



Child-Friendly Curriculum Implementation During Pandemic *Covid-19*

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Abstract: The curriculum as the most important element in the world of education continues to change. The curriculum can also change if a disaster occurs in an area such as the Covid-19 pandemic that occurred in Indonesia. The existence of the Covid-19 pandemic requires education managers in each agency to innovate in compiling a curriculum that can be implemented safely, effectively and efficiently, because the safety and comfort of students in learning are also a separate consideration in implementing learning during a pandemic. Like the child-friendly curriculum implemented at MI Barokah At-Tahdzib. This study aims to explain the implementation of the child-friendly curriculum at MI Barokah At-Tahdzib during the pandemic Covid-19. The method used is a qualitative method with interactive model data analysis techniques. The results of this study indicate that the child-friendly curriculum is implemented through three activities, first implementing learning while still paying attention to health protocols, second, creating a study group consisting of 11 children to implement social and physical distancing with a learning duration of 1.5-2 hours, The third assessment of cognitive and psychomotor aspects of learning is carried out in a network through

WhatsApp and Google Form, while the assessment of affective aspects is carried out using observation techniques.

Keywords: Child, covid-19, curriculum, implementation, friendly

INTRODUCTION

Curriculum is the most important part of the educational process. In the old view, the curriculum is interpreted as a set of subjects taught in schools¹. Meanwhile, in a new view, the curriculum can be interpreted as an educational design that provides opportunities for students to develop their potential². Based on these explanations, both from old views and new views on the curriculum, the existence of a curriculum is still important to improve the quality of education. Like traffic, curriculum is like a sign that must be obeyed to be safe on the road. The curriculum is a reference for educational managers and actors to implement the learning process.³

The curriculum has changed in time after time. This change is none other than to improve the quality of education, so that it is not left behind with its era. The curriculum that is currently being implemented in Indonesia is the 2013 curriculum. The 2013 curriculum has been implemented by all schools in Indonesia. However, with the emergence of the pandemic *Covid-19* in Indonesia, there needs to be adjustments and innovations in the implementation of the existing curriculum.⁴

¹ Herry Widyastono, *Pengembangan Kurikulum Di Era Otonomi Daerah: Dari Kurikulum 2004, 2006 Ke Kurikulum 2013*, Cetakan pertama. (Jakarta: Bumi Aksara, 2014), 1.

² Daryanto, *Pendekatan Pembelajaran Saintifik Kurikulum 2013*, cet. 1. (Yogyakarta: Gava media, 2014), 1.

³ Muhammad Zaini, *Pengembangan Kurikulum Konsep Implementasi Evaluasi Dan Inovasi* (Yogyakarta: Teras, 2009).

⁴ Tatang Sudrajat et al., "Inovasi Kurikulum dan Pembelajaran Pada Masa Pandemi Covid-19," *JURNAL ILMIAH WAHANA PENDIDIKAN* 6, no. 3 (July 25, 2020): 339–347.

Covid-19 which was announced in March became a national pandemic in Indonesia has an impact on all aspects of life, not only on the economic aspect but also impact on the social and organizational aspects of education.⁵ Large-Scale Social Restriction Policy (PSBB) as regulated in PP. 21 of 2020 requires people to carry out physical and social distancing, this makes community mobility very limited. The community is only allowed to leave the house as needed, activities that gather large numbers of people must be temporarily stopped. Including teaching and learning activities in classrooms which are also considered very vulnerable can increase the covid-19 transmission chain.

Stopping teaching and learning in the classroom does not mean stopping the existing educational process, because the educational process must continue, one solution is to implement a distance learning system. This condition needs adjustment from many parties, especially for students, teachers as educators at schools, and parents as educators at home.⁶ Like it or not, ready or not ready, the online learning must be implemented, better using WA, Google classroom or similar learning application.⁷ This condition requires teachers not to stutter about existing technological developments.

Over time, in early July 2020, the government replaced the PSBB policy with a new policy called *new normal* policy. The *new normal* policy was

⁵ Mailizar et al., "Secondary School Mathematics Teachers' Views on E-Learning Implementation Barriers during the COVID-19 Pandemi: The Case of Indonesia," *Eurasia Journal of Mathematics, Science and Technology Education* 16, no. 7 (May 6, 2020): em1860.

