Some Problems of Curriculum Implementation in Schools

by

PROSIDING
The 7ᵗʰ International Seminar on Social, Humanities, and Malay Islamic Civilization

Tema:
"Study of Malay Islam During Covid-19 Pandemic: Opportunities and Challenges"

Palembang, 09ᵗʰ – 10ᵗʰ November 2021
Ballroom Beston Hotel Palembang

Editor:
Fahmi, M.Pd.I

PROSIDING
The 7ᵗʰ International Seminar on Social, Humanities, and Malay Islamic Civilization

Tema:
"Study of Malay Islam During Covid-19 Pandemic: Opportunities and Challenges"

Steering Committee
Prof. Dr. Nyayu Khodijah, M.Si
Dr. Muhammad Adil, M.A
Dr. Abdul Hady, M.Ag
Dr. Hamidah, M.Ag
Mirwan Fasta, M.Si
Dr. Abdurrasyid, M.Ag

Susunan Panitia
Dr. Fajri Ismail, M.Pd.I
Susi Herti Afriaini, M.Hum
Dr. Yenrizal, M.Si
Iqbal Firmansyah, S.Th.I., M.Hum
Fatah Hidayat, M.Pd.I
M. Salahudin Hasani, SE
Dr. Muhammad Torik, Lc., MA
Fahmi, M.Pd.I
Dr. Annisa Astrid, M.Pd
Amalia Hasanah, Ed.D
Dr. Abdur Razzaq, M.A
Nurul Maskana
Dr. Irham Falahuddin
Fachruddin, M.Kom

Reviewer:
Prof. Kamaruzzaman Yusoff
Ass. Prof. Dr. Muhammad Ansori

Editor:
Fahmi, M.Pd.I

Desain Cover
Hari Eko Wahyudi, SE

SOME PROBLEMS OF CURRICULUM IMPLEMENTATION IN SCHOOLS AT SOUTH SUMATRA-INDONESIAN DURING PANDEMIC COVID-19

Abdurrahmansyah
Lecturer at State Islamic University of Raden Fatah Palembang
abdurrahmansyah73@radenfatah.ac.id

Abstract

This paper aims to identify various problems from implementing the curriculum as a impact of school closures during the COVID-19 pandemic in schools at South Sumatra-Indonesia. There is a fact that the COVID-19 pandemic has devastated school systems around the world. In Indonesia, schools have implemented a full online learning system for quite a long time. The government through the learn from home policy prohibits schools from opening and conditions students to study from home. Closing schools in almost two years has had a devastating impact on schools, students and parents. The phenomenon of the emergence of adverse effects from the online learning system has become a major issue in news, research, and study reports in various scientific studies. Through searching data from various online sources, various problems in implementing the curriculum in schools at South Sumatra can be identified. The problems that arise are related to issues regarding the weakness of school management, the unpreparedness of teachers in managing online learning systems, the failure of mastery of learning materials by students, the emergence of psychological problems for students and teachers, and the lack of technological support in online learning in schools.

Keywords: *curriculum, pandemic covid-19, school system.*

Introduction

Globally, the COVID-19 pandemic has affected the education sector, disrupting more than 1.7 billion students, including 99% of students in low-and middle-income countries (United Nations, 2020; Reimers, 2021). Schools around the world have closed schools to control the spread of the COVID-19 virus. Closing schools and replacing them with online learning systems has created new difficulties and impacts for students and teachers. Difficulties in online learning are technically due to the lack of infrastructure and the availability of an inadequate internet network. This difficulty is felt especially in developing countries (Tedesse & Muluye, 2020), including Indonesian country.

The change from an offline learning system to online learning has changed the learning methodologies that have been well established in schools. The atmosphere and school culture used by students to have fun with friends and interact socially are actually being taken away and lost in the learning tradition during the pandemic. According to Tarkar (2021) this change in student habits has caused serious problems related to psychological, academic, and social aspects. Teachers experience ambiguity in terms of implementing learning strategies and student learning outcomes assessment systems. Azhari and Fajri (2020) emphasized that teachers in Indonesia tend to lack the ability to utilize information and communication technology-based learning media. Therefore, online learning in schools during the COVID-19 pandemic is minimally implemented so that it is less effective in terms of implementation.

