

Implementation of the TERPADU Learning Concept during the Covid-19 Pandemic at the Mutiara Duri Integrated Islamic Junior High School

Elbina Mamla Saidah¹, Munzir Hitami², Abu Anwar³

¹ STAI Hubbulwathan Duri, Indonesia; elbina1987@gmail.com

² UIN Suska Riau, Indonesia; mzm.hitami@uin-suska.ac.id

³ UIN Suska Riau, Indonesia; abu.anwar@uin-suska.ac.id

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ABSTRACT

Integrated Islamic Schools under the auspices of JSIT have an integrated curriculum by combining the national curriculum and JSIT's own curriculum. However, during the Covid-19 Pandemic, limited learning activities caused problems in the process of implementing the TERPADU approach (study, explore, formulate, present, apply, mundane, ukhrowi). This study aims to analyze the implementation of the TERPADU concept at SMPS IT Mutiara Duri. The research method uses a case study at SMPIT Mutiara Duri with data collection techniques involving interviews, documentation and observations. The results of the study revealed that the learning plan and implementation of learning with the TERPADU approach could be implemented well and the teacher had no difficulty in meeting the indicators of success in the subjects being taught.

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Corresponding Author:

Elbina Mamla Saidah

STAI Hubbulwathan Duri; email: elbina1987@gmail.com

1. INTRODUCTION

Integrated Islamic Schools are under an organization called the Integrated Islamic School Network (JSIT). This organization has a vision of "Being a Center for Mobilizing and Empowering Integrated Islamic Schools in Indonesia Towards Effective and Quality Schools" (www.jsit-indonesia.com). So schools that are members of JSIT will receive guidance, services, advocacy and evaluation related to the implementation of education. The Integrated Islamic School (hereinafter abbreviated as SIT) is very popular in the community. Based on the Insan Cita Serang website, in 2013 the number of schools that are members of the JSIT membership was 1,926 school units, in 2017 it rose to 2,418 school units (www.ics.sch.id) and it is possible that it will continue to grow until the time this article is published. . The popularity of SIT cannot be separated from the public's interest in the education curriculum integration program that has quality, character and global competitiveness.

SIT applies 3 (three) curriculum combinations, namely the National Curriculum, JSIT Curriculum and School Curriculum ((Ismail, 2018). The JSIT curriculum helps internalize the values of Islamic

education through formal learning according to the national curriculum and strengthens them through school programs and local content learning ((Robingatin, 2015) so that students have a strong foundation of religious education both in the science of *aqidah* and morals ((Rojii et al., 2019). The typology of SIT curriculum design is also influenced by the background of the type of SIT in society. At least according to Aji Sofanudin's research, there are 3 types/variants of SIT operating in Indonesia, namely (1) SIT under the auspices of JSIT which combines the national curriculum and JSIT, (2) SIT with the *Aswaja* orientation which combines the national curriculum and Islamic boarding schools, and (3) SIT leaning towards Nationalists who combine the national curriculum with the Foundation curriculum (Sofanudin, 2019).

The integration carried out by the Integrated Islamic School, in addition to integrating or integrating Islamic knowledge and general science, also applies the concept of integration into the concept of learning. The learning concept contains learning steps called TERPADU which stands for *Telaah=Study*, *Eksplorasi=Exploration*, *Rumuskan=Formulate*, *Presentasikan=Present*, *Aplikasikan=Apply*, *Dunia=Worldly*, *Ukhrowi*) ((JSIT, 2020).

The concept of TERPADU learning includes (1) *Telaah=Study*, which examines the basic concepts of the material (*Tadabbur*), (2) *Eksplorasi=Exploration*, which is conducting activities to explore knowledge through various methods and approaches, (3) *Rumuskan=Formulate*, namely formulating exploration results with various forms of presentation, (4) *Presentasikan=Present*, which is to explain/discuss the formulation of exploration results, (5) *Aplikasikan=Apply*, namely applying the lessons learned to solve problems or relate them to relevant fields, (6) *Dunia=Worldly*, linking learning outcomes to be applied in real life, (7) *Ukhrowi*, connecting learning outcomes in his devotion to Allah *Subhanahu Wa Ta'ala* (JSIT, 2020) The concept is poured into the Learning Implementation Plan (RPP) and is carried out every meeting session with students even in the midst of the online learning process during the current Covid-19 Pandemic.

