

The Effectiveness of Digital Learning Curriculum 2013 in Pandemic

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ABSTRACT

This paper aim to find out the effectiveness of digital learning curriculum 2013 in pandemic era. This paper is focused on how to design digital learning based on Curriculum 2013 in the middle of the COVID-19 Pandemic that is affecting all aspects of life including in part of education. In this paper, descriptive content analysis techniques and literature reviews are employed as the methodology. All of the information is obtained from scientific articles related to the material and the focus raised in this article. From the results of the analysis collected, the author reveals that although there are several advantages and disadvantages that can be obtained from online learning as we are more able to relax in carrying out activities. There are also some problems that must be faced by students and from teachers when undergoing online learning in a pandemic situation, such as validly, reliably, and long-distance communication. Based on the discussion, digital learning in curriculum 2013 can be solution to solve the problem, the advantages of digital learning such as interactive e-book, in-site and out-site classroom, creative learning, and digital literacy. The authors then concluded that teachers and students could still have to find some tools, materials, methods, and learning resources that could be used to support and facilitate students in online meetings.

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INTRODUCTION

Curriculum is a set of learning plans implemented in educational institutions with a specific purpose and contains learning materials and teaching and learning methods that will be implemented in schools. In another sense, the curriculum becomes a guide for educators to achieve learning goals in education. From the above understanding we can conclude that the curriculum was created to achieve learning

objectives through various learning methods in terms of the curriculum itself. For this reason, it is necessary to develop a learning curriculum that adapts to needs and changes from time to time. In compiling a broad curriculum, ideas and ideas are needed about appropriate ways of teaching and learning, learning objectives, and so on. Because how students will be formed in schools also depends on the existing learning curriculum. One of the curriculum changes that occurred in Indonesia was the replacement of the Education Unit Level curriculum or often referred to as the 2013 KTSP Curriculum. The 2013 Curriculum was replaced with the 2013 Curriculum, which was set at all levels of education in 2014. The 2013 curriculum was dismissed in December 2014, according to Minister of Education and Culture Anies Baswedan's Regulation No. 60 of 2014. At that time, schools were temporarily required to use the Education Unit Level Curriculum (KTSP).

In the learning process, the 2013 curriculum is also inseparable from digital-based learning which is one of the objectives of the teaching and learning method. Along with the development of the world which is increasingly using the internet, technology such as online-based media which has the potential as a source of information is also used to become one of the media in the teaching and learning process. (Sigiro, Pelenkahu, & Rettob, 2022).

As recently facts, digital technology has affected all aspects of life, such as communication, access to information, and use of various media. This is also no different in the world of education, where technology not only has the potential to make educational activities more effective but also requires adjustments by educators based on expectations for the use of digital technology. Digital learning also has the potential to create effectiveness and results in the teaching and learning process, but to achieve this expectation a change in teaching and learning methods is required.

In this regard, the 2013 curriculum was formed which is expected to be able to prepare technology-based learning in its teaching and learning methods. Apart from that, there are other problems that we also have to face along with the process of adapting this technology-based learning. That is the COVID-29 pandemic that has hit almost all countries, not only in Indonesia. This pandemic requires us to quickly adapt to the online environment, including in the field of education. Along with the lockdown period, educational institutions in Indonesia also announced that all forms of learning would be carried out online and that face-to-face meetings would not be allowed until the specified time. Schools and universities have established emergency online learning methods through web-conferencing, such as Zoom, Google Meet, Microsoft Teams, and others. Several applications were also created and used to facilitate this online learning.

This paper was created to examine and analyze the application of digital learning based on the 2013 Curriculum in this COVID-19 pandemic situation. The

focus of this article is so that we know how digital-based learning is in Indonesia during the pandemic.

METHOD

Research Design

In order to determine the primary content based on the information gathered, this work employs a descriptive content analysis method and a literature review. (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). This information is obtained from scientific and non-scientific articles related to the material and focus raised in this article. The data and information that has been gathered, examined, and drawn conclusions from. The steps in this research are to first identify the intentions, focus, or communication trends of individuals, groups, or institutions, second to explain attitudes and behavioral responses to communication, third to ascertain a person's or group's psychological or emotional state, fourth to identify patterns in communication content, fifth to identify differences in communication content between cultures, and fifth to test and refine the intervention or survey before it is put into use.

