

Vocational High School Teachers and Students' Perception of the Emergency Curriculum During New Normal Era in Palembang

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ABSTRACT

This research aims to investigate the implementation of full-day school during the new normal period carried out by four state vocational high schools in Palembang City during the new normal period after Covid-19. This study also aims to see the development and improvement of the quality of education with the emergency curriculum. The method used in this study is a descriptive case study, which describes the phenomenon or social phenomenon under study by describing the value of independent variables, both one or more variables (independent) based on indicators of the variables studied for exploration and classification. To collect the data, the researchers employed interviews with the participants. Meanwhile, content analysis was used to analyze the data. Based on the results of the research, namely the perceptions of teachers and students against full-day school during the new normal as well as the implementation of emergency curriculum at state vocational high schools in Palembang City, it can be concluded that the respondents' statements are in accordance with the questionnaire that the researcher has given to students with a value of 210 questionnaire respondents with a number of questions, namely 35 questions, the conclusion is 84.05% in the very high category. This implies the positive perceptions of both teachers and students in Palembang.

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1. INTRODUCTION

The government hopes that the new normal era will impact the world of education, where there is a permit for schools to conduct face-to-face learning. Thus, students could spend more time studying at school than playing outside. If students play more time outside, they will get a lot of negative

influences (Owusu-Fordjour, 2020). Other deviations may also happen when they go home from school, like a robbery, brawl, drugs, free sex, criminal acts and others. Therefore, full-day school during the new normal is prioritized to prevent students from doing activities negatively outside school (Bass, 2014). The government provides as much space as possible so that students can work at school with facilities, infrastructure, and time availability. With the policy of full-day school during the new normal period, teachers can also educate students' personalities so they do not waver in dealing with current globalization, and the students will become the generation that is strong in facing various negative temptations that approached.

The government's objective of applying full-day school during the new normal is to develop and improve the quality of education in Indonesia. It is one alternative to overcome various educational problems, both in terms of achievement as well as in terms of morality or character. By attending full day school during the new normal, parents can prevent and neutralize the possibility of children's activities that plunge on activity which is negatively (McCarty, 2006). Contextually speaking, the full-day school during the new normal is not ready to be implemented in the city of Palembang because it still needs an improvement in curriculum. Teaching and learning activities (curriculum) are still not stable, making it difficult for full-day schools during the new normal in its implementation. This program aims to fill in time for positive activity in school. But if reviewed again, it will reduce time with family, neighbours, and the outside world to socialize so that students only focus on activities at school and only interact with friends. On the other hand, full-day school during the new normal can help parents who are busy with their careers or work in urban areas monitor the changes in their children so that they are not in a negative direction. But what about implementation in areas where children usually help their parents work after school, like feeding cattle, farming, gardening, etc.

By making up for missing facilities, adding facilities, and fixing problems that get in the way of education, especially during the new normal when full-day schooling is put into place. Indonesia can't fully implement this programme because it is not ready. Regarding supporting facilities, teaching staff, and security, the village and the city must have an equal number of each. To adapt to different regional conditions, you must also think about the length of the temporary time. Even though there are many disagreements, the government is now in charge of deciding whether or not to run this programme. Based on information from the Palembang City Education Office, there were still some schools that held full-day classes during the "new normal" period after Covid-19, but they used an emergency curriculum. So, researchers think it's important to look at how ready the government and school are, as well as how ready the teachers and students are. This is because researchers want to find out what teachers and students think about the full-day school during the new normal Vocational School in Palembang City.

Theoretically, perception is the act of compiling, recognizing and interpreting sensory information to provide an overview and understanding of the environment. It includes all nervous system signals resulting from the sense organs' physical or chemical stimulation. For example, vision is light hitting the retina in the eye, olfactory uses media molecule smell (scent), and hearing involves sound waves. Perception is not the passive reception of cues but is formed by learning, memory, hope, and attention. Perception depends on the function of the complex system nerve, but it looks no there is because it occurs in outside awareness. According to Robbins (2015), perception is the impression obtained by the individual through the five senses and then analyzed (organized), interpreted, and evaluated so that the individual acquires meaning. According to Poerwadarminta (2013), perception is a direct response to the absorption or process of someone knowing some things through sensing. Additionally, Daryanto (2013) mentioned that teachers are professional educators with the main task of educating, teaching, directing, practising, and evaluating participants in early childhood education through formal education, basic education, and medium education. Those professional teachers have different perceptions in terms of teaching.