⁶ Samar Ahmed, Mohamed Shehata, and Mohammed Hassanien, "Emerging Faculty Needs for Enhancing Student Engagement on a Virtual Platform," *MedEdPublish* 9 (April 23, 2020), accessed October 5, 2020, <https://www.mededpublish.org/manuscripts/2965>.

⁷ Rizqon H Syah, "Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran," *SALAM: Jurnal Sosial dan Budaya Syar-i* 7, no. 5 (April 14, 2020), accessed September 29, 2020, <http://journal.uinjkt.ac.id/index.php/salam/article/view/15314>.

passed by the government to stabilize social, economic, and educational activities while still implementing the health protocol.

In more detail, the government regulates the implementation of *new normal* policy in KMK No. HK.01.07 / MENKES / 328/2020 concerning Guidelines for Preventing and Controlling of Covid-19 in Office and Industrial Workplaces. Some things that must be obeyed based on these regulations include healthy living habits by using a mask during the trip or at work, washing hands frequently, or using handsanitizer, not using personal tools together such as prayer tools, eating utensils, etc., and keeping *physical activities*. and *social distancing*. Based on this regulation, several industries, and official agencies have begun to implement arrangements for essential workers who need to continue working in offices, including educational institutions.

Several educational institutions responded to this policy by developing existing curricula so that the education process could continue to be effective and optimal. However, the safety of students must be a major consideration in the learning process during a pandemic. For this reason, at the beginning of the implementation of the *new normal* policy in MI Barokah At-Tahdzib, Kras District, Kediri Regency, continued to carry out online learning. Teachers continue to accompany students to learn using WA or other learning platforms. However, parents have objections if learning in the new academic year 2020/2021 is still carried out online. Many parents have complained to class teachers, curriculum staff, or even madrasah principals about objections to online learning systems.

The problem of online learning continues to be evaluated by the education manager at MI Barokah At-Tahdzib until finally, a child-friendly curriculum concept emerged during the pandemic. The child-friendly curriculum has been implemented in several previous schools, such as

previous research conducted by Agus Yulianto at SDIT Insan Cendekia, Boyolali, showing that child-friendly education is implemented in four scopes, namely Physical Friendly, Non-Physical Friendly, Learning Activities in Classroom, and Activities Learning outside the classroom.⁸ Similar research has also been conducted by Della Deviandera, regarding the Implementation of Curriculum in the Child-Friendly School Program in Class IV.⁹ The research discusses the planning, process, and assessment of learning in schools that have child-friendly school programs.

Based on the description of this kind of research, several differences can be understood from this research. These differences include 1) previous research examined child-friendly schools that were not during the pandemic 2) previous studies focused more on child-friendly schools instead of child-friendly curricula.

The purpose of this study is to explain how MI Barokah At-Taahdzib implements a child-friendly curriculum during a pandemic. Where the indicators of the child-friendly curriculum are learning that does not contain discrimination, loves peace, loves health so that children can be safe and enjoy in the learning process.

METHOD

This study used a qualitative descriptive method. Qualitative research is to describe the real situation in the field in the form of words related to the development of a child-friendly curriculum at Madrasah Ibtidaiyah Barokah At Taahdzib Kediri. MI Barokah At-Taahdzib is the only

⁸ Agus Yulianto, "Pendidikan Ramah Anak Studi Kasus SDIT Nur Hidayah Surakarta," *At-Tarbawi: Jurnal Kajian Kependidikan Islam* 1, no. 2 (December 31, 2016): 137.

⁹ Della Deviandera, "Implementasi Kurikulum pada Program Sekolah Ramah Anak DI KELAS IV SDN 2 Karangsari," *Basic Education*. 8(7), (2019): 728–737.

private MI in the Kras Kediri area that implements a child-friendly curriculum during the Pandemic. MI Barokah At-Tahdzib is also an MI that has students who excel in both academic and non-academic fields.

Data collection techniques used were interviews, observation, and documentation. The data obtained were analyzed using interactive model data analysis techniques. Interactive model data analysis is carried out by collecting data, reducing the data obtained, presenting data, and verifying or drawing conclusions.¹⁰ This research was conducted from May to October 2020.

