Evaluating post-Covid-19 Curriculum at Mi Nurussalam Ngawi: Enablers and Barriers

Muhammad Thoriqul Islam[1], Nurdiyanto[2], Nawa Marjany[3], Khoula Azwary[4], Safiruddin Al Baqi[4], Umaimah 'Affaf[6]

[1,3]Universitas Darussalam Gontor
[2]UIN Sunan Gunung Djati Bandung
[4,6]UIN Maulana Malik Ibrahim Malang
[5]Institut Agama Islam Ponorogo
Email: islamthoriqul95@gmail.com, nurdinyantopamekser@gmail.com, nawamarjany@gmail.com, olaaazw45@gmail.com, albaqi@iainponorogo.ac.id umaimahaffaf11@gmail.com

Abstract

The main challenge after Covid-19 is the implementation of the new normal era in education, where schools are faced with a choice of three curricula: the 2013 Curriculum, the Emergency Curriculum (simplified from the 2013 Curriculum), and the Prototype Curriculum. The research focuses on post-Covid-19 pandemic curriculum analysis at MI Nurussalam, Ngawi, and supports and inhibits factors for its implementation. This research uses qualitative research methods and a case study approach. Data collection techniques involve observation, interviews, and documentation studies. The research results show that MI Nurussalam, Ngawi chose to implement the 2013 Curriculum, considering that the curriculum had been implemented before the pandemic. Supporting factors for implementing the 2013 Curriculum during the recovery period include the role of teachers as indicators of learning implementation, the use of online learning tools, and exciting learning methods. However, the inhibiting factors involve a need for more cooperation between teachers and guardians, a lack of facilities and infrastructure to support learning, and student motivation at the madrasah and at home.

Keywords: Curriculum, New Normal, Supporting, Inhibiting.

Introduction

The Covid -19 pandemic has forced changes in the education curriculum, with adjustments aimed at meeting the needs of students and teachers in implementing teaching and learning activities (Haryadi & Mahmudah, 2021). When curriculum changes occur, teachers are expected to be able to adapt quickly, starting from learning principles to the assessment process, as well as establishing effective collaboration between students, teachers, and parents to optimize curriculum implementation (Ariga, 2022). Yanti and Fernandes emphasize that the teacher's ability to adapt is crucial because the curriculum's essence lies in the teacher's role.

The desired educational goals will only be achieved with a deep understanding of the applicable curriculum (Yanti & Fernandes, 2021). Mabunga added that the

curriculum includes all learning, both at and outside school, designed and implemented individually or in groups (Mabunga, 2019). Hasbi & Mahmudah emphasized that the curriculum must be adapted to conditions and developments in science (Hasbi & Mahmudah, 2020).

Seeing the pandemic conditions, the government responded by issuing a change policy from the 2013 Curriculum to the Emergency Curriculum. The Emergency Curriculum is prepared and implemented by the education unit during the emergency period but still refers to the existing national curriculum. According to Taha, Abdalla, & Wadi, the curriculum delivery process during the Covid-19 pandemic emergency involves several steps, including establishing a sense of urgency, forming a work team, conducting a needs assessment, developing an implementation plan, delivering curriculum content, building capacity, managing stress.

Students, finding the tools to use, managing student engagement and motivation, student assessment, anticipating challenges, planning to overcome them, and monitoring and evaluating curriculum implementation with a focus on continuous improvement (Taha, Abdalla, Wadi, & Khalafalla, 2020).

Therefore, aspects directly and indirectly related to preparing the Emergency curriculum are adjusted to current conditions during the COVID-19 pandemic. Modifications and innovations are needed without changing the overall content of the national curriculum, with a reduction in essential competencies to allow teachers and students to focus on essential and prerequisite competencies. Adam et al. (2020) emphasize that the emergency curriculum simplifies concepts and learning targets. However, it relates to how professional teachers manage learning amid the COVID-19 pandemic (Oja et al., 2020).

The emergency curriculum is an essential element as a readiness and measuring tool in learning. Daniel states the importance of continuing to direct student learning towards the class curriculum and assessments being prepared. However, it is also vital to maintain student interest in learning by providing varied assignments, linking them to the global and historical context of the Covid-19 crisis (Daniel, 2020).