Becoming teacher is an educator that is a mature and responsible person giving guidance or help to children in developing physical and spiritual competence to reach maturity. Teachers are also responsible for making the pupils stand and carry out their duties as creatures of Allah, the caliphate

on the surface of the earth, as an individual capable of standing up alone. Therefore, they need a management strategy to reach this goal. According to Musfah (2015), management is one process that consists of activity planning, settings, locomotion, and controls, which are carried out to determine and meet the target results, which are realized with the help of people and other sources of power. Furthermore, education management is a record of the fields of education carried out through planning, organizing, staffing, constructing, coordinating, communicating, motivating, budgeting, controlling, supervising, evaluating, and reporting systems for achieving quality educational goals (Komariah, 2010). Thus, from the opinion above, it can be concluded that management is a strategy that is carried out to help create optimal learning conditions related to quality, effectiveness, and efficiency.

Given these issues, the researchers are keen to learn how both educators and students feel about the transition to full-day classes in the new normal. As a result, the question "What are the opinions of instructors and students about the Emergency Curriculum implemented in several vocational high schools in Palembang during full-day school in the new normal?" was posed as the study's research question. This study's objectives are to determine: a) the teachers' and students' perspectives on the ministerial regulation and the use of the emergency curriculum during the transition to the new normal in vocational high schools in Palembang's city, which implements full-day classes; and b) the implications of these perspectives for the discussion. b) the advantages and disadvantages of having participants' educations reoriented toward the emergency curriculum while attending school full-time during the transition to the new normal. Every SMK in Palembang City will implement the emergency curriculum and run Full Day School during the New Normal Period following Covid-19, which is highly developed and improves the quality of education. The findings of this study have the potential to be used as a guide in the improvement of educational outputs, particularly in vocational high schools in the city of Palembang, where they can help to cultivate students who can behave socially in a way that is in keeping with the public's expectations.

2. METHODS

The method used in this study is descriptive qualitative, a study that describes a phenomenon or social symptom. The data was collected by administering questionnaires to teachers and students in four (4) vocational high schools that experienced the emergency curriculum implementation during full-day school after the new normal era in Palembang. In the research, researchers only took 4 Vocational High Schools (SMK), namely state vocational high schools, where the research subjects amounted to 210 in total, consisting of 30 teachers and 180 students.

Table 1. The spread of respondents

School	Spreader		Fill in		Not Filling Out	
	Questionnaire		Questionnaire		Questionnaire	
	Teacher	Student	Teacher	Student	Teacher	Student
School 1	15	80	6	44	9	36
School 2	15	80	8	43	7	37
School 3	15	80	7	45	8	35
School 4	15	80	9	48	6	32
	60	320	30	180	30	140
Amount	380		210		170	

Source Results Management Data, 2021

Then, the technique of collecting the data was carried out by giving a set of questions or statements written to respondents to answer. The goal is to obtain information from the respondents about what they experienced. Data analysis was in the form of quantitative analysis, which was done after the data was collected to classify into the category. The data analysis method used in this research is descriptive quantitative conducted with serving description and explanation of the perceptions of teachers and

students in experiencing emergency curriculum application during full-day school in the new normal era; as for method processing data is as follows.

1. Quantifying the answers to question items by assigning levels of scores to each answer. Score 4 = no difficulty, 3 = somewhat difficulty Score, 2 = difficulty Score 1 = very difficult
2. Calculate the level of difficulty for each category of answers that exist in each factor.
3. Counting score obtained to inform percentage. This technique is often called the technique of descriptive qualitative with percentage.

Mark

0% - 25% = Low

25% - 50% = Currently

50% - 75% = Tall

75% - 100% = Very Tall (Hasan, 2016)

3. FINDINGS & DISCUSSION

Assessment scores were taken to learn how Palembang teachers and students felt about the Full Day School programme while schools were under the New Normal regime. Results were broken down by quartile. A quartile is a numerical value that represents the middle 25% of a set of data that has been ranked in ascending order. This section presents the results of a quantitative study (measured using variables and indicators) of teachers' and students' impressions of Full-Day Classes in New Normal at Palembang's vocational high schools. The survey had 35 questions.