FINDINGS AND DISCUSSION

Findings

Along with the rapid development of the internet and information technology, as well as the development of creative and cultural industries, students as seeds of national renewal are also expected to master technology as part of the objectives of planning lessons in schools. The 2013 curriculum is expected to give birth to a golden generation that is productive, creative, innovative and affective. The integrative thematic method is the one used in the 2013 curriculum. This method integrates several subjects and is packaged in one particular theme unit. The present COVID-19 pandemic that Indonesia is dealing with, which forces everyone to continue working from home, seems to support the need for kids to study technology. There is no bright spot about the news of off-network learning for schools in Indonesia at this time. For this reason, the entire teaching and learning process still has to utilize online learning systems and web-conferencing, such as Zoom, Google Meet, Microsoft Teams, and others. However, not only for students, but teachers are also required to learn and master technology because the entire teaching process is now carried out online. Teachers should also think about adapting pre-arranged lesson plans for offline learning. Now they have to find and design learning methods, teaching techniques, and collect learning resources for online learning but still based on the 2013 Curriculum. The use of various technological devices such as laptops, desktops, or smartphones is the main component of this learning methodology.

In online learning applications, the WhatsApp application is also a medium that facilitates the teaching and learning process, because this software offers a WhatsApp group feature, which facilitates communication between professors and students. In addition to it, there are numerous more programs, including email and Google Classroom. Teachers take advantage of in-app features for assignments, announcements, and sharing learning materials. Then students will be asked to submit their assignments via email or WhatsApp messages. This method can actually be said to be quite effective as part of a lesson plan. However, of course, all aspects are not without drawbacks.

Table 1. List of Articles

Year	Author	Title
2019	Fernandes, R	Relevansi Kurikulum 2013 dengan kebutuhan Peserta Didik di Era Revolusi 4.0
2019	Pratiwi, A. Z. & Rochmawati	Pengembangan Bahan Ajar E-book Interaktif Pendekatan Kurikulum 2013 Mata Pelajaran Praktikum Akuntansi Lembaga/Instansi Pemerintah Kelas XI AKL SMK
2018	Muhdiyanto, A.R. & Murtiyaza, B.	Pengembangan Buku Saku Digital Berbasis Android Pada Materi Matriks berdasarkan Kurikulum 2013 di Kelas XI IPS 3 SMA negeri 2 Sukoharjo
2018	Redi Winatha, K. Suharson, N. & Agustini, K.	Pengembangan e-modul interaktif berbasis proyek mata pelajaran simulasi digital
2021	Dirgatama, C. H., Siswandari, S., & Indrawati, C. D. S.	Pemanfaatan Buku Digital Kearsipan Kurikulum 2013 Berbasis proyek mata pelajaran simulasi digital
2020	Jessica, A. R. A., Harmianto, S., & Mareza, L.	Penerapan Literasi Digital dalam pembelajaran Kurikulum 2013 Berbasis E-Learning Tema 8 Bumiku Kelas VI SD Negeri 2 Purbalingga Lor
2021	Amiruddin, A., Rubianti, I., Azmin, N., Nasir, M., & Sandi, A.	Analisis Penerapan Kurikulum 2013 Dalam Meningkatkan Kualitas Pembelajaran Masa Pandemi Covid-19 di SMAN 3 Kota Bima
2021	Stai, S.Y., Medan, S., Dewi, P., & Stai, A.	Penerapan Kurikulum 2013 Pada Masa Pandemi Covid-19 di SMP IT Ad-Durrah Medan
2020	Sari, T. T., & Cahyono, A. H.	Pengembangan E-Learning Berbasis Android "Fun Math" Sebagai Alternatif Belajar Matematika di Tengah Pandemi

(a) A review of the 2013 curriculum's content, which includes assessment requirements, basic skills, subject standards, and standards for graduate competency, Permendikbud No 36 of 2013 and Permendikbud no 160 of 2014 which are the basis for implementing the 2013 curriculum. the author wants to emphasize that the argument for changing the curriculum is not strong enough because logically the evaluation of educational programs where until now an assessment of the implementation of the 2013 curriculum cannot be determined validly and reliably because this curriculum has not been fully implemented in Indonesia in the 2019/2020 academic year.