Curriculum changes are also the basis for teachers to adapt to learning, including the methods used. Mohmed et al. highlight the need for teachers who previously taught in person to engage in new methods to achieve effective teaching outcomes, which can impact the quality of high-level education (Mohmmed, Khidhir, Nazeer, & Vijayan, 2020). The results of previous research, as explained by Sanjaya and Rastini, show that the Covid-19 emergency curriculum is the key to fulfilling the right to education by adapting to conditions (Sanjaya & Rastini, 2020). Munajim et al. suggested an extensive redesign of the curriculum structure to meet needs during the pandemic (Munajim, Barnawi, & Fikriyah, 2020).

Research conducted by Yasir, Hamidah, and Anggia shows that implementing the Covid-19 emergency curriculum decreased the assessment of attitudes, knowledge, and skills. Therefore, curriculum adjustments are a necessity. Yasir et al. stated that changes in the curriculum are an essential basis for ensuring the continuity of learning in the midst of dynamic pandemic conditions (Yasir, Hamidah, & Anggia, Dewi, 2020; Yasir, Hamidah, & Anggia, 2021).

In dealing with this pandemic, Rahmathias Jusuf and Asri Maaku suggested implementing the Walking Class and Parent Assessment concepts. Walking Class is a concept that applies a door-to-door system, where a teacher comes to the house to overcome students' obstacles in learning. Students are taught independently, but the learning process at home is different from school. The concept of Parent's Assessment involves collaboration between teachers and students' parents in assessing student attitudes. The teacher provides an attitude assessment module and notes on instilling moral values that students must fulfill during online learning at home (Jusuf & Maaku, 2020).

Sumarbini and Enung Hasanah, to facilitate the implementation of the Covid-19 emergency curriculum, emphasized the importance of simplifying Core Competencies/Basic Competencies (KI/KD), creating modules for students, as well as creating Learning Implementation Plans (RPP) according to the simplified KI/KD. Teacher training on the use of online learning applications is also considered necessary. However, they also noted several obstacles, such as unprepared resources for teachers and students, difficulty accessing the internet due to complicated geographical locations, and difficulty controlling the online learning process (Sumarbini & Hasanah, 2021).

Ricky Yoseptry and Sofyan Iskandar's opinions align with this, proposing various innovations and modifications to implement the emergency curriculum. They highlight changes to the curriculum structure, learning load, learning strategies, and learning outcomes assessment. Changes to the curriculum structure involve simplifying lesson plans and KD indicators by reducing the duration of lesson hours. The study load was shortened, and the number of subjects per day was limited to two or three.

In learning strategies, both face-to-face and online learning are implemented, depending on the availability of the internet, and supporting applications. Online learning media includes various platforms such as Zoom Meeting, Google Classroom, Google Meet, E-learning, YouTube streaming, video calls, WhatsApp groups, and Google Sites. Assessment of learning outcomes can be carried out as in everyday learning, using various forms of assignments, portfolios, written tests, online tests, projects, performance, and practice, with media such as Google Form, Quizizz, video calls and voice notes (Iskandar, Rosmana, Fauziyyah, et al., 2022; Iskandar, Rosmana, Nuratilah, Cahyani, & Fazrian, 2022; Yoseptry, Aisyah, Rostiani, Azizah, & Restiana, 2023).

After the end of the Covid-19 pandemic, Indonesia is moving towards a new normal era, which is marked by changes in behavior with the implementation of health protocols to prevent the spread of Covid-19. In this context, education is expected to be able to adapt to the new normal, and the government has designed a new curriculum model for the recovery period. Schools are asked to choose the three curriculum options provided: the 2013 Curriculum, Emergency Curriculum, and Prototype Curriculum. This choice is adjusted to the conditions of each school (Rahmawati, Amin, Azmin, Nasir, & Sandi, 2022; Rohmanurmeta, 2022; Widyastuti, 2022).

