



Curriculum Innovation Policy in Madrasah Ibtidaiyah Riau: Evaluation and Recommendations in the Pandemic Period

Zaitun¹, Musa Thahir²

¹ Universitas Islam Negeri Sultan Syarif Kasim Riau, Pekanbaru, Indonesia

² Institut Keislaman Tuah Negeri, Pelalawan, Indonesia

ARTICLE INFO

Article history:

Received December 16, 2024

Revised March 14, 2025

Accepted March 15, 2025

Available online March 16, 2025

Kata Kunci:

Inovasi Kurikulum, Komponen Kurikulum, Problematika Pendidikan, Masa Pandemic

Keywords:

Curriculum Innovation, Curriculum Components, Educational Problems, Pandemic Period

This is an open access article under the [CC BY-SA](#) license.

Copyright © 2025 by Author.

Published by Program Studi Pendidikan Guru Madrasah Ibtidaiyah

ABSTRAK

Pendidikan tidak dibatasi oleh ruang dan waktu. Pendidikan terus berkembang seiring perkembangan zaman berlalu yang bertujuan untuk meningkatkan mutu pendidikan itu sendiri. Salah satu organ penting dalam pendidikan yaitu kurikulum. Kurikulum dalam pendidikan memiliki peran yang sangat besar dalam menentukan kemajuan pendidikan di suatu negara. Namun, target kurikulum tidak tercapai selama praktik pembelajaran daring selama masa pandemic. Melihat fenomena tersebut, tulisan ini bertujuan untuk mengkaji penyelesaian problematika Pendidikan di Indonesia pada masa pandemic melalui inovasi kurikulum. Jenis penelitian yang digunakan adalah literature review. Temuan penelitian ini menunjukkan bahwa inovasi kurikulum selama pandemi menjadi keharusan untuk memastikan kelangsungan pendidikan di Indonesia. Meskipun berbagai tantangan muncul, seperti kesenjangan digital dan perubahan peran guru, upaya penyesuaian kurikulum darurat, pemanfaatan teknologi, serta dukungan dari berbagai pihak berkontribusi terhadap peningkatan mutu pembelajaran selama krisis. Oleh karena itu, diperlukan kebijakan jangka panjang untuk meningkatkan kesiapan pendidikan menghadapi situasi serupa di masa depan.

ABSTRACT

Education is not limited by space and time. Education continues to develop as the times pass with the aim of improving the quality of education itself. One of the important organs in education is the curriculum. The curriculum in education has a very large role in determining the progress of education in a country. However, the curriculum targets were not achieved during the practice of online learning during the pandemic. Seeing this phenomenon, this paper aims to examine the resolution of educational problems in Indonesia during a pandemic through curriculum innovation. The type of research used is a literature review. The findings of this study indicate that curriculum innovation during Pandemic is a necessity to ensure the continuity of education in Indonesia. Although various challenges arise, such as digital gaps and changes in the role of teachers, efforts to adjust the emergency curriculum, the use of technology, and support from various parties contribute to improving the quality of learning during the crisis. Therefore, long-term policies are needed to increase education readiness to face similar situations in the future.

INTRODUCTION

The world of education during the pandemic in the last two years has experienced very significant changes for all education practitioners, be it lecturers/teachers, students, and parents. Education is the sector that adapts the most in implementing learning services, the entire learning system is shifted from the face to face learning system to an online or online system (Sasmita et.al, 2021). All parties and elements involved in the world of education are experiencing the same impact as the current pandemic. All parties involved are thinking about how to prevent the world of education from stopping because of this pandemic. The consequence of physically closing educational institutions and replacing them with learning from home as per government policy is a change in the learning system.

*Corresponding author.

E-mail addresses: zaitun@uin-suska.ac.id (Zaitun)

Studying at home can be focused on life skills education, including the Covid-19 pandemic (Dewi, 2020). The Covid pandemic has revolutionized learning organized by campuses. In a short time, campuses were forced to implement online learning. There are about 97% of universities have adopted online learning (Indrawati, 2020). The continuity of education during the pandemic will depend on various factors, such as the level of school preparation, the readiness of parents/families, and the readiness of teachers. Consideration must be given to the need for all students to continue providing education during the pandemic (Yunitasari & Hanifah, 2020). This certainly encourages the development or innovation of the education curriculum in Indonesia.

Education and learning systems are one of the most affected by the Covid-19 pandemic. Among the very real impacts in the world of education is the change in the learning system from face-to-face to distance learning (Suhendro, 2020). This fact certainly "forces" policy makers to formulate appropriate strategies in an effort to continue to fulfill the nation's children's rights to education. Distance learning, which is mostly done online, is a learning solution during the Covid-19 pandemic, which is not only done in Indonesia, but also in several countries in the world (Insyiroh et.al, 2020). In practice, distance learning is mostly done online.

As learning that relies on the internet network, online learning certainly experiences many obstacles and obstacles. In Indonesia, online distance learning is constrained by the internet network (Directorate of KSKK Madrasah, 2020; Iswanto et.al, 2020; Khasanah et.al, 2020; Purwanto et.al, 2020), limited internet quota (Atsani, 2020; Directorate of KSKK Madrasah, 2020; Iswanto et al., 2020; Purwanto et.al, 2020), low digital literacy of students and teachers (Latip, 2020; Purwanto et.al, 2020), ownership of digital devices such as cellphones and laptops (Iswanto et. al, 2020; Purwanto et.al, 2020), and cost constraints (Directorate of KSKK Madrasah, 2020; Firman & Rahman, 2020). The complexity of the obstacles in online distance learning causes learning to run less effectively as face-to-face learning.

When it comes to curriculum achievement, an online survey conducted by Agus Iswanto, et al. of 17,661 madrasa and Islamic education teachers, showed that 63.30% of teachers stated that curriculum targets were not achieved during online learning practices (Iswanto et.al, 2020). Meanwhile, an online survey conducted by the KSKK Directorate (2020) showed that 29.5% of respondents stated that online learning was less effective. Based on the obstacles encountered in online learning, the government in this case the Ministry of Religion (2020) has issued regulations related to the implementation of the emergency

curriculum in madrasas through the Decree of the Director General of Education No. 2791 of 2020. Research conducted by (Muzayanah et.al, 2020) found that currently, most madrasas in Central Java are still implementing distance learning, both online and offline. The strict rules for madrasas to hold face-to-face classes have caused only a few madrasas to "dare" to open face-to-face classes for their students. However, the demands of parents and students who want face-to-face classes have motivated some madrasas to start preparing to open face-to-face classes by complying with health protocol standards.

The emergence of innovation is motivated by challenges to answer crucial problems in education including the anxiety of certain parties in the field of education such as teacher anxiety about the implementation of the revised 2013 Curriculum which they consider difficult, public anxiety about the quality of education so far which tends to decline (Maryati, 2020). Curriculum innovation issues include aspects of innovation in curriculum structure, curriculum materials and curriculum process innovation (Hidayat, 2020). The three aspects of curriculum innovation are the classification of types of innovation based on the components of the education system that are their fields of work. Curriculum innovation also depends on the dynamics of society so that changes in society have implications for changes in education.

It is time for curriculum innovation in Indonesia to come from education practitioners in the field, especially in life in the global era where various problems have demanded fundamental educational changes. The unfavorable climate of national and state life, which tends to lead to uncontrolled freedom, has caused various problems in various fields of life, including education (Kadi & Awwaliyah, 2017). In a grassroots order, this has caused various symptoms and social problems (Kusnandi, 2019). Not to mention that our education still seems chaotic and unequal, both in quality, quantity, and in relation to the effectiveness and relevance of education, some even think that our education is very chaotic, with no clear direction and purpose.