(b) The conclusions of the development of interactive e-book teaching materials using the 2013 curriculum approach for accounting practicum subjects for government institutions/agencies are: (1) The process of developing interactive e-book teaching materials uses a 4-D development model according to Thiagarajan which consists of 4 stages, namely definition, design, development, and deployment. However, the deployment stage was not carried out in this study due to limitations. (2) The feasibility of interactive e-book teaching materials in the 2013 curriculum approach to the subjects of Accounting Practicum for Government Institutions/Institutions based on the results of validation by material, language, and graphic experts on the components of content, presentation, language, and graphics, the teaching material can be said to be feasible for used in the learning process. (3) Students' responses to the interactive e-Book teaching materials in the 2013 curriculum approach in the subjects of Accounting Practicum for Government Institutions/Institutions based on the components of content, presentation, language, and graphics, it is concluded that the teaching materials can be understood and are good for use in the learning process.

(c) Learning media innovations that can be installed and used on mobile devices include digital pocket books on civics topics that run on the Android operating system. Android-based digital pocket books on civics topics have been evaluated for their viability and efficacy utilizing teacher and student evaluation forms, media expert validation tools, and linguists. Digital pocket books on PPKn topics that run on Android have proven to be realistic and effective, particularly when it comes to the information needed to create and build Pancasila as the foundation of the state. Students can learn civics topics more easily both inside and outside of the classroom thanks to Android-based digital pocket books.

(d) The problem raised in this study is the delay in the learning process at Bali Global IT Vocational School due to the lack of availability of learning media in the form of print and electronic media, and the learning process has not fully used innovative models. One solution to these problems is to develop creative and creative learning media. innovative, namely project-based electronic modules (e-modules) packed with various multimedia components to make them more interactive.

Overall, the e-module satisfies the interactive criteria since it gives students the opportunity to learn through exposure to content, videos, animations, and comments that the e-module independently offered. The test results of the experts show that the results of the design and implementation of e-modules that have been developed in digital simulation subjects using innovative project-based learning models have been successfully implemented and are feasible to proceed to the next stage, namely the implementation and evaluation stage.

(e) There are suggestions related to the 2013 android-based curriculum digital archival books as follows: 1) Through workshops and training, school administrators encourage teachers to create more inventive and creative learning materials with the goal of raising academic standards; 2) The teacher, before using digital books, first downloads digital books on Google Drive and the Sup-reader application on the Android smartphone play store as a digital book reader application. The 2013 curriculum archive digital book that has been downloaded is then synchronized to the Supreader application. Teachers can use learning media well by first reading the instructions for using the media; 3) This research is still limited to public schools. Follow-up research by conducting research at even more schools. The 2013 curriculum archive digital book that has been developed does not yet cover all the basic competencies that students must achieve in one semester, so it is necessary to develop other subject matter.

(f) Students feel glad and excited to participate in the learning process as a result of the application of digital literacy in the e-learning-based learning process used in SD Negeri 2 Purbalingga Lor's class VI. This program has been in place for two years.

(g) According to research on the analysis of the 2013 Curriculum's implementation during the Covid-19 epidemic at SMAN 3 Kota Bima, it was subpar, operating at only 50% of capacity. This is a result of the Covid-19 pandemic, which is currently affecting all spheres of life, including Indonesian education. Apart from the challenges of learning through long-distance contact, it was exceedingly difficult to execute the 2013 Curriculum during the Covid-19 pandemic since not all kids could follow it due to issues with time, place, and parent fees. This has a significant impact on how students at SMAN 3 Kota Bima develop their skills. Students cannot achieve the standards because teachers cannot fully understand how each student is developing.