A research finding was conducted by Purwanto et al. (2020) identified several phenomena of teaching activities during the work from home

(WFH) period. Teachers on the one hand feel less busy because they don't have to come to school and tend to be more efficient in terms of financing. Teachers are more relaxed because they avoid traffic jams on the road when they go to school. But on the other hand, teachers feel less effective in carrying out learning activities because students cannot have direct dialogue. In addition, teachers feel that they have lost their enthusiasm and are not enthusiastic in carrying out their teaching obligations during the COVID-19 pandemic. Teachers' psychological problems in the form of lack of enthusiasm and enthusiasm when teaching if left for a long time will definitely have a continued impact on the weak quality of learning.

During the COVID-19 pandemic, teachers conduct learning activities through online chat and video conferencing. Most school management does not provide facilities in the form of online learning tools. Teachers are given the freedom to make their own all the supporting tools to carry out online learning. For young teachers, some of the obstacles regarding the ability to operate computer equipment and create learning access links are not a problem. However, for senior teachers in the regions, the ability to use gadgets and electronic devices for learning is still be come a major problem (Listianawati, 2020). The problems faced by teachers in managing online learning are quite difficult because they are required to understand the design and methodology of online-based learning well.

The inability of teachers to manage online learning more easily has a direct impact on the weak mastery of students' cognitive abilities. According to Ngo, Budiyono, & Ngadiman (2021) the ability of students to master the lesson is more due to student

satisfaction in learning. Meanwhile, student learning satisfaction is influenced by the skill of the teacher in organizing digital learning and the teacher's ability to provide learning feedback. In online learning, at least there are several main factors that are important for teachers to understand to build enthusiasm for learning and student enthusiasm, namely: 1) the need for a positive learning environment, the need to build direct communication in learning, the need to provide feedback at the right time, and the need to use technology in the form of internet-based learning media and facilities (Chakraborty, 2014).

Pragmatically, it is important for teachers and school leaders to innovate curriculum and learning during the COVID-19 pandemic. The curriculum as the main element in the learning system must be developed in accordance with changing learning conditions. Curriculum and learning in an emergency period need to be designed from the start by considering students' learning needs, the availability of facilities, and other learning potentials that can be utilized by students during the learning process from home (LFH) (Sudrajat et al.: 2020). The curriculum as the main component of education requires development according to certain situations and conditions (Abdurrahmansyah, 2021). During an emergency, the curriculum should be specially designed, so that it does not apply to normal in abnormal times. As a result of the fast-spreading COVID-19 pandemic, school curricula in Indonesia seem to be poorly prepared, so it is unavoidable that various bad effects of implementing less relevant curricula are unavoidable.

Various studies and research with various approaches and themes have been carried out so that information regarding the impact of the COVID-19 pandemic on education can be widely

462

known. Schools in Indonesia have an impact on the implementation of education and at the same time weakened the quality of learning. These negative influences and impacts are the focus of the analysis in this paper so that it can be well described the various forms of the bad impacts of the COVID-19 pandemic for curriculum implementation in Indonesia.

Method

This research is a qualitative research with non-interactive qualitative methods, namely research on concepts through a document analysis (McMilllan & Schumacher, 2001). This research process was carried out to conduct studies and synthesize available resources to provide an understanding of curriculum implementation in schools during a pandemic. The approach used in this research is an analytical concept.

The stages in the research consist of: First, determine the concept to be studied, in this case the researcher analyzes the facts of implementing the curriculum in schools in an emergency. Second, explore and identify how the implementation of curriculum design in schools during the LFH period with the various problems that surround it. Third, critically analyze the actual use and meaning of the facts studied.

The source of this research data is documents presented in the form of online news content regarding curriculum implementation during the pandemic in Indonesia in the range of 2019 to 2021, including research reports and studies related to this theme. In addition, to strengthen the analysis, interviews were also conducted with education actors during the pandemic such as teachers, students, and parents.