Table 2. Results of the Respondents' Statement

Information	Frequency/Respondent				Total	Frequency/Score				Total	%	Information
	kindergarten	AK	K	SK		kindergarten	AK	K	SK			
A. Readiness curriculum emergency	90	97	23	0	210	360	291	46	0	697	82.98	Very high
B. Readiness means an infrastructure at school	112	79	19	0		448	237	38	0	723	86.07	Very high
C. Readiness Fund	98	82	30	0		392	246	60	0	698	83.10	Very high
Average % A, B and C										84.05	Very high	

Source; processed by researchers, 2022

Based on the table above, the teachers and students in the vocational high schools in Palembang that experienced a full-day school during the new normal period are considered to be in the very high category, both in terms of emergency curriculum readiness, facility readiness and infrastructure and readiness of funds. From the preparedness of the Emergency curriculum, the percentage obtained was 82.98%, the readiness of facilities and infrastructure 86.07%, and the readiness of funds 83.10%. Based on these three elements, an average percentage of 84.05% is in the category of very tall.

Full-Day School implements the 2013 Curriculum and establishes character education according to Musfah (2015). Even though the 2013 curriculum has been criticized a lot, the government still enforces it. Emergency Curriculum started in July 2020 in classes and schools and was determined. Draft K13 emphasizes the importance of changing the teacher paradigm: from teacher-centred to student-centre; teacher-teaching with PAIKEM is not a real lecture-how to teach, also embraced in KTSP (2006) through EEK (exploration, elaboration, and confirmation). Meanwhile, according to Fitria et al. (2021), the emergency curriculum Constitution was confirmed by the government through

Presidential Decree (Keppres) of the Republic of Indonesia Number 12 of 2020 concerning Determination of Non-Natural Disasters for the Spread of CoronaVirus Disease 2019 (COVID-19).

In the results of the study, the researchers calculated the answers to the difficulty level of respondents regarding the full-day school program during the new normal period in Palembang. In this case, there are 3 indicators regarding the facilities and infrastructure school or readiness of full-day school programs during the new normal:

From the Emergency Curriculum Readiness variable, the indicators contained in the questionnaire data are; 1) Curriculum Management of 82.34% in the very high category. 2) Formation of School Culture by 82.89% in the very high category. 3) Enforcing Discipline in Schools by 83.87% in the very high category. 4) Curriculum 2013 (Emergency Curriculum) and Character Building by 82.37% in the very high category. 5) Teaching and Learning Process of 83.43% in the very high category.

Furthermore, the variables of Facilities and Infrastructure Readiness are; 1) school infrastructure such as classrooms is worth 88.5% in the very high category, 2) library space is worth 89.81% in the very high category, 3) integrated laboratory space is worth 83.42% in the very high category. 4) Then, the administrative room is worth 84.68% in the very high category, 5) the counselling room is worth 86.05% in the very high category, 6) the UKS room is 83.42% in the very high category. 7) School equipment such as organizational space is worth 84.47% in the very high category, 8) circulation space of 85.95% in the very high category. 9) The existence of a clean and fun playground is 88.33% in the very high category.

Then, the readiness of the school, namely; 1) Readiness of funds for School Facilities and Infrastructure by 83.11%, 2) Cleanliness and maintenance of school facilities by 84.05%, 3) Welfare of teachers and security employees by 83.79%. 4) the comfort and sustainability of the Full Day School during the New Normal period is 82.47%. And readiness from the students 1) Readiness for school completeness is 83.89%, 2) Daily life during school is 82.97%, 3) Accommodation is 83.66%, 4) School Continuity is 80.86%.

The implementation of the emergency curriculum at the Palembang state vocational high schools, which uses the full-day school during the new normal, is ideal to be applied, and for other schools that have not implemented the full-day school with the emergency curriculum during the new normal, this research can be used as material for information, input, and evaluation. Meanwhile, for research policymakers, the implementation of the emergency curriculum in vocational high schools that implement full-day school during the new normal period can be an evaluation and information. With a health protocol where learning uses a blended learning system, 3 days of face-to-face learning and 3 times online.

This research is in line with Kholidi & Saparwadi (2021) results about full-day school students in the Covid-19 pandemic era. The study's results showed that a simple data reduction technique to obtain a level of data accuracy is stated to have a high level of confidence. Further research, Anggreni (2021) mentioned in this new normal era, we must remain enthusiastic, as well as in terms of education. Almost no one thought that the face of education would change drastically due to the COVID-19 pandemic. Although increasingly popular, the application of online learning (online learning) so far has also been limited to the Open University, lecture programs for employees at several universities, and additional courses (online courses). The online education system is not easy to implement. In addition to the personal discipline of self-study, some facilities and resources must be provided. However, there are still many students and parents who complain about not having enough learning tools, so there are also some schools that provide learning on how to visit students or give assignments. However, pay attention to the Covid-19 distribution zone.