RESULT AND DISCUSSION

Based on the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia NUMBER 03 / KB / 2020 Number 612 of 2020 Number HK.01.08 / Menkes / 502/2020 Number 119/4536 / SJ regarding Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year during the pandemic *Coronavirus Disease* 2019 (Covid-19) schools in the green and yellow zones may carry out face-to-face learning if received permission from the local Covid-19 handling task force. However, this is optional. If the school, parents, or teachers still want distance learning to be allowed. Because in this pandemic era, the most important thing is the safety of students, the safety of parents, and teachers.

Referring to this policy, since March 16 2020 MI Barokah At-Tahdzib has carried out online learning using several learning platforms, such as *google form* and *Whatsapp*. However, before the new school year 2020/2021, many parents complained about this condition. The student's guardian

¹⁰ Agus Prasetyo, "Implementasi Pengembangan Kurikulum di Pondok Pesantren" (n.d.): 13.

admitted that he objected if the learning was continued remotely.¹¹ Apart from the data package problem, parents also complained about their work activities, make it difficult to find solutions so that their children could participate in online learning well. Plus the intensity of staring at the HP/laptop screen for a long time can harm children's physical health, such as eye pain, headaches, balance disorders, and sleep disturbances.¹² That is what worries parents if online learning remains fully implemented.

Thus, at the beginning of the 2020/2021 school year, MI Barokah At-tahdzib compiled a new curriculum to solve the problems from the implementation of online learning during the pandemic. Given that efforts to break the chain of transmission Covid-19 must be a principle in planning the new curriculum.¹³ Based on this principle, the headmaster and teachers of MI Barokah At-Taahdzib agreed to develop a new curriculum, which is called the child-friendly curriculum. It is called a child-friendly curriculum because in implementation this curriculum not only the achievement of competencies is considered, but the safety, health, and motivation of students in learning are also concern. Not only that, but this curriculum also provides learning alternatives that make it easier for students to learn in the pandemic era.

As stated by Ngadiyo, what is meant by a child-friendly curriculum is the implementation of undiscriminatory education, applying PAIKEM learning, paying attention, and protecting students, not suppressing and intimidating children in the learning process, a healthy environment, and the

¹¹ Syah, "Dampak Covid-19 pada Pendidikan di Indonesia."

¹² Eka Damayanti, Arifuddin Ahmad, and Ardias Bara, "DAMPAK NEGATIF PENGGUNAAN GADGET BERDASARKAN ASPEK PERKEMBANGAN ANAK," *Martabat: Jurnal Perempuan dan Anak* Vol 4 No 1 (2020): 1–22.

¹³ Sudrajat et al., "Inovasi Kurikulum dan Pembelajaran Pada Masa Pandemi Covid-19."

participation of parents and the community.¹⁴ From this concept, the development of a child-friendly curriculum is deemed able to answer the problem of online learning during the Covid-19 pandemic in Indonesia.

In Wina Sanjaya's opinion, curriculum development includes 4 components, namely, components of objectives, content, methods, and evaluation.¹⁵ Of these four components, the method component is the one that most distinguishes between the child-friendly curriculum and the previously implemented national curriculum. The child-friendly curriculum that implemented at the MI Barokah At-Tahtdzib has also been implemented in several previous schools such as SDIT Insan Cendekia, Boyolali.

Based on the research that has been done, the child-friendly curriculum at MI Barokah At-Tahtdzib is implemented in the following stages:



Figure 1. The flow of child-friendly curriculum development

¹⁴ Ngadiyo, "Homeschooling, Melejitkan Potensi Anak," *Majalah Embun*, Mei 2013.

¹⁵ Wina Sanjaya, *Kurikulum Dan Pembelajaran : Teori Dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP)* (Jakarta: Kencana Prenada Media Group, 2013).

The initial stage of implementing a child-friendly curriculum is teacher divides class members into several study groups. At MI Barokah At-Tahdzib, each level consists of 2 study groups/classes. Each class consists of approximately 22 students. The number of students is divided into two study groups so that one group consists of 11 students. The division of the groups is based on the area where the students live. From the research results, it was found that group 1 consisted of 11 students who came from Purwodadi, Calonan, Kras and Ngantru Villages. Group 2 consists of 11 students from Tales village, Banjaranyar village, and Kediri city (domiciled in Pondok Barokah At-Tahdzib).

The determination of students number in each study group is based on two considerations. First, this number is expected to be able to limit the social and physical distancing of students so that it can save students from the risk of covid-19 transmission. Second, this amount is expected to be able to make learning more effective even though it is carried out in a short time intensity.