Muhammad Thoriqul Islam, Nurdiyanto, Nawa Marjany, Khoula Azwary, Azizah Nur Hidayah, Umaimah 'Affaf

The Prototype Curriculum represents a new curriculum paradigm in Indonesia, which aligns with the independent learning program. This curriculum emphasizes student learning, is implemented on a limited basis, and is implemented in stages through a driving school program run by the government (Widyastuti, 2022). Even though it is still an option that every educational unit can take, it is planned that the Prototype Curriculum will be implemented comprehensively throughout Indonesia (Hartoyo & Rahmadayanti, 2022).

For example, MI Nurussalam, a madrasah during the Covid-19 pandemic, continued to use the 2013 Curriculum. What is unique about MI Nurussalam is that it carries out thematic learning activities that combine five subjects, namely science, social studies, PKN, Indonesian language, and arts and culture and crafts. This activity is based on three foundations, namely juridical foundations, philosophical foundations, and theoretical and empirical foundations (Poerwati & Amri, 2013). Apart from that, in learning, the teachers at MI Nurussalam teach their students, namely Qudwah Hasanah, by applying prophetic qualities as exemplified by Rasulullah SAW, namely *sidiq, amanah, tabligh, fathanah* (Zarkasyi & Anggraini, 2022).

This research focuses on implementation and supporting and inhibiting factors in implementing the curriculum. The research results can contribute to other schools' implementation of the post-pandemic curriculum and open space for further research regarding the effectiveness of existing curriculum models. The qualitative research method is unique because it explores the implementation of a curriculum model based on government options.

Method Research

This research uses a qualitative method with a phenomenological study approach. This approach was considered because the curriculum options offered by the government are a phenomenon that occurs in almost all madrasas in Indonesia (Creswell, 2012). Although the implementation may vary, this research explores the exciting and valuable aspects of implementing the option-based curriculum model offered by the government at MI Nurussalam, Ngawi.

Data sources in this research consist of two types, namely research informants and library sources. Research informants involved madrasa heads, teachers, and students. Meanwhile, bibliographic sources include curriculum documents approved by the school principal and theoretical references from books and journals. If grouped based on their position, research informants are primary data sources, while library sources are secondary.

Data collection techniques involve observation, interviews, and documentation studies. Observations are conducted to observe learning that directly applies the established curriculum model. Interviews were used to explore observation findings through dialogue with research informants. Meanwhile, documentation studies are used to analyze curriculum documents approved by the madrasa head, including reports on student learning outcomes.

Data analysis follows the Miles and Huberman technique, consisting of several cycles: data collection, data reduction, data presentation, and drawing conclusions. Data triangulation and crosscheck were carried out to ensure the validity of the data. Procedurally, this research starts with identifying the problem, determining the problem formulation, building a theoretical framework, collecting data, analyzing data, interpreting, presenting, and drawing conclusions. Graphically, this research can be described as follows:
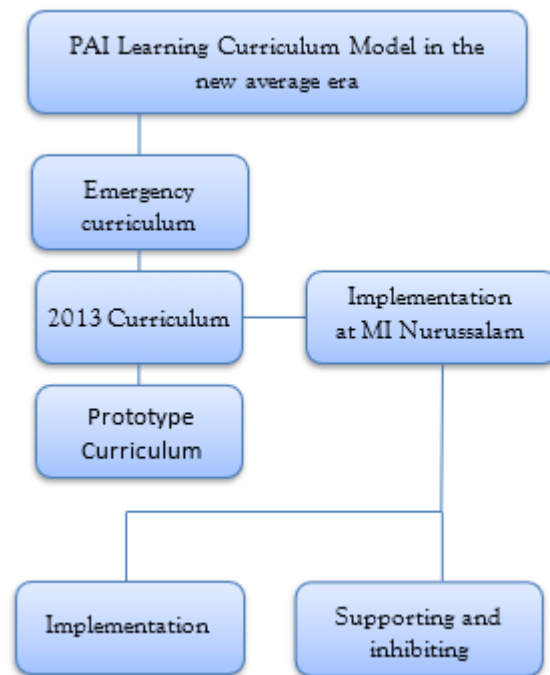
Figure 1. Research design

Resulths and Discussion

A. Post-Covid-19 Pandemic Curriculum Model and Implementation

The mandate from the government, especially the Ministry of Education and Culture, states that during the recovery or New Normal period, three curriculum options can be implemented in madrasas, namely the 2013 curriculum, emergency curriculum, and prototype curriculum (Rahmawati et al., 2022; Rohmanurmeta, 2022; Widyastuti, 2022). Based on these three options, research findings show that MI Nurussalam, Ngawi chose to implement the 2013 curriculum. This choice was since before the pandemic, the madrasa was already using the 2013 curriculum, and during the pandemic, it changed to an emergency curriculum.