Changes in education are things that must be done, even maintaining curriculum innovations that are not popular according to will be detrimental to students as well as the curriculum structure. Curriculum innovation can also be born when there is a new establishment regarding curriculum innovation that is relevant to the needs of the community so that the old educational innovation system is no longer relevant to the conditions of society (Hidayat et.al, 2020). Curriculum changes are something that is usually done by the government and if the government maintains the existing curriculum it will be detrimental to the community itself. By referring to the principles of education, curriculum innovation that is relevant to current conditions is an understanding of curriculum innovation will greatly assist

teachers in applying the rules of learning in schools, therefore curriculum innovation cannot be separated from success in education. The progress of education depends on the extent to which teachers understand in carrying out their duties at school, including understanding the curriculum (Kusumaningrum et.al, 2017). Because it is absolute for teachers in teaching students to understand curriculum innovation, without curriculum innovation it is difficult for teachers to know for sure how the progress of education is. Curriculum and learning innovations are intended as an idea, a certain idea or action in the field of curriculum and learning that is considered new to solve educational problems.

Curriculum innovation requires strong foundations, which are based on the results of in-depth thinking and research. Curriculum innovation that is not based on a solid foundation can be fatal to the failure of education itself (Julaeha et.al, 2021). By itself, it will also lead to the failure of the human development process. Curriculum development is in accordance with what is expected, so in curriculum development, the foundations of curriculum innovation are needed. The foundations of curriculum innovation include: 1) philosophical foundations, 2) social, cultural, and religious foundations, 3) science, technology, and arts foundations, 4) community needs, and 5) community development foundations (Rosni, 2017). In conducting curriculum innovation, it must be based on these five basic foundations, so that the purpose of curriculum innovation is as expected, not the other way around. Innovation and curriculum development are carried out because curriculum development is dynamic, always changing, adapting to the needs of those who are learning (students) (Huda, 2017). Because society and those who are learning experience changes, the first step in curriculum formulation is an investigation of the situation faced by the community, including the situation of the learning environment in a comprehensive sense, the situation of students, and prospective teachers who are expected to carry out activities. The curriculum is structured to realize the goals of national education by taking into account the stages of development of students and their suitability to the environment as well as the development of science. Therefore, curriculum innovation must refer to efforts to achieve educational goals. The novelty of this research lies in its systematic approach to formulating curriculum innovation based on the five foundational aspects mentioned above. Unlike previous studies that primarily focused on curriculum implementation without considering its fundamental aspects, this research emphasizes the importance of in-depth analysis of curriculum foundations before implementing innovations. Furthermore, this study identifies challenges in curriculum innovation that lack strong foundations, which could lead to the failure of both education and human development. The approach used is more dynamic and oriented toward the evolving

needs of learners and learning environments, which have not been widely explored in previous research. Thus, the novelty of this study is the strengthening of a curriculum innovation model based on strong foundations, along with a holistic approach to aligning curriculum with scientific advancements, societal needs, and changing learning environments. This contribution offers both theoretical and practical significance for developing a more effective and sustainable curriculum.

The general principles of curriculum innovation are relevance, flexibility, continuity, practicality, and effectiveness (Pranata & Wijoyo, 2020). Specific principles of curriculum development are related to educational objectives, principles regarding the selection of educational content, principles relating to the selection of the learning process, principles relating to the selection of learning media and tools, and principles relating to the selection of assessment activities (Efendi, 2017). The research question for this study can be formulated as "How does curriculum innovation address educational challenges, and what are its key characteristics, development procedures, and implementation during the COVID-19 pandemic?" This study aims to explore several key aspects of curriculum innovation, including its nature, characteristics, and development procedures, as well as the educational challenges that drive the need for innovation. Additionally, it seeks to analyze how curriculum components align with educational perspectives and how curriculum and learning innovations have evolved in response to the disruptions caused by the COVID-19 pandemic. By examining these aspects, the research provides a comprehensive understanding of the role of curriculum innovation in enhancing educational effectiveness and adaptability.

RESEARCH METHOD

This writing uses a library research model. Literature-based writing, which is a literature search both internationally and nationally using the EBSCO, ScienceDirect, and Proquest/Scopus databases (Priasmoro, 2016). In library research there are at least four main characteristics including: 1) the author or dealing directly with text or numerical data; 2) library data is "ready to use", meaning that the author deals directly with data sources from search engine results articles from 2010-2020; 3) the writer obtains material or data from second hand and not original data from the first data in the field; and 4) the condition of library data is not limited by space and time (Supriyadi, 2017). The data collection technique is carried out by reviewing several books, literature articles and other documents that are considered appropriate to the study above (Sari et al., 2020). PRISMA (Preferred Reporting

Items for Systematic Reviews and Meta-Analyses) is a structured framework specifically designed for conducting Systematic Literature Reviews (SLR) and meta-analyses. The reason PRISMA analysis is not used in this research is likely because the study does not fully adopt the SLR methodology, which requires a rigorous, transparent, and replicable process in selecting, assessing, and synthesizing research findings from multiple sources. Instead, the study employs a narrative literature review approach, where data collection involves reviewing articles, reading, recording, and comparing various journals and scientific articles relevant to the research objective. This method is more flexible and allows for a broader synthesis of literature without the strict inclusion/exclusion criteria, search strategy documentation, and systematic filtering process that PRISMA demands. However, if the research aims to follow an SLR approach, PRISMA would be more suitable, as it ensures a structured, replicable, and unbiased review process. This includes steps such as defining search databases, applying inclusion/exclusion criteria, screening literature systematically, and synthesizing findings in a transparent manner.

RESULTS AND DISCUSSION

The Nature of Curriculum Innovation

Etymologically, innovation comes from the Latin word *innovatio* which means renewal and change (Manshur, 2019). The verb *innovo* means to renew and change (Manshur, 2019). Innovation is a new change that leads to improvement and planning (Hidayati, 2019). Innovation can be interpreted as something new in certain social situations that is used to answer or solve a problem. Judging from the shape or form of "something new" it can be an idea, idea, object or maybe an action. Meanwhile, judging from its meaning, something new can be completely new that has not been created before which is then called *invention*, or it can also not be really new because it already existed in another social context which is then called *discovery* (Rahmawati et al. al, 2021).

The innovation process, for example the application of a method or learning approach that is completely new and has not been implemented anywhere to increase the effectiveness and efficiency of learning (Maryati, 2020). For example, based on advances in science and technology, we can design learning via mobile phones that do not yet exist; while the discovery process, for example the use of the inquiry learning model in Indonesian science lessons to improve the quality of learning in these subjects, which in fact the learning model has been implemented in other countries, or learning through the internet network. Thus,

innovation can occur through the invasion process or through the discovery process (Maryati, 2020). Referring to this explanation, curriculum and learning innovation can be interpreted as an idea, idea or certain actions in the field of curriculum and learning that are considered new to solve educational problems.