After creating a study group, the next step is teachers and vice chairman of curriculum make a learning schedule. With the provision that two days of learning are carried out at school and two days of learning are carried out at students' homes. The following is an example of a learning schedule at MI Barokah At-Tahdzib in 3rd grade.

Table 1 1 Learning Schedule at MI Barokah At-Tahdzib

Day	Place	Time	Subject
Monday	School	13.30-15.30	Bahasa Jawa Bahasa Arab Akidah Akhlak
Tuesday	Home	07.30-09.00 09.30-11.00	Qur'an Hadist Fiqih Tematik
Wednesday	Home	07.30-09.00 09.30-11.00	SKI Tematik
Thursday	School	10.30-12.30	Tematik

Remarks: There is no group division to study at school

Based on the table, it can be understood that on Monday and Thursday, learning is carried out in classroom of 3rd grade for approximately 2 hours. Of the two hours, 30 minutes for praying and reciting, 90 minutes for learning. Within this time, the teacher can facilitate students to learn 2-3 subjects. The material presented refers to the basic competencies that have been simplified by parallel teachers for each grade level. At the beginning of the month, the teachers of one class level discuss to determine which basic competencies are considered important to be conveyed, and which basic competencies should not be taught.

This implementation is appropriate with what has been determined by the Ministry of Education Number 719 / P / 2020, that schools are allowed to choose 1 of three curriculum options that can be implemented in the new normal period. First, the National curriculum of 2013. Second, the emergency curriculum, namely the National curriculum 2013 which has been simplified. Third, the institutional curriculum that is compiled and developed by each educational institution. The teacher said that the simplification of basic competencies was based on an analysis of the needs of each grade level agreed upon by the parallel teacher.

Furthermore, on Tuesday and Wednesday, learning was carried out in groups at the house of one of the students. Determination of the place for group learning based on the agreement of the pupils who are willing to be occupied. In a day there are at least two learning groups carried out. That means there are two different places in the day. Awareness of teachers, students, and parents Group learning is carried out by still paying attention to health protocols, including washing hands before entering the house / using a hand sanitizer, wearing a mask / Faceshield during the learning

process, keeping a distance, and not carrying out body contact such as shaking hands.

The implementation of the child-friendly curriculum can run well because of the full support of the students' parents. Parents are very enthusiastic in receiving the implementation of this curriculum. Parents take a full role in determining the place, or whose house will be used for group study as well as the *Home Visit* teachers. Given that group, learning is carried out alternately every week from the home of one student's guardian to the other student's guardian.

The inhibiting factor is some students are boarding at MI Barokah At-Taahdzib so that their parents cannot take them to the group study place. The solution, students who live in the cottage will be escorted by a class teacher who will also conduct a *home visit*. Thus all students can participate in group learning. Not only that, students and all MI Barokah At-Taahdzib teachers also have a good awareness of the importance of implementing health protocols. Therefore, the implementation of a child-friendly curriculum can be implemented properly.

The child-friendly curriculum implemented by MI Barokah At-Taahdzib is very helpful in overcoming the difficulties parents face when helping their children study at home. Because during online learning, many parents complain of difficulties in accompanying their children to learn.¹⁶ Some complain because children obey the teacher more than their parents, the children are less enthusiastic about learning, and parents have difficulty to teach materials to their children. Add more, there are some parents who

¹⁶ Subarto Subarto, "Momentum Keluarga Mengembangkan Kemampuan Belajar Peserta Didik Di Tengah Wabah Pandemi Covid-19," *'ADALAH* 4, no. 1 (April 18, 2020), accessed October 5, 2020, <http://journal.uinjkt.ac.id/index.php/adalah/article/view/15383>.

have to work from morning to evening so that they cannot accompany their children in online learning.

The learning media used are also quite varied. When learning is carried out in students' homes, the teacher uses transparent plastic as a substitute for blackboard media. With this transparent plastic, the teacher can explain the material as when explaining on the blackboard. The application is also quite practical because it can be installed and removed easily, and is flexible enough to carry everywhere. The teacher also prepares image media and realistic media (such as leaves, seeds, etc.) to make students more motivated in learning.