The data analysis technique using content analysis in conducting the analysis consisted of three steps taken by the researcher, namely: (1) determining the themes and keywords

sought in the documents to be researched and studied, (2) giving meaning to these themes and keywords, and (3) perform internal interpretation. In this context, all information obtained is determined as data that still has to be tested for its validity internally, in the sense that the data does not conflict with other information contained in the same source.

Data analysis of this research was carried out using an interactive model analysis from Miles and Huberman which consisted of three stages, namely: 1) Data reduction as a selection process, focusing on simplification, abstracting, and transforming rough data that emerged from written notes in the field. This process takes place during and after the research process takes place. 2) Data presentation which is the process of providing a number of structured information for drawing conclusions and taking action. 3) Drawing conclusions which is a complete configuration activity that continues to be verified during the research. In the process of analysis, the three data are interconnected in a circular manner during the research.

Findings

The problem of implementing school curriculum and learning during the COVID-19 pandemic was deeply felt by school teachers in South Sumatra. An elementary school teacher in Palembang, NH said that:

"Yes, there is indeed a policy regarding one-sheet learning plans as an effort to simplify curriculum and learning implementation during the COVID-19 period. But I myself still use the curriculum and the structure of the material as usual although with the reduction of some materials. I only use the one

sheet lesson plan for administrative purposes."

From the student's perspective, online learning also causes psychological impacts such as irritability, irritation, confusion, and lack of concentration in learning. One student, MKD said that:

"I don't understand school lessons because the teacher is very quick to explain. I do my homework but I don't know right or wrong. My mother could not teach me at home. I'm tired of this way of studying."

In addition, full online learning during the COVID-19 pandemic has actually weakened the student's character. One of the students' parents, AR said that:,

"When I wake up in the morning, my child often oversleep because he doesn't have to go to school as usual. Sometimes I don't pray either. Reading the Qur'an is also rare, especially if he is reminded he just reads the Qur'an. My son is in 4th grade so he has to be constantly reminded. Sometimes I also forget to remind him. You know, sir, I'm also a daily worker so sometimes I'm tired and don't have time to control my child."

Based on observations of the online learning process carried out by students at home, methodologically the teacher talks more and students listen. Every lesson the teacher always gives assignments for students to do and is collected through whatsapp groups. The learning process lasts for 2 x 45 minutes as in normal lesson hours. It is not seen that the teacher uses power points or videos except for lecturing and giving instructions and questions.

The fact that school management has not optimally provided online learning facilities and facilities was revealed through the statement of a school principal, UF said that:

"At our school, there is no adequate wifi facility. This includes teachers who have not been properly trained to design online-based learning models, so the learning process so far has only shifted learning activities at school to their homes through several applications such as WAG and the google meet application".

In terms of the effectiveness of online learning during the implementation of LFH, furthermore a teacher, MH said:

"I think many schools are not ready to implement a full online learning system effectively. The teachers also have not mastered interesting learning methods through the online system. We hope that this pandemic will end soon so that students can study in class again".

Through the excerpts of interviews and observations presented, it seems that some problems in implementing the curriculum that have arisen as a result of the LFH policy can be understood.

Discussion

Since March 2020, students, teachers, and parents in Indonesia have had to face a school closure policy that affected 62.5 million students from primary to higher education. The school closures are estimated to cause Indonesian children to lose 11 points on the program for the International Student Assessment Reading Scale (PISA). It is confirmed that there are facts about the loss of learning as a result of the covid-19 pandemic which requires students to study from home (Yarrow, Masood, & Afkar, 2020). For schools in Indonesia, implementing a distance learning system is not easy because there are many technical problems and limited resources that hinder the implementation of the curriculum and online learning.

In early 2019 the Indonesian government had planned a policy regarding the concept of an independent learning curriculum to be applied in schools. The concept of an independent learning curriculum is a curriculum design that provides opportunities for teachers and students to manage and organize learning content independently according to their interests and the availability of learning resources around them. Teachers are no longer considered the only source of learning. Students are encouraged to use various alternative media and internet-based learning facilities.

Conceptually, the COVID-19 pandemic should provide opportunities for schools to apply the concept of an independent learning curriculum. But in reality, the learning system from home has caused many serious problems that have a negative impact on students. The implementation of the school curriculum in the emergency period was felt to be ineffective and not well designed by school management and teachers.