(h) Based on data, it can be concluded that Ad-Durrah IT Middle School's adoption of the 2013 Curriculum during the COVID-19 epidemic was less than ideal, operating at barely 50% of capacity. This is due to the COVID-19 pandemic situation that is currently sweeping the world including Indonesia, which has damaged all sectors including education. The implementation of the 2013 Curriculum during the COVID-19 pandemic was very difficult to implement, apart from the difficulty of

learning via long-distance communication, not all students could follow it due to problems of time, place, and costs for parents. This has a significant impact on how students at SMP IT Ad-Durrah Medan build their skills. Students cannot meet the objectives of the national curriculum and school curriculum because teachers are unable to see student growth in its best light. Therefore, researchers hope that the implementation of the 2013 Curriculum during the COVID-19 pandemic will carry out a learning model that can be realized while students are studying at home, namely a skill. You can do this by making audio reading of short surahs of the Koran and making an Arabic or English dictionary to make a conversation to fill in the blanks while at home. So children don't roam outside the house during the COVID-19 pandemic. As we can see, there are many children who ignore the protocols from the government. For this reason, the task of a teacher is to guide them in making any work that is not burdensome to the students and the parents of the students themselves.

(i) This research seeks to develop the "FunMath" application which can be used as an alternative medium for studying at home. "FunMath" is developed through android operation. During the current pandemic which requires students to continue studying at home, various learning media are needed to reduce boredom while studying at home. For now the "FunMath" application only covers class V and VI material and will continue to be developed in further research. "FunMath" presents material, practice questions, discussion of practice questions, and student achievement standings which are arranged holistically as an alternative media for learning at home. The material presented in "FunMath" is in accordance with the 2013 curriculum as applicable in Sumenep Regency.

DISCUSSION

In carrying out the methods above, students are also sometimes negligent in checking their assignments and are often late or don't even submit assignments at all. (Wicaksono & Rachmadyanti, 2017) said that there needs to be coordination and communication between teachers and parents of students in the form of video calls and photo documentation of student learning activities at home as a form of report that students are actually carrying out learning at home. Alternatively, the teacher can give assignments right away during online meetings so that students can take notes and ignore their assignments. Based on the findings above there are some advantages and disadvantages of curriculum 2013 in pandemic:

Advantages

1. Digital literacy

Digital literacy is the knowledge and skills of users in utilizing digital media, such as communication tools, internet networks and so on. User proficiency in digital literacy includes the ability to find, work on, evaluate, use, create and utilize it wisely,

intelligently, carefully and precisely according to its use. Digital literacy has four basic principles, namely: Understanding, meaning that people are expected to have the ability to understand information provided by the media, either implicitly or explicitly. Interdependence This means that the media are interdependent and related to one another. Media already in use must coexist and support one another. Social elements indicate that the media informs or communicates with the community. Because the person who distributes the information and the person who receives it define the long-term effectiveness of the medium. Curation means that people have the ability to access, understand and store information to read at a later date. Working together to identify, gather, and organize content that is deemed beneficial is another aspect of curation. Digital literacy is very beneficial for people's lives in general. For example: Activities to find and understand information can increase individual insight. Improving individual ability to be more critical in thinking and understanding information. Increase the mastery of the individual's 'vocabulary', from the various information read. Improve individual verbal ability. Digital literacy can increase individual focus and concentration. Increase individual abilities in reading, composing sentences and writing information.

2. *Interactive e-book*

The fact is that the learning resources used for learning are not interactive and are not based on the phenomena of everyday life. The e-book with characteristics (1) has a structure (construction) that is almost the same as a textbook. (2) can be read without using an internet connection, (3) developed for students so they can increase active interaction between students and the learning resources they use, (4) contains learning indicators and materials referring to core competencies (KI) and basic competencies (KD), (5) equipped with the phenomenon of separation of mixtures that exist in everyday life, (7) equipped with a question column, answer column and explanation column, (8) equipped with video and evaluation questions which are made interactive so that students can work directly on e-books and can see the scores they get (9) have very high criteria on expert validation.