The child-friendly learning process cannot be said to be effective if there is no evaluation. Evaluation or assessment will help teachers to improve the quality of student learning, find out the weaknesses and strengths of a lesson.¹⁷ Like learning before the pandemic, teachers also carry out learning evaluations. The evaluation is carried out to determine the achievement of student competencies. Therefore, learning is evaluated in three aspects, namely the achievement of competence in cognitive, affective, and psychomotor aspects.¹⁸ These three aspects cannot escape assessment because these three aspects are related to one another.

Assessment is carried out with thorough tests and no tests. Assessment of cognitive competence is usually carried out in the form of a test.¹⁹ The test is given via *google form* final competency. This test replaces the formative assessment that is usually done every weekend at school. Giving tests via *google form* makes students enthusiastic about doing the existing

¹⁷ Kisno, Turmudi, and Nia Fatmawati, "Penilaian Pembelajaran Matematika di Sekolah Dasar Selama Masa Pandemi Covid-19," *Martabat: Jurnal Perempuan dan Anak* Vol. 4 No. 1 (July 2020): 97–110.

¹⁸ Anas Sudijono, "Evaluasi Pendidikan," *Jakarta: Raja Grafindo Persada* (2011).

¹⁹ Miranti Hartuti and Diana Endah Handayani, "Analisis Penilaian Kognitif Kurikulum 2013 di Kelas Rendah" 2, no. 1 (2019): 8.

tests. The enthusiasm of students is none other than because they feel like they are going to play a game when they want to work on the questions, it is challenging and fun.

Taking the test from home requires not only students honesty but also parents honesty. Parents do not need to tell their children the correct answers for them to get high score. Let the child to do it alone with his efforts. Therefore, the results of the tests that were held by teacher were authentic results of students' abilities. This is where teachers must work together with parents so that they can instill noble values such as honesty, discipline, responsibility at home, and school²⁰.

Furthermore, affective assessment is carried out by the teacher with several techniques including observation and anecdotal record. The observation technique is carried out when the teacher carries out group learning or when studying individually at home. During the lesson, the teacher observes student behavior by the achievement of core competencies 1 and 2 regarding social and spiritual attitude competencies. When at home the teacher still monitors student learning activities by asking parents to send photos of their children when reciting the Qur'an, praying, doing assignments, or helping parents. The following are some of the attitude points assessed by the teacher.

Assessment with anecdotal record is carried out by the teacher when students collect assignments. In collecting assignments, several aspects can be assessed, including discipline in submitting assignments, responsibility for

²⁰ Ah. Mansur, "Model Pengajaran Kejujuran Menggunakan Teknologi Informasi dan Komunikasi (TIK) Di Pondok Pesantren Al-Azhaar Lubuklinggau," *Epistemé: Jurnal Pengembangan Ilmu Keislaman* 11, no. 2 (December 13, 2016): 339–374.

completing existing tasks. The teacher keeps an anecdotal record of student behavior as an effective assessment instrument.²¹

About students psychomotor is assess by project assignments. Project-based research will train students to improve their skills through a structured process and real experiences to produce a product. Students are instructed to make a craft, for example in the form of a poster about efforts to prevent transmission *Covid-19*.

During learning in pandemic period, in terms of implementing learning assessments, teachers can implement learning evaluations well with minimal obstacles. Even though learning is mostly carried out in students homes, the assessment process on the three aspects of student competence can be evaluated properly.

CONCLUSION

The child-friendly curriculum is implemented by 1) implementing learning by paying attention to health protocols 2) Creating study groups consisting of a maximum of 12 children to comply with *social* and *physical distancing* with a learning duration of 1.5-2 hours 3) Assessment of learning cognitive and psychomotor aspects carried out in the network via *Whatsapp* and *google form*, while the assessment of the affective aspect is carried out by observation techniques when face-to-face in group learning. The three activities have been running optimally, it is proven that during learning with the concept of a child-friendly curriculum, students are more comfortable and safe in learning, students become more enthusiastic than they study at home using a device. Competency aspects of cognitive, student attitudes, and

²¹ Edi Istiyono Darmiyati Zuchdi Nurul Imtihan, "Analisis Problematika Penilaian Afektif Peserta Didik Madrasah Aliyah," *SCHEMATA* 6, no. 1 (June 1, 2017): 63–80.

skills can continue to be developed and teachers become easier to make assessments.

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