It is very difficult for teachers to apply the curriculum 2013 (K-13) during the covid-19 pandemic. Characteristics of K-13 that require learning to be managed by activating students in the classroom through a scientific approach are also hampered because online learning eliminates active interaction of students in class. From the student's perspective, the online learning system causes cognitive problems because students cannot understand the subject matter properly and thoroughly. In addition, psychological problems in the form of the loss of a sense of responsibility for students in doing the tasks given by the teacher. A number of tasks assigned by teachers to students on the one hand cause boredom and laziness to follow learning (Azizah, 2021).

The psychological burden is also experienced by teachers, because they are always worried that learning completeness will not be achieved. This feeling of guilt then causes the teacher to make a pseudo-assessment. The quasi-assessment is carried out by the teacher in the form of facts giving good marks for learning outcomes that are not in accordance with the student's mastery of the material. This quasi-learning evaluation is more because the teacher "forces" the structure of the subject matter that is usually taught in normal times to emergency conditions. The real online learning shows that the K-13 structure is not suitable for an emergency, so schools need to design a new curriculum that is used specifically during the Covid-19 emergency.

Chadijah (2019) emphasized that basically the Indonesian government has sought an emergency curriculum to be applied during the COVID-19 pandemic through the Decree of the Minister of Education and Culture Number 719/2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions. However, this government policy is less effective because it is not accompanied by implementation instructions and clear examples regarding the implementation of this emergency curriculum.

Difficulties in preparing online learning plans are experienced by almost all teachers in Indonesia. Even teachers are very bothered by having to adjust the implementation of the curriculum during the COVID-19 pandemic with the standard process in K-13. The problems faced by teachers in the standard analysis of the process at K-13 include the teacher's inability to plan lessons. At the implementation stage of learning, unsupported learning facilities and facilities are also an important problem in implementing the

curriculum during the LFH period. From the evaluation side, teachers experience ambiguity in assessing student learning outcomes (Masruroh & Suprapti, 2020), especially in assessing student attitudes and skills. The implementation of the character education curriculum is very disrupted because teachers have difficulty directly controlling and guiding student behavior (Abdurrahmansyah, 2021).

Some education experts suggest that schools should be given the freedom to develop and implement independent curricula, not emergency curricula. The independent curriculum provides flexibility for schools to be creative in determining subject matter, designing processes and evaluating without being forced by the central education authority. Learning methodologies such as project-based learning are very suitable for independent curriculum design. The implementation of the project-based

learning method does not require expensive educational technology-based media. Therefore, this independent curriculum development model is relevant to the concept of an independent curriculum launched by the government.

Institutionally, schools in South Sumatra have not been optimal in preparing online learning facilities, especially for schools in the regions. Teachers are left to take their own initiative to pursue the online teaching and learning process independently. Thus, according to a report from the South Sumatra Education Office, the quality of education in South Sumatra fell by 30% during the distance learning period (Irwanto, 2021). There are also schools that prepare infrastructure and facilities in the form of internet network devices and systems for learning such as providing wifi in schools. For schools in the area, it seems very unlikely to provide wifi in schools. According to a

469

report from the Ministry of Education and Culture, there are currently more than 41,000 schools that do not have internet access (Kompas.com, 2020). It is even alleged that in more detail there are 8,522 schools that have not been electrified and around 42,159 schools do not have internet access throughout Indonesia (detiknews, 2020).

Schools that do not have access to electricity and the internet clearly have great difficulty implementing distance learning. This fact also confirms that there are still many schools that are paralyzed and do not carry out online learning while classes are closed to avoid the spread of the COVID-19 virus through school clusters. This phenomenon from the social side of education has the potential to cause injustice or inequality in the learning process in Indonesia during the COVID-19 pandemic. For schools in remote areas, the unavailability of internet access is a major obstacle in the online learning system (Santosa, 2020). The implementation of the curriculum in schools also experienced obstacles due to the inability of teachers to organize online learning activities. This is related to the aspect of mastering the technological knowledge competence of the teachers who are still weak.