Curriculum innovation is expected to have an impact on the curriculum itself. The curriculum is only a tool or instrument to achieve the stated educational and learning goals. The curriculum is not the end goal. Along with changes in society and cultural values, as well as changes in the conditions and development of students, the curriculum also changes. These changes are (Maryati, 2020): 1) In terms of the form and organization of innovation in the form of changes from the 1968 curriculum to the 1975 curriculum and the 1975 curriculum to the 1975 curriculum which was perfected and with the issuance of Law no. 2 of 1989 concerning the rational education system, there was a change in the curriculum in 1994; 2) From the psychological side, problems arise regarding the new teaching and learning approach, then various innovations such as process skills, CBSA and complete learning emerge; 3) From the sociological perspective, problems arise regarding the demands of modern society which are increasingly high and complex, so that innovations arise in the form of the inclusion of skills lessons, work and local content ideas; and 4) In terms of teaching delivery, innovations are in the form of a package module system for out-of-school education and the SAS (Structural Analysis Synthesis) method for learning to read the Koran.

In the field of education, innovation usually arises from the unrest of certain parties about the implementation of education. For example, teachers' concerns about the implementation of the learning process which they consider less successful, education administrators' concerns about teacher performance, or perhaps public concerns about performance and outcomes, even the education system. These anxieties eventually form problems that require immediate handling. Efforts to solve this problem emerge new ideas and ideas as an innovation (Suardipa, 2020). Thus, we can say that innovation exists because of a perceived problem; it is almost impossible for innovation to emerge without perceived problems. In addition to the above, there is one more definition of curriculum innovation which is a new and qualitative change that is different from the previous thing and is deliberately attempted to increase the ability to achieve certain goals in education (Emalia & Farida, 2019). There are terms that define this definition that need to be defined to provide guidance for those who will research, plan, implement or assess innovations in education.

Curriculum innovation is a renewal or idea that is expected to have an impact on the curriculum itself. The curriculum is only a tool or instrument to achieve the stated educational

and learning goals. The curriculum is not the end goal. Along with changes in society and cultural values, as well as changes in the conditions and development of students, the curriculum also changes. Curriculum innovation in education is a must. The curriculum is the core of the education sector and has an influence on all educational activities (Julaeha, 2019). Given the importance of the curriculum in education and human life, the preparation of the curriculum cannot be done arbitrarily. Curriculum preparation requires strong foundations, which are based on the results of in-depth thinking and research (Bahri, 2019). The preparation of a curriculum that is not based on a strong foundation can be fatal to the failure of education itself. Curriculum innovation is a planning process in order to produce a broad and specific curriculum plan. This process relates to the selection and organization of various components of the learning situation, including setting a schedule for curriculum organization and specification of suggested goals, subjects, activities, sources and measuring tools for curriculum development that refers to the creation of unit resources, unit plans, and lesson lines. to facilitate the learning process.

Curriculum and learning innovation can be interpreted as an idea, idea or certain actions in the field of curriculum and learning that are considered new to solve educational problems (Marawati et.al, 2020). In the field of education, innovation usually arises from the unrest of certain parties about the implementation of education. For example, the teacher's anxiety about the implementation of the teaching and learning process which is considered less successful. Efforts to solve these problems emerge new ideas and ideas as an innovation. In essence, curriculum innovation is the development of curriculum components that make up the curriculum system itself, namely the components of objectives, materials, methods, students, educators, media, environment, learning resources, and others (Lubis, 2015). The components of the curriculum must be developed, so that educational goals can be achieved properly.

The curriculum in Indonesia after Indonesia's independence in 1945 has undergone 9 changes including in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013 (Ritonga, 2018). In contrast to that, the Ministry of Education and Culture explained about the history of curriculum development, namely: curriculum development consisting of the 1947 curriculum, 1954 curriculum, 1968 curriculum, 1973 curriculum (Pioneer School Development Project), 1975 curriculum, 1984 curriculum, 1994 curriculum, 1997 curriculum (revised 1994 curriculum). , the 2004 curriculum (Competency-Based Curriculum), the 2006 curriculum (Education Unit Level Curriculum), the 2013 curriculum (Insani, 2019), and the independent learning curriculum (Kartika, 2021). Changes in orientation, design, model and

so on with the main aim of improving the quality and quality of national education and aligning it with existing educations in the world. To be clear, the following will be presented curriculum developments in Indonesia.

Table 1. Curriculum Development in Indonesia

No	Currikulum	Scope
1	Currikulum of 1947	The curriculum does not cover all the experiences that students will get both in class and outside the classroom (Machali, 2014)
2	Currikulum of 1954	Subjects are classified into five groups of study areas, namely: 1) Moral, 2) Intelligence, 3) Emotional/artistic, 4) Skills and 5) Physical (Muhammedi, 2016)
3	Currikulum of 1968	Identical to the content of theoretical subjects, not related to objective provisions in the field or real life (thematics). The learning methods used in this curriculum are highly dependent on education and psychology (Insani, 2019).
4	Currikulum of 1973	Goal-oriented and adopt an integrative approach in the sense that each lesson has meaning and a role that supports the achievement of more integrative goals (Muhammedi, 2016)
5	Currikulum of 1975	The 1975 curriculum is a centralized curriculum or made by the central government and schools only run (Insani, 2019)
6	Currikulum of 1984	Using a process approach. This model is called active learning because students will always be active in learning. From observing something, grouping, discussing, to reporting (Insani, 2019)
7	Currikulum of 1994	Having the principle of Link and Match, namely the principle of the importance of linking education with the world of work or industry. Schools must be able to prepare skilled workers needed by industry (Machali, 2014)
8	Curriculum of 1997 (revised Curriculum of 1994)	The implementation of the 1997 curriculum tends to a content oriented approach (Muhammedi, 2016)
9	Curriculum of 2004 (Competency-Based Curriculum)	Students not only master knowledge and understanding, but also skills, attitudes, interests, motivations and values in order to be able to do something with full responsibility (Wahyudin, 2018).
10	Curriculum of 2006 (Education Unit Level Curriculum)	Education is not only the responsibility of the central government but also the responsibility of the local government, therefore judging by the pattern or model of the curriculum development KTSP is one of the decentralized curriculum models (Dewi, 2014).
11	Currikulum of 2013	More emphasis on character education, with the hope of giving birth to productive, creative, innovative and characterful people (Suherli, 2018)
12	Independent Learning	Independent learning is a learning system that gives

No	Currikulum	Scope
	Curriculum	students and teachers the freedom to think and innovate (Kartika, 2021)

There are many things that demand curriculum innovation in Indonesia, including: 1) the development of Science and Technology; 2) population growth; 3) increasing public interest in obtaining a better education; 4) declining quality of education; 5) lack of relevance between education and the needs of a developing society; 6) the lack of knowledge and insight of the community to build itself on progress; 7) a centralized, monolithic and uniformistic pattern of education; and 8) the low quality of learning (Kadi & Awwaliyah, 2017). Apart from these problems, there are other problems, including: 1) the low quality of physical facilities; and 2) the low quality of teachers, the condition of teachers in Indonesia is also very worrying (Djabidi, 2017).

There are several problems that require curriculum innovation, including: 1) the development of science and technology; 2) population growth; 3) increasing public interest in obtaining a better education; 4) declining quality of education; and 5) the lack of relevance between education and the needs of developing communities (Agusta et.al, 2021). The factors that cause curriculum innovation include: 1) the development and change of one nation with another; 2) development of industry and production or technology; 3) political orientation and state practice; 4) a changed intellectual outlook; 5) new thinking about the learning process; 5) changes in society; and 6) exploitation of science (Halil & Ulum Pamekasan, 2015).