Responding to this, the Ministry of Education and Culture explained that this decision was made considering the conditions of the COVID-19 pandemic, which created many obstacles in the learning process in educational units and had a significant impact. The 2013 Curriculum was the leading choice for learning before the pandemic.

During the pandemic (2020-2021), the Ministry of Education and Culture issued a policy using the 2013 and Emergency Curriculum (simplified 2013) as curriculum references for educational units. During the 2021-2022 pandemic, the policy was expanded to include the use of the 2013 Curriculum, Emergency Curriculum, and Merdeka Curriculum in Driving Schools (SP) and Center of Excellence Vocational Schools (PK) (Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2022b, 2022a).

In line with this policy, the MI Nurussalam, Ngawi version of the 2013 curriculum aims to foster essential intelligence, knowledge, personality, and noble morals and skills in life to create independence in the future. This goal is in line with the goal of MI Nurussalam, Ngawi during the COVID-19 pandemic, namely achieving balanced religious and general knowledge to create a balance between thought and dhikr in Islam and science.

MI Nurussalam, Ngawi continues to strive to develop the Ministry of Religion curriculum by instilling noble values from the teaching taught at the Pondok through educational teachers. The content of the 2013 curriculum material involves learning integrated thematic lessons. If detailed, the material taught at Madrasah Ibtidaiyah Nurussalam, Ngawi includes:

Table 1. 2013 Curriculum Subject Structure at MI Nurussalam, Ngawi

Class 1,2,3	Class 4,5,6
Thematic	Thematic
Javanese language	Javanese language
Arabic	Arabic
English	English
Al-Qur'an Hadith	Al-Qur'an Hadith
Akidah Akhlak	Aqidah Akhlak
SKI	SKI
Fiqh	Fiqh
Imla'	Imla'
	PJOK
	Tafsir
	Hadith
	Mahfudzot

Based on the table above, several subjects are local additions as a form of MI Nurussalam Ngawi's uniqueness. Because this madrasa is Islamic boarding school-based, learning subjects related to the required material studied at the boarding school are standardized subjects in the 2013 Curriculum structure, specifically at MI Nurussalam, Ngawi. More details on the findings regarding the 2013 Curriculum model at MI Nurussalam, Ngawi it can be depicted in the following picture:
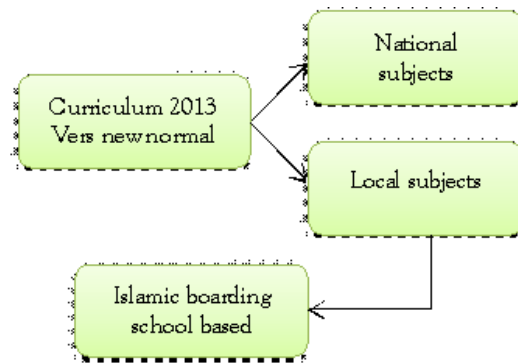
Figure 2. Research Findings Chart

About the recovery period, the implementation of the curriculum continues to pay attention to students' health conditions and character strengthening as mandated by the government, namely since 2020, as part of mitigation, schools are given two options, namely using the 2013 curriculum in full, or using the Emergency Curriculum, namely the simplified 2013 Curriculum. The Emergency Curriculum was implemented so that learning during the pandemic can focus on strengthening character and essential competencies. It turns out that during the 2020-2021 period, students using the Emergency Curriculum achieved better learning outcomes than those using the full 2013 Curriculum, regardless of their socio-economic background (Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia, 2021).