The inability of teachers to manage learning patterns with relevant learning models is due to the fact that they rarely get good training regarding the development of internet-based learning models. Learning methodology training for teachers in Indonesia is uneven, but several regions have conducted training for teachers to be able to conduct learning effectively (Acehsiana, 2021). Even teachers in South Sumatra have innovated learning media in the form of gamification, namely designing game-based media so that students are interested in participating in online learning during

the pandemic (Imandiar-Detiknews, 2021).

To improve the ability of education services in schools, school leaders in South Sumatra are also trained to be able to design internet-based learning management patterns (Aryanto, 2021). The managerial ability of school principals during the COVID-19 pandemic is more oriented towards developing an internet-based learning network system (Syarifah et al., 2020). Schools need to initiate various online-based learning methodological education and training programs. A survey indicates that the ability of school principals in Indonesia is still minimal in seeking various online-based learning facilities and facilities during the COVID-19 pandemic (Tresnatri & Barasa, 2020).

Teachers as curriculum developers at the classroom level are also required to be able to design lesson plans and implement curriculum effectively. Several studies show that the competence of teachers in developing online learning is very minimal, so that it affects the quality of learning. Although during the pandemic, the Ministry of Education and Culture has issued a policy regarding an emergency curriculum for special conditions, in its implementation this curriculum has not been implemented effectively by teachers. Most teachers in teacher schools still rely on worksheets and assignments based on the usual curriculum and refer to the material structure of the normal curriculum without making significant simplifications (Vicy-detiknews, 2021). According to the research of Yasir, Hamidah, & Anggia (2021), the implementation of the curriculum 2013 during the COVID-19 pandemic can only teach about 50 percent of the total material.

In terms of the ability to develop learning methodologies, there is still a

large percentage of teachers who do not have good pedagogic abilities, especially during the COVID-19 pandemic (Afika et al., 2021). Some direct learning strategies cannot be applied by the teacher because of the obstacles they cannot meet face to face with students. Meanwhile, the problem of mentoring learning during this LFH period, Maria, Rifma, and Syahril (2021) emphasized that nationally many parents did not understand the pattern of parenting character education in children. Even though parents are a key factor in determining the success of character education during the Covid-19 period when schools carry out face-to-face learning activities physically.

Conclusion

The COVID-19 pandemic that hit Indonesia affected the policy and implementation of education in schools. The government implements a policy of learning from home through an online learning system. In South Sumatra, online learning policies have caused crucial problems, especially in the aspect of curriculum implementation. The ability of teachers in South Sumatra, which is still weak in developing online learning designs and implementing curricula in an emergency, worsens the quality of education in this area. In addition, the problem of weakening student character, the inability of parents to assist student learning at home, and the weakness of school management in preparing online learning facilities increasingly show the negative impact of implementing school curricula during the COVID-19 pandemic. With the limited mastery of educational technology by regional teachers in South Sumatra, it seems that curriculum implementation during the COVID-19 pandemic will be more complicated. This problem should be solved by collaborative work between the government, school management,

teachers, students, and parents in a synergistic manner.

Reference

Abdurrahmansyah. (2021). *Kajian Teoritik dan Implementatif Pengembangan Kurikulum*, Jakarta: Rajawali Press.

Acehsiana. (2021). 334.402 Guru Dilatih Metode Pembelajaran Secara Daring. https://acehsiana.com/2021/01/13/334-402-guru-dilatih-metode-pembelajaran-secara-daring/

Afika, A., Alifah S., Devy R., regina S.Y., Yosefa A. W., dan Ratnawati A. (2020). Kompetensi Pedagogik Guru Pada Era Pandemi *Covid-19,* tersedia pada laman: https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi737zsqP7zAhVb7nMBHeRvBNE4HhAWegQIAxAB&url=https%3A%2F%2Fdigilib.esaunggul.ac.id%2Fpublic%2FUEU-Proceeding-20852-14_0040.pdf&usg=AOvVaw0EFPZm1McvjmmN2oTVFQT8.