Research on learning in integrated schools has been carried out by Abubakar about the TERPADU concept that can be given to all subjects (Abubakar, 2019). This research is also corroborated by Dewi & Roberto's research (2018) that the subjects of Physical Education and Sports can be done with an TERPADU approach. Another study by Musthofa & Mardliyyah (2020) found that the TERPADU concept could be done using the Board Field Curriculum for elementary and junior high school levels, while at the MA (Madrasah Aliyah=Senior High School) and equivalent levels it could be done using the Separated-Subject Curriculum. Subsequent research was produced by (Ekawati, 2018) and (Mulyana & Gunadi, 2018) who found that if the TERPADU concept was given with the right learning method with appropriate subject matter to be taught by making plans and learning tools in each subject, then the TERPADU concept could be implemented properly.

Previous research has studied more about the implementation of the TERPADU concept which is carried out under normal conditions and time that can be carried out well for all subjects by preparing plans and tools that support the learning process. However, studies on the implementation of the TERPADU concept during the Pandemic period where the learning process was carried out using an online system when this research was conducted did not yet exist. It is very important to study the completeness of learning materials and how the implementation of the TERPADU concept is carried out online.

This article will find answers about whether the TERPADU concept can be implemented online properly and how the form of learning tools and the implementation of scientific integration in the teaching and learning process in a Pandemic season will be.

2. METHODS

This study was conducted using a qualitative research approach with the type of case study. The research instrument is the researcher himself. The data collection technique was done by purposive sampling. In this research, the respondents are the principal (R1) and one teacher of study (R2). The selection of school principals is related to how to get results from phenomena in the field as a whole

(SMPIT Mutiara Duri), and one teacher in the field of social studies related to the implementation of learning in the classroom. The data collection instruments in this study were interviews, documentation and observation. The data will be analyzed using the Miles & Huberman model technique with data reduction, data presentation, and drawing conclusions to be verified

3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

2.1. The Principle of the Existence of an Integrated Islamic School

The Integrated Islamic School itself in Indonesia was established in 1993 as a form of concern for education in Indonesia which has long been separated between religious education and general education (Tayeb, 2020). Respondents who were interviewed in this study also stated that: The text continues here.

R1: *Integrated Islamic Schools are essentially schools that implement the concept of Islamic education based on the Qur'an and Sunnah. The operational concept of SIT is an accumulation of the process of civilizing, inheriting and developing Islamic teachings, Islamic culture and civilization from generation to generation. The term "Integrated" in SIT is intended as a reinforcement (taukid) of Islam itself. The meaning is Islam that is complete, integrated, not partial, syumuliyah not juz'iyah. This is the main spirit in the da'wah movement in the field of education as a "resistance" to secular understanding, dichotomy, juz'iyah.*

Added again:

In its application, SIT is defined as a school that applies an implementation approach by combining general education and religious education into a single curriculum. With this approach, all subjects and all school activities cannot be separated from the frame of teachings and messages of Islamic values. There is no dichotomy, no separation, no "secularization" where lessons and all discussions are separated from Islamic values and teachings, or "sacralization" where Islam is taught regardless of the context of the benefit of present and future life. General subjects, such as mathematics, science, social studies, language, physical/health, skills are framed with Islamic footholds, guidelines and guidelines. While in religious lessons, the curriculum is enriched with a contemporary context approach and benefits, and benefits.

R2: *The teachers at our school know the concept of integration because we are always given training related to integration. Every general knowledge material taught always includes elements of Islamic education that are in accordance with the material. For example, when I teach material about the interaction between spaces between continents, the reference is Surah alhujarat verse 13 and other verses related to friendship.*

Based on the answers given by respondents, as a school that is under the auspices of the JSIT forum, the teachers at SMPS IT Mutiara Duri have also been trained and given additional insight into the history of the establishment of SIT and the reasons for the existence of SIT in Indonesia. The dynamics of the implementation of Islamic education in Indonesia continues to develop. At first there was a dichotomy between Islamic education and science. This is not only happening in Indonesia, but also in several other Muslim-majority countries. In an effort to unravel the problem of this dichotomy, Muslim scholars held the first world conference on education in 1977 (Yaacob & Embong, 2008). The meeting gave birth to the concept of integration of knowledge, where each learning material is integrated with Islamic values. In the 1980s a number of activists or da'wah activists at several state

universities in Indonesia initiated the establishment of an educational institution that combines general science and religious knowledge (Lubis, 2018). Therefore, the Government provides opportunities for SIT to carry out integrated education and design its own curriculum while still referring to the National Education Standards (Hardianto, 2019).