B. Supporting and Inhibiting Factors for Implementing the 2013 Curriculum

Various obstacles were encountered in implementing the 2013 Curriculum model and its implementation, especially in the post-Covid-19 pandemic period. Several supporting and inhibiting factors observed during research at MI Nurussalam, Ngawi during online learning activities during the Covid-19 pandemic can be described as follows:

1. Supporting factors

The supporting factors in implementing the 2013 curriculum during the Covid-19 pandemic, which was implemented at MI Nurussalam, Ngawi can be described as follows:

a. The role of the teacher as an indicator in implementing learning

The most crucial factor is that teachers have a central role in delivering online learning, requiring creativity to foster students' understanding. Teachers also dedicate themselves to educating the nation's next generation with sincere intentions.

b. Online Learning Implementation Tools used

Students use the WhatsApp Group and Google Classroom applications, which are easy to use at the elementary school (SD) level. In addition, parental involvement in implementing the program supports the effectiveness of online learning.

c. Fun learning method

In delivering learning, teachers use fun learning methods to stimulate students' interest both online and offline. Applying exciting methods, such as observing the surrounding environment in Natural Science lessons, increases student involvement. In terms of supporting learning factors, it can be concluded that learning will continuously develop and improve; if there is a sincere intention, there will be a way to achieve the learning goals pursued at MI Nurussalam, Ngawi. The essence of everything depends on the intention, and from that intention, there will be factors supporting an institution's success.

2. Obstacle factor

The inhibiting factors found by researchers in implementing the 2013 Curriculum at MI Nurussalam, Ngawi, can be seen from various aspects. The following factors support obstacles in the learning process during the COVID-19 pandemic as follows:

a. Lack of cooperation between teachers and guardians in guiding online learning

The role of parents at home is very much needed, but different busy schedules can hinder the supervision and guidance of children. This condition requires active collaboration between teachers and parents to ensure the smooth running of online learning.

b. Lack of facilities and infrastructure to support learning during the Covid-19 pandemic

Facilities constraints, such as a need for smartphones for students, make participation in online learning easier. Face-to-face offline education is also hampered; for example, permits to leave the province and guards around the border, which hinder teaching and learning activities.

c. Motivation of students to implement learning at the Madrasah and home

Praise, attention, and examples from the surrounding environment influence students' motivation. The absence of sufficient supervision and guidance from parents at home can reduce students' interest and motivation in learning. With sincere intentions, the involvement of all parties, including the active role of teachers, collaboration with parents, and the provision of adequate infrastructure, learning at MI Nurussalam can develop and improve. Despite facing obstacles, teaching staff are committed to improving and developing learning with better methods.

To follow up on the statement above, developing the 2013 Curriculum at MI Nurussalam Ngawi needs to adopt a scientific approach. This approach is the primary basis for the learning process, emphasizing the development of students' critical, creative, and scientific thinking skills. In this context, teachers are expected to be transmitters of information and facilitators who can guide students to seek, compile, and apply knowledge actively (Agustin et al., 2019; Pahrudin & Pratiwi, 2019).

By prioritizing practicum, discussion, and experimentation, the scientific approach of the 2013 Curriculum aims to shape students into individuals who can develop a deep understanding of the subject matter and relate it to everyday life (Pahrudin & Pratiwi, 2019). Therefore, the implementation of the 2013 Curriculum

with a scientific approach is expected to create a learning environment that is more dynamic, interactive, and relevant for students. This will help them develop essential 21st-century skills to face future challenges (Agustin et al., 2019).

Conclusion

Based on the explanation above, it can be concluded that MI Nurussalam, Ngawi chose the 2013 Curriculum from three options offered by the government after the COVID-19 pandemic. Its implementation aims to foster essential intelligence, knowledge, personality, noble character, and skills to create future independence. This goal aligns with the vision of Madrasah Ibtidaiyah Nurussalam, Ngawi even in the post-COVID-19 pandemic context, which emphasizes achieving balanced religious and general knowledge to create a balance between Islamic thought and dhikr and science. The curriculum consists of the national and local curricula adapted to Islamic boarding schools' needs and characteristics.

Supporting factors for implementing the 2013 Curriculum involve the teacher's role as an indicator for implementing learning, using online learning tools, and applying fun learning methods. However, there are inhibiting factors in implementing the curriculum. The main obstacles are more cooperation between teachers and guardians, limited learning facilities and infrastructure, and student motivation in madrasas and at home. However, efforts continue to be made to overcome these obstacles to implement the curriculum more effectively and efficiently.