Then the research results of Andiyanto (2021) are like the new normal regulations. But in the educational aspect, face-to-face learning classes are not allowed to reduce people's activities. The Ministry of Education and Culture requires all educational institutions to implement virtual classes with the implementation of an emergency curriculum. Electronic sites have become an important part of teaching and learning activities since the transmission of the Coronavirus-19 outbreak. The results

showed that there were different responses from parents/guardians to the implementation of e-learning during the pandemic. The responses put forward were categorized in both positive and negative forms. And based on research by Hartati et al. (2020), entering this new normal, there is offline learning (outside the network), which is learning that is carried out by giving structured assignments to students and providing rules for teachers to remain present. In madrasas, according to the teaching schedule, the combination of online and offline learning with the implementation of the emergency curriculum is carried out like a new normal life, meaning that the life we normally live but with a new pattern the results of learning continue to run well and under control.

According to the research results of Ramadhan et al. (2022), the purpose of the emergency curriculum is to provide flexibility for learning units to ensure a curriculum that is suitable for the educational needs of students. Learning units in special circumstances in the application of education can be 1) always referring to the National Curriculum, 2) using the emergency curriculum, or 3) implementing curriculum simplification independently. The emergency curriculum, in special circumstances due to the formation of the coronavirus outbreak, is a simplification of the national curriculum without reducing the substance of the learning itself. The curriculum tries to reduce the lower competencies for each subject so that teachers/lecturers, and students can focus on essential competencies and prerequisite competencies for continuing education at the next level. So, students can always get lessons according to the level of learning and programs that they choose.

From the results of previous studies in the implementation of learning using the emergency curriculum in a blended learning manner, reducing direct learning in the classroom at schools that apply to fill day school during the pandemic or new normal, the purpose of blended learning is to make students more active and independent in learning. The advantages of the blended learning model are that it can be used to deliver learning materials anywhere and anytime, learning occurs online and offline that complement each other, learning becomes effective and efficient, increases accessibility, and learning becomes flexible and not rigid. Blended learning can be applied in educational institutions. Formally by offline or hybrid learning. According to Negoro (2014), full-day school during the new normal era is an additional means for the student, which is considered tutoring. Full-day school during the new normal can develop students' talents and motivate them to continue their education to achieve goals. Similarly, Ma'mur & Asmani (2021) added powerful full-day schools did not exclude from various superiority and speciality as follows: 1) Optimization and utilization of time, 2) Intensive dig and development talent, 3) Instilling important processes, 4) Focus in learning, 5) Maximize potential 6) Develop creativity, 7) Children control.

During full-day school, the new normal makes it easier for educators and parents to control children's psychological development, morality, spirituality, and character. Seeing that today's society is so free, full-day school during the new normal can be the best solution for the development of intellectual and moral children, parents who are busy outside the home, educators who are worried about the lack of time to study, and the public which are worried about cultural attack outside. Even though there is learning that is done at home, it does not reduce the learning process because learning is assisted through applications such as Zoom, Google Classroom, and other applications that are used by teachers or schools. According to Kristiawan (2017), the destination of full-day school is that students could make many progress in learning things that will certainly have a positive impact on them. The learning process must be active, creative, transformative, and intensive. On the other hand, the process of learning does not require students to analyze and learn full time, but it is a system that is neither burdensome nor tedious. School hours and ingredient study also in accordance with the national standard curriculum.

The Minister of Education and Culture revised the understanding related to the discourse on full-day school during the new normal period proposed by the government. He corrected that full-day school during this new normal does not mean the activities are conducted all day in school, but he ensured that students could participate in planting activities of character education, such as participating in extracurricular activities. Planting educational characters will become a significant point in full-day school during the new normal later. This is in accordance with President Joko

Widodo's direction, who advised that the ideal condition of education in Indonesia is to fulfil the educational character of participant education (Mendikbud, 2016).

The implementation of full-day school during the new normal can also help parents guide their child without compromising the child's rights. Parents said the Minister of Education and Culture, after going from work, could pick up their kids at school. Thus, they could feel safe because their children remain under the guidance of the teacher while they are at work. Similarly, the role of parents also remains important. On Saturday, it can be family time, so communication between parents and children is continually built, and their emotional bond is also permanently awake.