In the development of curriculum innovation, there are several difficulties in innovating the curriculum, including: 1) schools are usually very difficult to accept curriculum renewal while their human resources are limited or even low; 2) the existence of certain conservative parties, it could be the teacher, the principal, or the student or the parents; 3) sometimes the curriculum change is related to the character who initiated it; 4) it is easier to generate new ideas than to put them into practice; and 5) curriculum renewal requires more costs (Kadi & Awwaliyah, 2017).

Characteristics and Procedures of Curriculum Innovation Development

Curriculum Characteristics

Beane in Thaib & Irman S, (2015) defines curriculum into five categories: 1) curriculum as a product; 2) curriculum as a program; 3) curriculum as a provision for learning; 4) curriculum as a learning provision means something that is taught; and 5) curriculum as the experience of students.

After understanding the definition of the curriculum in the five categories so that we are right and right when choosing the decision to make innovations in the curriculum, because in addition to understanding the curriculum categories we must know the causes of the curriculum, including: 1) the curriculum is always dynamic and always influenced by changes -changes in the underlying factors, 2) the curriculum is also changed when the pressure in the goals shifts, and 3) the curriculum can also change if there is a new stance on the learning process, and changes in society, exploitation of science and others (Julaeha et.al, 2021). Therefore, curriculum innovation is common. In fact, maintaining the existing curriculum will harm the children. And the function of the curriculum itself. In curriculum innovation, it is usually only about one or several aspects of the curriculum, for example teaching methods, teaching aids, textbooks while still using the applicable curriculum. However, before changing or improving it, an assessment should be made of the current curriculum. The implementation of curriculum innovation cannot be separated from the implementation of the innovation itself. Judging from this, curriculum innovation is divided into two types, as follows: 1) top-down innovation; and 2) bottom-up innovation (Julaeha et.al, 2021). Tafsir describes that the curriculum contains four components, namely objectives, content/material, learning methods or processes, and evaluation (Hidayat, 2020). Each component in the curriculum is actually interrelated, in fact each is an integral part of the curriculum.

First, the objective component. Islamic education curriculum is Islamic education materials in the form of activities, knowledge and experience that are intentionally and systematically given to students in the context of Islamic education goals (Noorzanah, 2018). Based on this information, the Islamic education curriculum is a component of religious education in the form of a tool to achieve goals. This means that in order to achieve the goals of Islamic education, it is necessary to have a curriculum that is in accordance with the goals of Islamic education and in accordance with the age level, the level of psychological development of the child and the ability of the student. The Islamic education curriculum aims to instill trust in the minds and hearts of the younger generation, restore morals and awaken the spiritual soul (Jaafar & Tamuri, 2013). It also aims to acquire knowledge continuously, a combination of knowledge and work, beliefs and morals, as well as the application of theoretical practice in life (Jaafar & Tamuri, 2013).

Second, the content component. According to al-Abrasyi, in Tafsir (1994), suggests that in formulating Islamic education curriculum or materials, 5 (five) principles must be considered (Hamdi, 2017). First, the subject is aimed at educating the spirit or heart, that is, the material is related to divine awareness which can be translated into every human

movement and step. Humans are creatures that always involve relying on the Almighty, namely Allah SWT. Second, the subjects given contain guidance on how to live. This lesson is not only the science of fiqh and morals but the science that guides humans to achieve a superior life in all its dimensions. Third, the subjects delivered should be scientific, namely something that encourages human curiosity about everything that needs to be known. The knowledge needed to seek God's bounty through noble and calculating means. Fourth, the subjects given must be practical for life, the point being that the material teaches a broad experience, skill, and perspective on life. Fifth, the subjects delivered must be framed against other materials. So, the knowledge learned is useful for other sciences.

Third, the method component. To design an attractive and useful Islamic education curriculum, a method that is compatible with the content and current social context is needed (Sunandar, 2021). The content and social context occur in the learning process in the classroom or wherever it is located. To package the learning, an effective method is needed. Zarkasyi, the caretaker of the modern Pondok Gontor once stated that: "Al-tariqatu ahammu min al-maddah, walaakinna al-mudarrisa ahammu min al-tariqah, wa ruh al-mudarris ahammu min al-mudarris nafsihi" (The method is more important than the material). , but the teacher is more important than the method, and the soul of the teacher is more important than the teacher himself). This expression confirms that the method played by the teacher will greatly determine the success of the learning interaction process (Hamid, 2020). The method is the method used by educators and students in the teaching and learning process. Therefore, the method is a tool to create interaction between teachers and students in studying a particular material.

Fourth, the evaluation component. To determine the results or process of an activity and activity requires what is called an evaluation. Evaluation is a systematic collection of facts to determine whether in reality there is a change in students and to determine the extent of change in students (Neni, 2020). According to Stufflebeam, as quoted by Suke Silverius (1991), evaluation is a process of describing, obtaining, and presenting information that is useful for assessing decision alternatives (Putri & Muslim, 2017). The results of the evaluation have meaning for various parties. From the results of this evaluation, it will determine the next steps and policies that will be planned. Evaluation of the Islamic religious education curriculum is not only measured by written test tools or instruments, but can be seen in terms of moral performance and actions (Kusmayadi, 2018). Actually, Islamic religious education is easy to see from its affective and psychomotor domains rather than its cognitive, although cognitive is also important.

According to PAI curriculum development, it must pay attention to at least four components, namely material, objectives, methods and evaluation. According to Amin, the four components must contain the values of Islamic teachings in each component (Hidayat, 2020). The four components must be integrally intertwined as shown in the following figure:

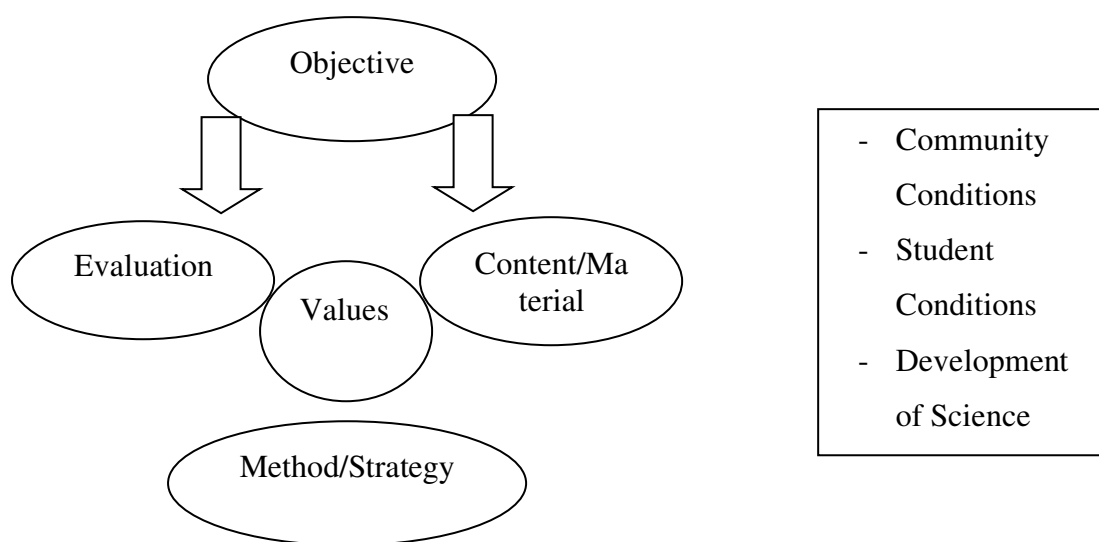


Figure 1. Integrated Curriculum Component.