3. *In site and outside the classroom*

Outdoor Study is a learning method that is able to foster creativity, initiative, cooperation or mutual cooperation and engage students with the surrounding environment. The teacher's role in outdoor learning is as a motivator, meaning that the teacher acts as a guide so that students learn actively, effectively, creatively, and are familiar with the environment. Learning outside the classroom is one of the efforts to create learning to avoid boredom, boredom, and the perception of learning only in the classroom. Learning does not only need to be done in the classroom, but can be done outside the classroom. Outdoor study MTsN Takengon II students Outdoor education aims to enable students to adapt to the environment and the surrounding nature, and know the importance of life skills and experience of living in the

environment and the surrounding nature, and have an appreciation for the environment and the natural surroundings.

4. Creative Learning

In order to encourage and foster students' creativity during the learning process, teachers must be able to use a variety of approaches and strategies, such as group projects, problem-solving, and other activities. The term "creative learning" refers to a teaching and learning activity where theory, tests, tales, solutions, analyses, and learning designs are used to acquire knowledge and abilities in the creative process rather than just for memorization. Rather than dictating how information is to be memorized, creative teachers can guide students through the instruction process using creative methods. Creative learning is when students can use imagination and critical thinking to create meaningful new ideas. Through this learning, ladies and gentlemen's students are not only taught to repeat what they have learned, but also learn to develop their abilities in finding solutions to various problems that are found. In creating creative learning, teachers must be able to choose material according to students' abilities, determine learning methods that can facilitate students' understanding of the material provided, use effective learning media so as to expedite the teaching and learning process, and be able to determine the right evaluation for measure the level of mastery of students.

Disadvantages

1. Validly and Reliably

In order to explain learning progress, decide next steps, and serve as a foundation for creating appropriate learning programs, assessments must essentially be structured in a fair, proportional, valid, and trustworthy manner. For this reason, educators need to prepare sufficient time and duration so that assessment is not only a mere assessment system, but also as part of the learning process. The results of the assessment can be used by educators as material for preparing follow-up plans.

2. Long distance communication

Some of the obstacles experienced by students while carrying out this distance learning are very diverse, some of them feel forced to study with a system that is still foreign to them. Limited facilities and infrastructure also make them feel uncomfortable. This distance learning policy is an effort to support the statement of the President of the Republic of Indonesia Joko Widodo who urges his citizens to reduce social activities outside the home and avoid and not create crowds or what is called social distancing. Social interaction is one of the needs of humans as social beings, but in the midst of this pandemic virus the need for social interaction is transformed into internet media. With the development of information and communication technology, all forms of social interaction from the real world to the virtual world will become easier. Even though the intensity of social interaction in the

midst of this pandemic is minimal, the interactions that occur between students and teachers are still ongoing, but only limited to delivering material, giving assignments, and collecting assignments, and limited discussion in learning.

In addition, according (Putri et al., 2020), teachers identified more challenges and constraints, including some restrictions in the selection of teaching methods that are usually applied in regular face-to-face classes, less coverage of curriculum materials, lack of technological skills. which hinders the potential of online learning, longer screen time due to creating e-learning content and still having to provide feedback on student work, more intense and time-consuming communication with parents, challenges for better coordination with teachers, principals, and higher internet bills.

The implementation of the 2013 Curriculum by the Ministry of Education and Culture since the 2013/2014 school year, where one of the important points is that the classroom is not the only place for learning. In this context, the school library plays an important role in the process of learning and acquiring knowledge for students. For this reason, in addition to teacher readiness and competence in learning according to curriculum requirements, schools also need to prepare concepts and create an ideal library in order to support the implementation of the 2013 Curriculum. Learning resources in the narrow sense are dirty as all teaching tools that present messages educatively both visually and audiovisual, for example books and other printed materials. This understanding is still widely agreed upon by teachers today. For example, in a teaching program that is usually prepared by teachers, the components of learning resources will generally be filled with textbooks or recommended compulsory books. However, there are a number of things or techniques that teachers can apply in designing digital-based teaching plans during this pandemic.