To support the success of full day school, facilities and infrastructure must be owned by schools and must support the process of the study in teaching students based on management education. According to Musfah (2015), Classroom, Library Room, Room Biology Laboratory, Physics Laboratory Room, Chemistry Laboratory Room, Room Laboratory Computer, Room Laboratory Language, Room Leader, Room Teacher, Room System Business, place of worship, Room Counseling, Room UKS, Room Organization student, Toilet, Warehouse, Room Circulation, the place Play/Exercise are supposed to possess by the schools. Based on research, Leasa & Batlolona (2017), full day school in the era of the Covid-19 coronavirus pandemic was held at Madrasah Ibtidaiyah, Terpadu Bina Putra Cendikia Ponorogo became one of the integrated schools that had many achievements and advantages; also a strategic location, diverse and quality student potential seen from the achievements obtained, the role of student guardians and school committees that synergize with each other to promote schools and school management are quite good.

Furthermore, through the research of Utomo et al. (2021) on the conditions of the Covid-19 pandemic outbreak, the public will be aware of the various activities that will be carried out. Policy changes in the education sector, in particular, are implemented to facilitate the learning process while still observing the protection of school residents from Covid-19. One of the impacts is a change in the full-day school curriculum program. The policy regarding the full-day school program is not required by all schools, its implementation is optional or optional so that each school can determine its school day according to conditions in the field. The curriculum used in the full-day school program is an integrated balance, namely a general education curriculum from the Ministry of Education and Culture and a religious curriculum from the Ministry of Religion.

The new normal is a reality and certainty that everyone trying to improve education must accept. Doing more with less has been the scenario for achieving better academic outcomes for all students. Some schools use the emergency curriculum in their learning process. Based on the results of the study, it was found that: (1) New Normal Leadership is the ability to adapt while remaining strong with one's commitment; (2) It is about being an effective instructional decision-maker; (3) A leader who is a good planner, vigilant, and initiator. Towards the end of this study, conclusions are drawn and recommendations are offered, such as further testing of this extracted theory in a quantitative approach, highly recommended for confirmation, and more in-depth examination (Francisco & Nuqui, 2020).

The use of the curriculum is very meaningful for schools, especially during the pandemic or in the New Normal period. According to Novita & Dwi (2020), the emergency curriculum during the pandemic or the learning process from home can be interpreted not to move schools to home but rather to provide different and meaningful learning experiences to students during this pandemic, both in terms of knowledge and skills. Meanwhile, according to Intan (2020), emergency curriculum during the pandemic curriculum, the home visit is one solution to overcome students' learning difficulties and is a preventive measure to reduce miscommunication between teachers and students in online learning. But in its development, it has become the main choice in overcoming problems that arise in the world of education during the current Covid-19 pandemic. Then, Nilasari (2020) added that the emergency curriculum during the COVID-19 period is expected to provide an overview of students' competencies during this pandemic. For teachers, these findings can provide thoughts on the improvement and refinement of competencies that students must possess and also provide an overview for choosing the right strategy to start learning in the next semester. For students, it can be

used as a benchmark for their competencies. Based on this explanation, it can be interpreted that the curriculum during the pandemic is an emergency curriculum during the COVID-19 pandemic, or the new normal must be implemented in stages because learning is carried out online. It takes the ability of teachers and support from all parties so that the implementation of learning can run optimally. Barriers and obstacles to online learning can be caused by human resources, in this case, teachers and students. The suitability of the curriculum and the support of facilities also greatly determine the smoothness of online learning

4. CONCLUSION

Based on the results of the research, the conclusions are summarized as follows: a) schools that have implemented an emergency curriculum system for the full-day school program during the new normal period are schools located in urban areas that already have the facilities and equipment that allow the implementation and also the transportation is already good so that there is less barrier to speed up of this program, b) Schools that have not implemented the full day school program during the new normal are schools that are far from urban areas, remote schools that have not been able to implement this program because the situation and conditions are not yet possible because the facilities and equipment are also inadequate, transportation does not support, so all of that can hinder the pace of this program, especially if the students are on average far from schools, such as in plantations, some pass through rivers and others so that they are not on time at the school. So face-to-face learning is still not maximized using the emergency curriculum in a blended learning manner, where 3 days of face-to-face learning and 3 times online. Future researchers are encouraged to conduct a study to develop strategies for students in remote areas to experience full-day school using online modes.

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