BIBLIOGRAFI

Ariga, Selamat. (2022). Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, *2*(2), 662–670. https://doi.org/10.56832/edu.v2i2.225

Daniel, Sir John. (2020). Education and the COVID-19 pandemic. *Prospects*, *49*(1), 91–96. https://doi.org/10.1007/s11125-020-09464-3

Hartoyo, Agung, & Rahmadayanti, Dewi. (2022). Potret Kurikulum Merdeka, Wujud Merdeka Belajar di Sekolah Dasar. *Jurnal Basicedu*, *6*(4), 7174–7187.

Haryadi, Didit, & Mahmudah, Fitri. (2021). Implementasi Kurikulum Darurat Covid-19. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, *5*(2), 94–110. https://doi.org/10.32478/evaluasi.v5i2.595

Hasbi, Raden Praja Aby Choiri, & Mahmudah, Fitri Nur. (2020). Pengembangan Kurikulum Sekolah Berbasis Kewirausahaan Di Sma Negeri 1 Temon. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, *5*(2), 180–194. https://doi.org/10.31538/ndh.v5i2.563

Iskandar, Sofyan, Rosmana, Primanita Sholihah, Fauziyyah, Dewi Hasna, Hasanah, Isma Aulia, Nada, Lulu Nadiatun, & Puradireja, Shifa Mutiara. (2022). Pentingnya Kurikulum Darurat COVID-19 Bagi Pendidikan Indonesia. *Jurnal Sinektik*, *5*(1), 29–39. https://doi.org/10.33061/js.v5i1.7388

Iskandar, Sofyan, Rosmana, Primanita Sholihah, Nuratilah, Ai Siti, Cahyani, Amelia Putri, & Fazrian, Moch Deannandra. (2022). Strategi Guru Dalam Memanfaatkan Pembelajaran Berbasis Digital Pada Kurikulum Darurat COVID-19. *As-Sabiqun: Jurnal Pendidikan Islam Anak Usia Dini*, *4*(1), 163–175.

Muhammad Thoriqul Islam, Nurdiyanto, Nawa Marjany, Khoula Azwary, Azizah Nur Hidayah, Umaimah 'Affaf

https://doi.org/10.36088/assabiqun.v4i1.1694

Jusuf, Rahmathias, & Maaku, Asri. (2020). Kurikulum Darurat Covid 19 di Kota Kotamobagu; Fenomena dan Realita Guru Madrasah. *Jurnal Ilmiah Iqra'*, *14*(2), 155–170. https://doi.org/10.30984/jii.v14i2.1188

Mabunga, M. (2019). *Pengembangan Kurikulum dalam Pembelajaran Contents Abad XXI. M*(2), 103–112.

Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia. (2021). Dorong Pemulihan Pembelajaran di Masa Pandemi, Kurikulum Nasional Siapkan Tiga Opsi.

Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia. *Salinan Kepmendikbudristek Nomor 56/M/2022 tentang Pedoman Penerapan Kurikulum*. , (2022).

Menteri Pendidikan Kebudayaan Riset dan Teknologi Republik Indonesia. *SK Mendikburistek No 56/M/2022 tentang Penerapan Kurikulum*. , (2022).

Mohmmed, Abdalellah O., Khidhir, Basim A., Nazeer, Abdul, & Vijayan, Vigil J. (2020). Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. *Innovative Infrastructure Solutions*, *5*(72), 1–11. https://doi.org/10.1007/s41062-020-00326-7

Munajim, Ahmad, Barnawi, Barnawi, & Fikriyah, Fikriyah. (2020). Pengembangan Kurikulum Pembelajaran di Masa Darurat. *DWIJA CENDEKIA: Jurnal Riset Pedagogik*, *4*(2), 285–291. https://doi.org/10.20961/jdc.v4i2.45288

Oja, Arianus Adam Raja, Mustiningsih, Timan, Agus, Kholilurrokhman, Diah, Rahmawati, Diyah Rieka, & Faiza, Dwi Eny Nur. (2020). Curriculum of the Industry Revolution 4.0 and the Pandemic of Covid-19 Era. *Advances in Social Science, Education and Humanities Research: Atlantis Press*, *508*(Icite), 332–337. https://doi.org/10.2991/assehr.k.201214.257

Poerwati, Loeloel Endah, & Amri, Sofan. (2013). *Panduan Memahami Kurikulum-2013* (2nd ed.). Jakarta: PT. Prestasi Pustakarya.