The picture above shows the relation in the previous discussion, it can be concluded that the components of the Islamic Education curriculum are correlated and interrelated as a form of cooperation in the realization of the Islamic Education curriculum so that it remains relevant to reality, time, community conditions, student conditions, and conditions for the development of science and technology. It should be emphasized in the PAI curriculum, namely the process of instilling Islamic values as the main axis that characterizes it. Even so, educators continue to work hard in developing the curriculum, especially on PAI material so that the PAI learning system remains attractive to answer the challenges of the times and makes PAI material as attractive as possible so that students who have critical reasoning and are extraordinarily intelligent are not bored and noisy in class. We can see the common thread that one component of the PAI learning system is the PAI curriculum which consists of several components, namely objectives, materials, methods, and evaluations. Meanwhile, other components of the PAI learning system are educators, students, institutional managers, and learning resources other than educators. From the description above, the author proposes to add religious values and cooperation to maximize the curriculum in schools.

Curriculum Innovation Development Procedure

Before carrying out curriculum innovations, an assessment of the current curriculum should be held, this is intended to determine the level of achievement of the objectives listed in the curriculum. In assessing the curriculum, one must assess its components, namely: (1) the objectives of the curriculum, (2) learning experiences to develop students' knowledge, attitudes and skills, (3) the organization of learning experiences, the sequence of experiences and their relationship to other experiences, (4) ways to evaluate student learning outcomes (Julaeha et.al, 2020). According to Hakim & Hasan (2019) that the innovation process has several stages, namely invention, development, diffusion and adoption.

First, Invention, includes new discoveries which are usually adaptations of what already exists (Zainullah et.al, 2020). In practice, curriculum innovation and learning often describe an outcome that is very different from what was happening before. Second, Development, which is a process before entering into a larger scale (Rahmatullah, 2019). Third, Diffusion, is a special type of communication related to new ideas or ideas (Julaeha et.al, 2021). Fourth, Adoption. At this stage there are several important elements that need to be considered, including: time acceptance, type of renewal, adopting unit, communication channel, social structure, and culture (Nimawati & Zakiyah, 2020).

The steps in curriculum innovation are: 1) a study of the problems and needs of the community; 2) study of the characteristics and needs of students; 3) mobilization of a curriculum change; 4) formulation of educational/competency objectives; 5) determine learning activities and subjects; 6) organizing learning experiences and planning lesson units; 7) testing (trial) the updated curriculum; 8) implementation of the new curriculum; and 9) Evaluation and subsequent revision of the curriculum (Erdiyanto et.al. 2020). In addition, in carrying out curriculum innovation, it is also necessary to pay attention to the innovation decision process which is a process where an individual or decision-making unit considers the steps to make decisions, starting from understanding innovation, determining attitudes towards innovation, making decisions to adopt or reject it, implementing innovations. , until the confirmation of the decision. The description of the five main steps in the innovation decision process: 1) knowledge; 2) persuasion; 3) decisions; 4) implementation; and 5) confirmation (Anindhita et.al, 2016). In relation to innovation decisions, it is also necessary to know several types of innovation decisions, namely: 1) preferred innovation decisions; 2) collective innovation decisions; and 3) authority innovation decisions (Julaeha et.al, 2021). In the innovation decision process, it is essentially a process that individuals or groups go through, starting from the first time there is an innovation, followed by attitude decisions

towards innovation, making decisions to accept or reject, implementing innovations, and confirming the innovation decisions they choose.

Curriculum Innovation during the Covid-19 Pandemic

This curriculum innovation plays a very important role because it is closely related to various parties, especially students. This curriculum innovation actually implies a series of changes made by curriculum developers to adapt to environmental developments. Thus there will be changes in terms of objectives, content and learning materials. These three points are included in the curriculum component which is the scope of work in the field of teaching and learning activities. although not all curriculum components are contained in this curriculum definition.

First, the objective component. This goal component has changed because it is based on the situation and conditions that occur in the community. The Covid-19 condition greatly affects the learning objectives, although they do not change completely but adapt in part by adding or reducing existing goals (Rohmah, 2021). This is based on the principles of curriculum development including sociological principles and technological principles (Didiyanto, 2017). Various complaints, aspirations, and wishes of citizens, especially students and parents during the Covid-19 pandemic, must be a serious concern for curriculum developers. Curriculum innovation in this aspect of goals will not experience changes at the level of national and institutional education goals but will experience slight changes in curricular and instructional goals (Fatimah, 2021).

For curricular goals or PAI subject objectives, for example, there will be adjustments in relation to the Covid-19 pandemic outbreak (Khumaidah & Nu'man, 2021), for example how are the provisions for Qodlo and Qodar, worship during a pandemic, interact so as not to contract the disease. In addition to the technical aspects of the material, what must be built is the mentality of students to face Covid-19 so that they are patient, tenacious, tough, creative and remain productive (Sudrajat et.al, 2020). This attitude building must be clearly formulated so that it will be easier for later on the part of material development, strategy and evaluation. Meanwhile, instructional goals are very specific goals in the field of study that are delivered in one or more meetings of the learning process (Pribadi, 2014). This makes it very easy for teachers or curriculum developers so that these specific goals are not long-winded in their delivery and the interests of material related to Covid-19 are conveyed properly. This instructional objective is attempted to cover the scope of Bloom's taxonomy, namely the cognitive, affective and psychomotor domains.

Second, the content/material component. Society as a source of curriculum is defined philosophically that students are prepared to be able to live in society (Bahri, 2019). That is, with a pandemic condition like this, students must continue to survive learning with high enthusiasm and continue to work creatively. The PAI teaching materials are adapted to the conditions of the surrounding environment, so that the contents of the curriculum are meaningful that can be applied in everyday life (Utomo & Ifadah, 2020). In other words, students will be taught about how to adapt appropriately to an environment that is undergoing enormous changes, in the form of the Covid-19 pandemic. After the sources of curriculum materials are obtained, the next stage is the selection of curriculum materials. Curriculum innovations carried out in the midst of the Covid 19 pandemic must of course adapt to these values (Saleh, 2020). The use of technology does not degrade the values that have been entrenched in society and are indeed compatible with the times. One example of this value is, in terms of age, experience, education and others.

Sudrajat et.al (2020) suggest important stages of curriculum development, namely: 1) Identifying needs; 2) Obtaining curriculum materials, 3) Analyzing materials, and 4) Making decisions. Identifying needs means looking for discrepancies between expectations and reality. So that the determination of the material starts from the assessment of whether the curriculum material meets or is considered to have achieved the goal or not. In relation to the PAI curriculum, curriculum innovation can consider the material to be delivered which is roughly needed during the Covid-19 pandemic, such as the procedure for praying Eid al-Fitr, the procedure for praying in congregation in green and red areas, meeting etiquette, pro legal studies. and anti going to the mosque during the pandemic, regarding qodlo and qodar and other materials. It could also be that material already in the curriculum is then linked to the current situation. After identifying the curriculum materials/materials obtained, the next step is to find relevant materials, then analyze the materials and finally make a decision on the materials to be used.

Third, the method component. During the COVID-19 pandemic, the learning process can only be done remotely using audio and video technology or both. Learning scenarios need to be prepared carefully in a learning curriculum that is designed to be internet-based. Implementing internet-based learning does not mean simply putting teaching materials on the web. In addition to teaching materials, learning scenarios need to be carefully prepared to invite active and constructive involvement of students in their learning process (Elyas, 2018). So effective strategies must be made so that learning remains optimal. With the development of today's technology, learning can be done in various ways. Aliyyah et.al (2020) stated that

during the current COVID-19 pandemic, success in implementing online learning in Indonesia is one of the determinants of the level of technological readiness and a humanist national curriculum.

