 pandemic and up until now, not only in big city areas that have many citizens but also at our research location which is located at the Hurung Kampin Village, Central Kalimantan. Additionally, the identity of the additional Elementary School located in the sub district of Pasak Talawang, is a section or area included in the 3T location or the foremost, outermost and disadvantaged areas. Thereby, there are a wide range of challenges during the journey and process of learning, including the impact of learning loss avoidance.

Referring to the narratives through the experiences of each research subject as a teacher and facilitator, the researchers found various obstacles and opportunities, which are as follows: 1) Elementary School 3 Manku Tosok area belongs to one of the 3T areas (frontier, outermost and underdeveloped) where internet access has been lacking. This resulted in less effective but encouraging online learning as the teaching staff and Principal did school work joyfully as their mandate and on their own volition. Furthermore, 2) some students did not attend the lessons due to their parents helping them to farm. As such, the important learning points in the teachers' narratives led the researchers to reflect upon the fact underlying opportunities despite barriers during the learning process. Opportunities were teachers changing learning positions and locations, indoor learning moved to learning at the farm. Researchers later concluded, 3) limited

human resources and out of their fields became important as an indicator of the problems which were not only in educational contexts with online learning, but also included being a problem during in-person learning processes and up until now. Subsequently, we found that, 4) students' difficulty in understanding learning materials became important in our notes as a space for recommendations from the stakeholders, including the government to further consider and provide space and sustainable education development for students living in those 3 districts.

Sathawh, Thartha, Marchaet's experiences through their narratives as teachers at Sekolah Dasar Swasta Manku Tosok become a primary experience and are not seen as a complement or supplement and/or a splash on the educational narrative stage. The limitations of teachers with a large number of students (above 30 students), the teachers' participation as "education globetrotters" directly to students' residences in fields and meeting with parents, as well as the provision of policies regarding limited face-to-face meetings are, according to the researchers, primary policies and experiences and deserve a priority voice. These voices could then lead to policies for relevant stakeholders connected to education. Furthermore, the narratives of experience as a teachers in disadvantaged areas represent Indonesia itself as part and whole subjectivity of the dynamics of the curriculum journey in Indonesia

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