➤ ***Record Learning Material Videos***

There are several problems that sometimes occur when online meetings are held, such as the electricity suddenly going out and causing teachers or students to be distracted from staying connected to online meetings, or even the media applications used have limited time and time. does not allow the teacher to teach all the material that has been prepared. One solution to the distraction above is that the teacher can record learning material and make it into a short video and prepare it to be sent if the teacher cannot conduct online meetings and so on. In addition, it also has more ability to help students remember and learn the material provided because they can replay the video provided by the teacher if they still don't understand the material. To carry out distance learning, we actually don't have to use teleconference applications such as Zoom, Meet, WebEx, or others. We can record the material that will be delivered using a screen recording application such as Loom. This means we can play slides or whatever is on the screen while talking and giving explanations.

➤ *Utilize Online Learning Resources*

In the teaching and learning process that is carried out online as it is today, teachers can use various online media as learning references for students. As in learning English subjects, teachers can prepare YouTube videos to be shown to students to practice their speaking and listening skills. Teachers can guide how students can learn from videos. (Limniou et al., 2021) states that It is further mentioned that learning media is a part of learning resources or actual physical vehicles that hold teaching materials in the student's surroundings that can encourage students to learn. Learning media is a tool in the learning process both inside and outside the classroom. On the other hand (Rorimpandey, 2019); (Manggo, Liando, & Wungow, 2022); (Lendo, Liando, & Oliy, 2021) states that For media to enhance the ambiance of teaching and learning activities, it must be carefully chosen. Because the media must meet specific requirements in order to be utilized as a tool to stimulate students' intellect and curiosity in learning, the selection of learning media for educational activities shouldn't be haphazard. Education is essentially a process of sharing knowledge with students that involves educators as sources of knowledge, the media as a platform for the presentation of ideas, ideas and educational materials, as well as the students themselves. The use of the internet as a learning medium is a breakthrough for the world of education in overcoming the problems that are being faced today. The era of globalization according to the readiness of its human resources to be competent and work with the help of information technology. The internet is a very broad source of information supported by many conferences. Online electronics are an attractive alternative for preparing the required human resources. In this case the internet is used as a source of information that will be conveyed to students in the learning and learning process.

➤ *Use Automated Systems to Grade Assignments or Tests*

Along with the development of technology, there are more and more supporting facilities to be used as teaching and learning media, one of which is to make it easier for students to take exams and make it easier for teachers to give grades. Execution is a way to assess a person's or student's capacity. The exam is also used as an evaluation tool to assess how far knowledge has been mastered and acquired skills. The purpose of testing the software itself is for the company to identify errors and features that are not in accordance with actual requirements. And if there are bugs or errors in the software, the company must fulfil them again in the development process. System testing is testing that is carried out at the final stage when developing a software product or application after combining all product modules. The main purpose of carrying out this test is to ensure that the product being built must meet the specifications of the customer's/user's needs. For example quiz applications and Google forms that can be used and can immediately assess assignments or exams that have been done.

CONCLUSION

Based on the discussion above, it can be concluded that during a pandemic, everyone is required to carry out all activities without holding gatherings. Educational institutions are also required to take advantage of internet facilities and information technology which are growing along with the changes. Even though previously the 2013 curriculum was already a technology-based curriculum, during the pandemic which has an impact on all aspects as it is today, teachers and students seem to be required to have a better understanding of the aspects needed to support the teaching and learning process. processes that occur online.

Students must find ways to balance their personal lives with their educational interests. In addition, students must also pay attention to educational demands such as doing assignments, taking exams, and others, but still have to take advantage of the time at home to develop themselves through their interests and talents in accordance with the learning objectives of the 2013 curriculum.

However, to support students' needs in an online learning environment so that students are more focused, teachers must also look for new methods that can be applied in digital learning based on the 2013 Curriculum in a pandemic situation. Some of the methods that have been written in the discussion above such as recording learning material videos, utilizing online learning resources, and using an Automated System to Assess Assignments or Tests.

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