Atsani (2020) explained that one alternative to respond to the covid-19 pandemic, learning activities must continue even though they are carried out from home by utilizing various social media such as Whatsapp, Instagram, google meet, Microsoft team, Zoom application, and various other media to support learning process. This is also supported by the explanation from Permana (2020) that with the various existing learning platforms, teachers are expected to be able to take advantage of the technology, make plans related to distance learning that are fun for students, but which also do not deviate from the national education curriculum that has been set. Yao, 2020). Yoon (2020), also said this pandemic crisis can be turned into an opportunity for students to learn about the world. It is stated that, through various practical literacy, educators can see alternative ways to involve students in learning things that are global.

Fourth, the evaluation component. Evaluation relates to the purpose of the material taught to students. After the formulation of the objectives of the material is clear, then the material is systematic, the process is effective, the last stage is evaluation. Evaluations carried out during the pandemic can be done in various ways, namely: With answers from Japri WA, with a google form, or sending files via WA or e-mail, on the web you can also send an answer file (Sudrajat et.al, 2020). Regarding the assessment or assessment of learning in special conditions, it must be carried out based on the principles which include valid, fair, reliable, authentic, flexible and integrated (Megandarisari, 2021). As for the media used to carry out the assessment, it must still be adjusted to the teacher's ability to make it and the students' ability to use it. For example, teachers can ask parents to record student activities in the form of photos or videos, then send them through media such as email or messaging applications such as whatsapp. Other online media that can be used, namely teachers can make questions by using google forms (Marcica & Nurmatin, 2020). Google forms are one of the media that are fairly easy to create and use (Munawaroh et.al, 2021). With parental guidance, children can fill in the questions prepared in the form of a google form (Wardani et.al, 2021). However, if the assessment cannot be done online, the teacher can prepare a worksheet or activity book that students can do at home with their parents. The worksheets or activity books can be taken by parents to school once a week, then collected again when taking the next worksheet or activity book. The adaptation of the early childhood education

curriculum during the pandemic must really be a concern for teachers so that learning can continue to run optimally and provide maximum results.

CONCLUSION

Curriculum innovation is something that cannot be avoided in interacting with the educational environment. Implementation of the curriculum in special conditions can be carried out optimally with good cooperation between the parties involved in the implementation, including school administrators, teachers, students, and parents. Covid-19, which has become a pandemic in more than 200 countries in the world, demands changes in various fields, including education, in this case the curriculum. Various components of the curriculum underwent changes and adjustments. This requires teachers to be more creative and innovative. Educational institutions, especially schools, should provide encouragement and facilitation for teachers to innovate. Theoretically, the COVID-19 pandemic demonstrated the critical need for curriculum innovation within educational systems, reinforcing adaptive curriculum models, constructivist learning, innovation diffusion, educational change, and technology integration theories. These implications suggest that future curriculum development should prioritize flexibility, stakeholder collaboration, and technology-enhanced learning to ensure resilience in education during crises.

REFERENCE

- Agusta, A. R., Hanum, S., Simaremare, J. A., Wahab, A., Minar Trisnawati Tobing, M. P., Owon, R. A. S., ... & Nanda Saputra, M. P. (2021). *Inovasi Pendidikan*. Yayasan Penerbit Muhammad Zaini.
- Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90-109.
- Anindhita, W., Arisanty, M., & Rahmawati, D. (2016, November). Analisis Penerapan Teknologi Komunikasi Tepat Guna Pada Bisnis Transportasi Ojek Online (Studi pada Bisnis Gojek dan Grab Bike dalam Penggunaan Teknologi Komunikasi Tepat Guna untuk Mengembangkan Bisnis Transportasi). In *Prosiding Seminar Nasional INDOCOMPAC*.
- Arif, M., Rahmayanti, J. D., & Rahmawati, F. D. (2021). Penanaman Karakter Peduli Sosial Pada Siswa Sekolah Dasar. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 289-308. <https://doi.org/10.37680/qalamuna.v13i2.802>
- Arif, Muhamad, et al. "Optimalisasi Guru dalam Menumbuhkan Minat Membaca Huruf Braille pada Siswa Tunanetra." *Vox Edukasi*, vol. 12, no. 1, 29 Apr. 2021, doi:[10.31932/ve.v12i1.1019](https://doi.org/10.31932/ve.v12i1.1019).

- Atsani, K. L. G. M. Z. (2020). Transformasi media pembelajaran pada masa Pandemi COVID-19. *Al-Hikmah: Jurnal Studi Islam*, 1(1), 82-93.
- Bahri, S. (2019). Pengembangan Kurikulum Berbasis Multikulturalisme Di Indonesia (Landasan Filosofis Dan Psikologis Pengembangan Kurikulum Berbasis Multikulturalisme). *JURNAL ILMIAH DIDAKTIKA: Media Ilmiah Pendidikan dan Pengajaran*, 19(1), 69-88.
- Calora, I. P. ., Arif, M. ., & Rofiq, M. H. (2023). Pemanfaatan Pembelajaran Berbasis Kelas Digital di Madrasah Ibtidaiyah. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), 321–331. <https://doi.org/10.54069/attadrib.v6i2.592>
- Dewi, W. A. F. (2020). Dampak Covid-19 terhadap implementasi pembelajaran daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55-61.
- Dewi, Y. A. S. (2014). Analisis Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) di Sekolah Dasar Negeri Pisang Candi 1 Malang. *MODELING: Jurnal Program Studi PGMI*, 1(2), 94-109.
- Didiyanto, D. (2017). Paradigma Pengembangan Kurikulum PAI di Lembaga Pendidikan. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 1(2), 122-132.
- Direktorat KSKK Madrasah. (2020). Kesiapan dan Kendala Madrasah dalam Menjalankan Pembelajaran Jarak Jauh Selama Wabah Virus Corona di Indonesia.
- Djabidi, F. (2017). Manajemen Mutu Pendidikan pada Tingkat Dasar dan Menengah. *Adz-Zikr: Jurnal Pendidikan Agama Islam*, 2(1), 36-54.
- Efendi, I. (2017). Desain Pengembangan Kurikulum PAI berbasis Teacher and Student-Center. *EDURELIGIA: Jurnal Pendidikan Agama Islam*, 1(1), 25-44.
- Elyas, A. H. (2018). Penggunaan model pembelajaran e-learning dalam meningkatkan kualitas pembelajaran. *Warta Dharmawangsa*, (56).
- Emalia, E., & Farida, F. (2019, July). Inovasi Pendidikan Dengan Memanfaatkan Teknologi Digital Dalam Upaya Menyongsong Era Revolusi Industri 4.0. In *Prosiding Seminar Nasional Program Pascasarjana Universitas Pgri Palembang*.
- Erdiyanto, E., Asha, L., Warsah, I., & Hamengkubuwono, H. (2020). Manajemen Peningkatan Mutu Pendidikan di Madrasah Aliyah Negeri O2 Lebong, Bengkulu. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 3(02), 234-250.
- Fatimah, I. F. (2021). Strategi Inovasi Kurikulum. *EduTeach: Jurnal Edukasi dan Teknologi Pembelajaran*, 2(1), 16-30.
- Firman, F., & Rahayu, S. (2020). Pembelajaran online di tengah pandemi covid-19. *Indonesian Journal of Educational Science (IJES)*, 2(2), 81-89.
- Hakim, M. N., & Hasan, M. T. (2019). Inovasi Kurikulum Pendidikan SMA Darul Ulum 2 di Pondok Pesantren Darul Ulum Jombang: indonesia. *Jurnal Manajemen Pendidikan Islam Al-Idarah*, 4(2), 1-13.
- Halil, H., & UlumPamekasan, S. M. (2015). Inovasi Kurikulum Pesantren Dalam Memproyeksikan Model Pendidikan Alternatif Masa Depan. *Ulûmunâ: Jurnal Studi Keislaman*, 1(2), 146-169.
- Hamdi, M. M. (2017). Konsep Pengembangan Kurikulum. *Intizam, Jurnal Manajemen Pendidikan Islam*, 1(1), 1-13.