Aryanto, Wahid. (2021). Tingkatkan Kualitas Pendidikan, 116 Calon Kepala Di Kabupeten OKI Dilatih Pengelolaan Sekolah. https://www.klikanggaran.com/peristiwa/pr-1151361522/tingkatkan-kualitas-pendidikan-116-calon-kepala-di-kabupeten-oki-dilatih-pengelolaan-sekolah?page=all.

Azhari, B. & Iwan Fajri. (2020). Distance learning during the COVID-19 pandemic: School closure in Indonesia. International Journal of Mathematical Education in Science and Technology. https://www.tandfonline.com/toc/tmes20/current.

Azizah, Shopi Nur. (2021). Permasalahan Kurikulum 2013 di Masa Pandemi COVID-19. https://kumparan.com/shofi-nur-azizah/permasalahan-kurikulum-2013-di-masa-pandemi-covid-19-1vb6vlxzEHH/4.

Chakraborty, M. and Muyia Nafukho, F. (2014), "Strengthening student engagement: what do students want in online courses?", European Journal of Training and Development, Vol. 38 No. 9, pp. 782-802. https://doi.org/10.1108/EJTD-11-2013-0123

Chodijah, Itje. (2019). Prasyarat Keberhasilan Penerapan Kurikulum Darurat Di Masa Pandemi Covid-19. https://jendela.kemdikbud.go.id/v2/opini/detail/prasyarat-keberhasilan-penerapan-kurikulum-darurat-di-masa-pandemi-Covid-19.

Detiknews. (2020). Kemendikbud: 8.522 Sekolah Belum Berlistrik, 42.159 Tak Ada Akses Internet. https://news.detik.com/berita/d-5108489/kemendikbud-8522-sekolah-belum-berlistrik-42159-tak-ada-akses-internet.

Florischa Ayu Tresnatri, Arjuni Rahmi Barasa. (2020). Selama pandemi, peran kepala sekolah masih minim dalam pelaksanaan pembelajaran jarak jauh. https://rise.smeru.or.id/id/blog/selama-pandemi-peran-kepala-sekolah-masih-minim-dalam-pelaksanaan-pembelajaran-jarak-jauh.

Imandiar, Y. detikNews. (2021). Guru di Sumsel Buat Belajar Online Lebih Menarik dengan Gamifikasi. https://news.detik.com/berita/d-5386501/guru-di-sumsel-buat-belajar-online-lebih-menarik-dengan-gamifikasi.

Irwanto. (2021). Kualitas Pendidikan di Sumsel Turun 30 Persen Sejak Belajar Jarak Jauh. https://www.merdeka.com/peristiwa/kualitas-pendidikan-di-sumsel-turun-30-persen-sejak-belajar-jarak-jauh.html.

Kompas.com, (2020). Kemendikbud: 41.000 Sekolah Belum Terhubung Jaringan Internet Kompas.com - 30/09/2020. https://www.kompas.com/edu/read/2020/09/30/095832871/kemendikbud-41000-sekolah-belum-terhubung-jaringan-internet?page=all

Lestiyanawati, Rochyani. (2020). The Strategies and Problems Faced by Indonesian Teachers in Conducting e-learning during COVID-19 Outbreak. Cllient Journal, https://ojs.unsiq.ac.id/index.php/cllient/index.

Maria, R., Rifma Rifma, Syahril. (2021). Efektivitas Pembelajaran Dan Pembinaan Karakter Di Masa Pandemi Covid-19. Jurnal Educatif: Universitas Pendidikan Pahlawan Tuanku Tembusai, https://edukatif.org/index.php/edukatif/issue/view/10.

Masruroh, S., Suprapti. (2020). Analisis Permasalahan Standar Proses Kurikulum 2013 Pada Masa Pandemi Covid-19. *Jurnal Simki Pedagogia*, 3 (6), 33-41.

Media center. (2020). Minimnya Akses Internet Jadi Kendala Pembelajaran Daring di Daerah Terpencil. https://mediacenter.temanggungkab.go.id/berita/detail/minimnya-akses-internet-jadi-kendala-pembelajaran-daring-di-daerah-terpencil.

McMilllan, James H. dan Sally Schumacher. (2001). *Research in Education: A Conseptual Introduction*, New York: Longman.