Rahmawati, Anita, Amin, Nur Syariful, Azmin, Nikman, Nasir, Muh., & Sandi, Ahmad. (2022). Analisis Pelaksanaan Kurikulum 2013 dalam Meningkatkan Kualitas Pembelajaran Daring Pasca Pandemi. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, *5*(12), 5278–5281. https://doi.org/10.54371/jiip.v5i12.1256

Rohmanurmeta, Fauzatul Ma'rufah. (2022). Analisis Kebijakan Kurikulum 2013 Terkait Implementasi Pembelajaran Daring Pada Masa Pandemi Covid-19. *Jurnal Muara Pendidikan*, *7*(1), 26–32. https://doi.org/10.55129/jp.v11i1.1575

Sanjaya, Jaka Bangkit, & Rastini, Rastini. (2020). Implementasi Kurikulum Darurat di Masa Pandemi COVID-19 Dalam Upaya Pemenuhan Hak Pendidikan. *JIL : Journal of Indonesian Law*, *1*(2), 161–174. https://doi.org/10.18326/jil.v1i2.161-174

Sumarbini, Sumarbini, & Hasanah, Enung. (2021). Penerapan Kurikulum Darurat Pada Masa Covid-19 Di SMK Muhammadiyah Semin, Yogyakarta. *Jurnal Ilmiah Mandala Education*, *7*(2), 9–18. https://doi.org/10.36312/jime.v7i2.1798

Taha, Mohamed H., Abdalla, Mohamed Elhassan, Wadi, Majed, & Khalafalla, Husameldin. (2020). Curriculum delivery in Medical Education during an emergency: A guide based on the responses to the COVID-19 pandemic. *MedEdPublish*, *9*(April), 1–12. https://doi.org/10.15694/mep.2020.000069.1

Widyastuti, Ana. (2022). Implementasi Proyek Penguatan Profil Pelajar Pancasila dalam Kurikulum Merdeka PAUD. *Referen*, *1*(2), 189–203. https://doi.org/10.22236/referen.v1i2.10504

Yanti, Adetia, & Fernandes, Reno. (2021). Adaptasi Guru Terhadap Pembelajaran Pada Masa Pandemi Covid-19 (Studi Kasus Guru MAN 2 Kota Padang Panjang). *Jurnal Perspektif: Jurnal Kajian Sosiologi Dan Pendidikan*, *4*(3), 459–471.

Yasir, Saddan, Hamidah, & Anggia, Dewi, Putri. (2020). Al-Ulum Pendidikan Islam. *Al-Ulum: Jurnal Pendidikan Islam*, *1*(3), 233–247.

Yasir, Saddan, Hamidah, & Anggia, Putri Dewi. (2021). Penerapan Kurikulum 2013 Pada Masa Pandemi Covid-19 di SMP IT Ad-Durrah Medan. *Ilmuna: Jurnal Studi Pendidikan Agama Islam*, *3*(1), 14–28.

Yoseptry, Ricky, Aisyah, Ila, Rostiani, Meta, Azizah, Anjaswati Titi Nur, & Restiana, Rina. (2023). Implementasi Kurikulum Darurat Pada Masa Pendemi Covid-19 Untuk Meningkatkan Mutu Pembelajaran Di SD Negeri Cipamokolan 4 Kecamatan Bojongsoang Kabupaten Bandung. *Al-Afkar, Journal for Islamic Studies*, *6*(2), 192–205. https://doi.org/10.31943/afkarjournal.v6i2.547.Implementation

Zarkasyi, Ahmad Hidayatullah, & Anggraini, Silvi. (2022). Penerapan Qudwah Hasanah Guru Mi Nurussalam Ngawi Melalui Pendidikan Profetik. *Research and Development Journal of Education*, *8*(2), 498–504. https://doi.org/10.30998/rdje.v8i2.13053