- Hamid, A. (2020). Penerapan Metode Keteladanan sebagai Strategi Pembelajaran untuk Meningkatkan Hasil Belajar Pendidikan Agama Islam. *AL-FIKRAH: Jurnal Studi Ilmu Pendidikan dan Keislaman*, 3(2), 154-169.
- Hidayat, A. W. (2020). Inovasi Kurikulum dalam Perspektif Komponen-Komponen Kurikulum Pendidikan Agama Islam. *SALIHA: Jurnal Pendidikan & Agama Islam*, 2(1), 111-129.
- Hidayat, T., Firdaus, E., & Somad, M. A. (2020). Model Pengembangan Kurikulum Tyler Dan Implikasinya Dalam Pembelajaran Pendidikan Agama Islam di Sekolah. *POTENSIA: Jurnal Kependidikan Islam*, 5(2), 197-218.
- Hidayati, N. (2019). Inovasi Pendidikan Akhlaq berbasis Manajemen Qolbu di MI Sunan Kalijogo Wolutengah Kecamatan Kerek Kabupaten Tuban. *PREMIERE: Journal of Islamic Elementary Education*, 1(1), 103-122.
- Huda, N. (2017). Manajemen Pengembangan Kurikulum. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2), 52-75.
- Indrawati, B. (2020). Tantangan dan Peluang Pendidikan Tinggi Dalam Masa dan Pasca Pandemi Covid-19. *Jurnal Kajian Ilmiah*, 1(1), 39-48.
- Insani, F. D. (2019). Sejarah Perkembangan Kurikulum di Indonesia Sejak Awal Kemerdekaan Hingga Saat Ini. *As-Salam: Jurnal Studi Hukum Islam & Pendidikan*, 8(1), 43-64.
- Insiyiroh, I. M., Hariani, E. P., & Mubaroq, S. (2020). Pendidikan berbasis kearifan lokal sebagai solusi menghadapi kesenjangan digital dalam kebijakan pembelajaran jarak jauh pada masa pandemi di Indonesia. *Indonesian Journal of Social Development*, 1(1), 51-72.
- Iswanto, A., Muzayanah, U., Muawanah, S. (2020). Survei Pembelajaran Jarak Jauh Masa Covid. 10.13140/RG.2.2.30082.71366.
- Jaafar, N., & Tamuri, A. H. (2013). Hubungan antara efikasi sendiri dengan kualiti guru pendidikan islam sekolah menengah kebangsaan malaysia. *Journal of Islamic and Arabic Education*, 5(1), 41-60.
- Julaeha, S., Muslimin, E., Hadiana, E., & Zaqiah, Q. Y. (2021). Manajemen Inovasi Kurikulum: Karakteristik dan Prosedur Pengembangan Beberapa Inovasi Kurikulum. *MUNTAZAM: Jurnal Manajemen Pendidikan Islam*, 2(01).
- Kadi, T., & Awwaliyah, R. (2017). Inovasi Pendidikan: Upaya Penyelesaian Problematika Pendidikan Di Indonesia. *Jurnal Islam Nusantara*, 1(2).
- Kartika, K. (2021). Pengembangan Pendidikan Karakter Siswa dengan Sistem Merdeka Belajar. *Mikraf: Jurnal Pendidikan*, 2(1), 54-65.
- Kementerian Agama. (2020). SK Dirjen Pendis No. 2791 Tahun 2020 tentang Kurikulum Darurat pada Madrasah.
- Khasanah, D. R. A. U., Pramudibyanto, H., & Widuroyekti, B. (2020). Pendidikan dalam masa pandemi covid-19. *Jurnal Sinestesia*, 10(1), 41-48.
- Khumaidah, S., & Nu'man, M. (2021). Inovasi Media Pembelajaran PAI Pada Masa Pandemi COVID-19. *TA'LIM: Jurnal Studi Pendidikan Islam*, 4(1), 90-101.
- Kusmayadi, Y. (2018). Implementasi Penggunaan Bahasa Inggris pada Pembelajaran PAI Diniyah Ulya Kelas 4 dengan Metode Collaborative Learning di Pondok Pesantren

- Miftahul Huda Al-Azhar Citangkolo. THORIQOTUNA: Jurnal Pendidikan Islam, 1(1), 176-190.
- Kusnandi, K. (2019). Model Inovasi Pendidikan dengan Strategi Implementasi Konsep “Dare to Be Different”. Jurnal Wahana Pendidikan, 4(1), 132-144.
- Kusumaningrum, D. E., Arifin, I., & Gunawan, I. (2017). Pendampingan pengembangan perangkat pembelajaran berbasis Kurikulum 2013. ABDIMAS PEDAGOGI: Jurnal Ilmiah Pengabdian kepada Masyarakat, 1(1).
- Latip, A. (2020). Peran literasi teknologi informasi dan komunikasi pada pembelajaran jarak jauh di masa pandemi Covid-19. EduTeach: Jurnal Edukasi dan Teknologi Pembelajaran, 1(2), 108-116.
- Lubis, A. Y. (2015). Pelaksanaan Manajemen Kurikulum pada SMA Negeri 1 Buengcala Kabupaten Aceh Besar. Jurnal Administrasi Pendidikan: Program Pascasarjana Unsyiah, 3(1).
- Machali, I. (2014). Kebijakan perubahan kurikulum 2013 dalam menyongsong Indonesia emas tahun 2045. Jurnal Pendidikan Islam, 3(1), 71-94.
- Manshur, A. (2019). Inovasi Pendidikan Akhlak Berbasis Manajemen Qolbu. AL-AUFA: JURNAL PENDIDIKAN DAN KAJIAN KEISLAMAN, 1(1), 21-29.
- Marcica, E., & Nurmatin, S. (2020). Pemanfaatan Google form Sebagai Evaluasi Pembelajaran Jarak Jauh. AL-ABHATS| Islamic and Humanities Research, 1(1).
- Maryati, S. (2020). Inovasi Kurikulum berdasarkan Komponen Kurikulum Strategi dan Evaluasi. AL-KARIM, 5(2), 51-66.
- Mawati, A. T., Permadi, Y. A., Rasinus, R., Simarmata, J., Chamidah, D., Saputro, A. N. C., ... & Prasetya, A. B. (2020). Inovasi Pendidikan: Konsep, Proses dan Strategi. Yayasan Kita Menulis.
- Megandarisari, M. (2021). Adaptasi Kurikulum Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. Inovasi Kurikulum, 18(1), 1-9.
- Muhammedi, M. (2016). Perubahan Kurikulum Di Indonesia: Studi Kritis Tentang Upaya Menemukan Kurikulum Pendidikan Islam Yang Ideal. Jurnal Raudhah, 4(1).
- Munawaroh, R. Z., Prastowo, A., & Nurjanah, M. (2021). Efektivitas Penilaian Pembelajaran Menggunakan Google Form pada Pembelajaran Daring. JISIP (Jurnal Ilmu Sosial dan Pendidikan), 5(3).
- Muzayanah, U., Muawanah, S., & Wibowo, A. M. (2020). Laporan Penelitian Kurikulum Darurat di Tengah Pandemi Covid-19. Balai Penelitian dan Pengembangan Agama Semarang.
- Neni, N. (2020). Manajemen Evaluasi Program Tulis Baca Al-Qur'an. Tarbiyah Islamiyah: Jurnal Ilmiah Pendidikan Agama Islam, 10(1).
- Nimawati, N., & Zaqiah, Q. Y. (2020). Proses Inovasi Kurikulum: Difusi dan Diseminasi Inovasi, Proses Keputusan Inovasi. MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah, 5(2), 81-98.
- Noorzanah, N. (2018). Konsep Kurikulum dalam Pendidikan Islam. ITTIHAD, 15(28), 68-74.
- Permana, C. (2020). Pembelajaran Pendidikan Anak Usia Dini (PAUD) Dimasa Pandemi Covid-19. Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini, Volume 2 Nomor 2 Juli 2020, hal. 115-124.