Purwanto, A., Masduki Asbari, Mochammad Fahlevi, Abdul Mufid, Eva Agistiawati, Yoyok Cahyono, Popong Suryani. (2020). Impact of Work From Home (WFH) on Indonesian Teachers Performance During the Covid-19 Pandemic: An Exploratory Study. *International Journal of Advanced Science and Technology*, Vol. 29, No. 5, 2020. https://www.researchgate.net/profile/Mochammad-Fahlevi/publication/341413246_Impact_of_Work_From_Home_WFH_on_Indonesian_Teachers_Performance_During_the_Covid-19_Pandemic_An_Exploratory_Study/links/5ec28321a6fdcc90d67e2663/Impact-of-Work-From-Home-WFH-on-Indonesian-Teachers-Performance-During-the-Covid-19-Pandemic-An-Exploratory-Study.pdf.

Reimers, Fernando M. (2021). Learning from a Pandemic. The Impact of COVID-19 on Education Around the World, In Fernando M. (Reimers Ed.), *Primary and Secondary Education During Covid-19 Disruptions to Educational Opportunity During a Pandemic*, Switzerland: Springer. https://library.oapen.org/bitstream/handle/20.500.12657/50965/978-3-030-81500-4.pdf?sequence=1#page=7.

Saddan Yasir, Hamidah, dan Putri Dewi Anggia. (2020). Penerapan Kurikulum 2013 Pada Masa Pandemi Covid-19 di SMP IT Ad-Durrah Medan.

Santosa, Ari Budi. (2020). Potret Pendidikan di Tahun Pandemi: Dampak COVID-19 Terhadap Disparitas Pendidikan di

474

Indonesia. CSIS Commentaries DMRU-079-ID.

Sari, E. R. (2012). *Teacher professional development in an online learning community : a case study in Indonesia*. https://ro.ecu.edu.au/theses/470

Syarifah, M., Badaruddin, Bambang S.A. (2021), Kompetensi Manajerial Kepala Madrasah Di Masa Pandemi Corona Virus Disease Dalam Pelaksanaan Pembelajaran Daring (Penelitian Pada MTS Darussalam Wanaraja - Garut). 241-Article Text-595-1-10-20210408.Pdf.

T. Sudrajat, O. Komarudin, And Q. Y. Zaqiah, "Inovasi Kurikulum Dan Pembelajaran Pada Masa Pandemi Covid-19," *J. Ilm. Wahana Pendidik.*, Vol. 6, No. 3, Pp. 339–347, 2020.

Tadesse, S. & Muluye, W. (2020) The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review. *Open Journal of Social Sciences*, **8**, 159-170. Doi: https://doi.org/10.4236/jss.2020.810011

Tarkar, Preeti. (2020). Impact Of Covid-19 Pandemic On Education System, International Journal of Advanced Science and Technology Vol. 29, No. 9s, (2020), pp. 3812-3814.

https://www.researchgate.net/profile/Preeti-Tarkar/publication/352647439_Impact_Of_Covid-19_Pandemic_On_Education_System/links/60d1e909299bf19b8d99d279/Impact-Of-Covid-19-Pandemic-On-Education-System.pdf.

United Nations. (2020, August). *Policy brief: Education during COVID-19 and beyond.* Retrieved from. https://www.un.org/sites/un2.un.org/files/sg_policy_brief_covid-19_and_education_august_2020.pdf.

Vicy-detiknews. (2020). Kurikulum dan Kompetensi Pendidikan Anak Masa Pandemi. https://news.detik.com/kolom/d-5599272/kurikulum-dan-kompetensi-pendidikan-anak-masa-pandemi.

Yarrow, Noah Bunce; Masood Eema; Afkar Rythia. (2020). *Estimates of COVID-19 Impacts on Learning and Earning in Indonesia : How to Turn the Tide (Vol. 2).* Washington, D.C. : World Bank Group. http://documents.worldbank.org/curated/en/211871597656902862/Estimates-of-COVID-19-Impacts-on-Learning-and-Earning-in-Indonesia-How-to-Turn-the-Tide

Some Problems of Curriculum Implementation in Schools