- Pranata, J., & Wijoyo, H. (2020, November). Analisis Upaya Mengembangkan Kurikulum Sekolah Minggu Buddha (SMB) Taman Lumbini Tebango Lombok Utara. In *Prosiding Seminar Nasional Pendidikan* (Vol. 2, pp. 778-786).
- Priasmoro, D. P. (2016). Literatur Review: Aplikasi Model Sosial Dalam Pelayanan Kesehatan Jiwa Pada Ibu Hamil dengan Hiv/Aids. *Jurnal Ilmu Keperawatan (Journal of Nursing Science)*, 4(1), 12–19. <https://doi.org/10.21776/ub.jik.2016.004.01.2>
- Pribadi, B. A. (2014). Pengembangan Program Tutorial Via Media Teknologi Video Conference Dalam Sistem Pendidikan Jarak Jauh (SPJJ). *Jurnal Pendidikan Terbuka dan Jarak Jauh*, 15(1), 1-11.
- Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri, R. S. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1-12.
- Putri, J. W., & Muslim, B. A. (2017). Evaluasi penyelenggaraan program pusat pendidikan dan latihan olahraga pelajar (PPLP) cabang olahraga taekwondo provinsi DKI Jakarta. *Gladi: Jurnal Ilmu Keolahragaan*, 8(2), 90-101.
- Rahmatullah, M. I. (2019). Pengembangan Konsep Pembelajaran Literasi Digital Berbasis Media E-Learning Pada Mata Pelajaran PJOK di SMA Kota Yogyakarta. *Journal Of Sport Education (JOPE)*, 1(2), 56-65.
- Rahmawati, E. T., Apriliani, E., & Diantoro, F. (2021). Perbaikan Substansi Kurikulum Melalui Inovasi dalam Menghadapi Problematika Era Revolusi 4.0. *Al Yasini: Jurnal Keislaman, Sosial, hukum dan Pendidikan*, 6(1), 91-113.
- Ritonga, M. (2018). Politik dan Dinamika Kebijakan Perubahan Kurikulum Pendidikan di Indonesia Hingga Masa Reformasi. *Bina Gogik: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(2).
- Rosni, R. (2017). Landasan Sosial Budaya Dan Perkembangan Ilmu Pengetahuan Dalam Pengembangan Kurikulum. *Jurnal Inspiratif Pendidikan*, 6(1), 128-136.
- Saleh, M. (2020, May). Merdeka belajar di tengah pandemi Covid-19. In *Prosiding Seminar Nasional Hardiknas* (Vol. 1, pp. 51-56).
- Sari, K. P., Neviyarni, & Irdamurni. (2020). Pengembangan Kreativitas dan Konsep Diri Anak SD. *Jurnal Ilmiah Pendidikan Dasar*, 7(1), 44–50.
- Sasmita, F. A., Swartika, F., Hasan, M., Arisah, N., & Alisyahbana, A. N. Q. A. (2021). Inovasi Pembelajaran Perguruan Tinggi di Masa Pandemi Covid 19.
- Suardipa, I. P. (2020). Kajian Creative Thinking Matematis Dalam Inovasi Pembelajaran. *Purwadita: Jurnal Agama dan Budaya*, 3(2), 15-22.
- Sudrajat, T., Komarudin, O., & Zaqiah, Q. Y. (2020). Inovasi Kurikulum dan Pembelajaran Pada Masa Pandemi Covid-19. *Jurnal Ilmiah Wahana Pendidikan*, 6(3), 339-347.
- Suhendro, E. (2020). Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(3), 133-140.
- Suherli, T. (2018). Kinerja Mengajar Guru Dalam Mengimplementasi Kurikulum 2013 Sebagai Upaya Pembentukan Karakter di Sekolah Dasar. *Indonesian Journal of Education Management & Administration Review*, 2(2), 293-300.

- Sunandar, D. (2021). Pendidikan Agama Islam dalam Kurikulum Nasional. *Jurnal Al-Amar* (Ekonomi Syariah, Perbankan Syariah, Agama Islam, Manajemen dan Pendidikan), 2(1), 1-21.
- Supriyadi. (2017). Community of Practitioners: Solusi Alternatif Berbagi Pengetahuan antar Pustakawan. *Lentera Pustaka: Jurnal Kajian Ilmu Perpustakaan, Informasi Dan Kearsipan*, 2(2), 83–93. <https://doi.org/10.14710/lenpust.v2i2.13476>
- Thaib, R. M., & Siswanto, I. (2015). Inovasi Kurikulum Dalam Pengembangan Pendidikan (Suatu Analisis Implementatif). *Jurnal Edukasi: Jurnal Bimbingan Konseling*, 1(2), 216-228.
- Utomo, S. T., & Ifadah, L. (2020). Inovasi Kurikulum Dalam Dimensi Tahapan Pengembangan Kurikulum Pendidikan Agama Islam. *Journal of Research and Thought on Islamic Education (JRTIE)*, 3(1), 19-38.
- Wahyudin, W. (2018). Optimalisasi Peran Kepala Sekolah dalam Implementasi Kurikulum 2013. *Jurnal Kependidikan*, 6(2), 249-265.
- Wardani, A. L. A., Sulistiani, I. R., & Dewi, M. S. (2021). Penggunaan Google Form sebagai Alat Evaluasi Pembelajaran Akidah Akhlak Kelas IV di SD Islam Bani Hasyim. *JPMI: Jurnal Pendidikan Madrasah Ibtidaiyah*, 3(1), 197-209.
- Yao, J., et all. (2020). What Role Should Teachers Play in Online Teaching during the COVID19 Pandemic? Evidence from China. *SIEF*, Vol.5, No. 2, 2020, hal. 517-524.
- Yoon, B. (2020). The Global Pandemic as Learning Opportunities about the World: Extending School Curriculum. *Middle Grades Review: Vol. 6 : Iss. 2 , Article 7*, hal. 1-7.
- Yunitasari, R., & Hanifah, U. (2020). Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID 19. *Edukatif: Jurnal Ilmu Pendidikan*, 2(3), 232-243.
- Zainullah, Z., Mahfud, M., & Hairit, A. (2020). Model Kepemimpinan Transformatif dalam Menciptakan Inovasi Pengembangan Kelembagaan Pendidikan Islam. *Kuttab: Jurnal Ilmu Pendidikan Islam*, 4(2).