2.2. Plan of Learning during a Pandemic

The Pandemic situation encourages all teachers to develop lesson plans that are suitable for all the limited conditions they face. Policies must be taken to overcome learning loss (disconnection in access to learning) as described by Macrow et al (Macrow et al., 2021). The same thing applies at SMPS IT Mutiara Duri which also takes the same attitude, namely continuing to carry out learning with special policies. Learning continues to be carried out starting with preparation, implementation and evaluation. The preparation was guided and fostered directly by JSIT Riau Province and National JSIT.

- R1: *To prepare learning tools at SMPS IT Mutiara, they are guided by facilitators (principals) by holding learning administration workshops, learning models, and online learning with various techniques. Besides that, JSIT always conducts regular coaching.*
- R2: *yes, from schools, foundations and JSIT Riau and Central National JSIT*

JSIT as an organization that accommodates integrated Islamic schools, has compiled a Home-Based Interactive Learning Guide (PIBeR) which is a guide for teachers and parents in carrying out learning activities at home during the Pandemic. The Learning Implementation Plan (RPP) is fixed based on the INTEGRATED concept which will be implemented in face-to-face classes. The TERPADU concept which was implemented during the Pandemic did not confuse the teachers because there were clear guidelines from the PIBeR book, so an understanding of the TERPADU concept was also contained in the lesson plans (RPP) during the Pandemic.

- R1: *Each lesson plan that we make contains an approach to the concept of studying, exploring, formulating, presenting, applying, mundane and ukhrowi and is implemented during classroom learning.*
- R2: *In carrying out the mandate of da'wah in the field of education, of course SIT, especially SMPS IT Mutiara, prepares itself well. Starting from programs, infrastructure, and learning tools.*

The researcher reviewed the RPP document that had been prepared by the teacher. In the social studies lesson plans that the researchers observed, it was seen that the lesson plans were made contextually during the Pandemic. The teacher makes a lesson plan that contains 3 learning activities, namely preliminary activities for 10 minutes, core activities for 90 minutes, and closing activities for 20 minutes. The TERPADU concept that can be seen from the lesson plans that have been made by the social studies teacher is stated as follows:

Table 1. Analisis Kesesuaian RPP dengan Konsep TERPADU JSIT

TERPADU Concept	Position	Description	Analysis
Telaah=Study	Indikator Pencapaian Kompetensi Dasar	Menelaah masalah seputar peristiwa persiapan kemerdekaan RI (C4)	Guru memadukan konsep TELAAH yang berdasar kepada pendekatan belajar JSIT dan Pendekatan kurikulum nasional
Eksplorasi=Exploration		Peserta didik untuk mampu mengamati (membaca) menuliskan permasalahan dan menganalisis tentang materi proklamasi	
Rumuskan=Formulate	Tujuan Pembelajaran yang diuraikan ke dalam kegiatan pembelajaran	Menyelesaikan masalah yang muncul dalam materi proklamasi	Terdapat 4 konsep terpadu yang ada di dalam tujuan pembelajaran yang telah dibuat oleh Guru bidang studi IPS
Presentasikan=Present		Mempresentasikan hasil tentang proklamasi kemerdekaan	
Aplikasikan=Apply		Siswa Memiliki sikap Religius, Mandiri, Gotong royong, Kejujuran, Kerja keras, Percaya diri, Kerjasama	
Dunia=Worldly	Kegiatan pembelajaran dan Teknik Penilaian	Peserta didik mampu mengamati (membaca) menuliskan permasalahan dan menganalisis tentang materi proklamasi	Guru membuat Teknik penilaian bukan hanya dengan jawaban dari tes yang dilakukan anak, namun juga mengobservasi perilaku keseharian siswa
Ukhrowi		Menyelesaikan masalah yang muncul dalam materi proklamasi	

*berdasarkan kerangka konsep TERPADU

Based on interview data and the results of researchers' observations of the lesson plans concept that has been prepared by the teacher, it can be concluded that the INTEGRATED concept is clearly stated in the online learning plan prepared by the teacher. The RPP that was prepared was also in accordance with Permendiknas Number 41 of 2007. The components of the RPP include: subject identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources. The findings in this study are about finding that the preparation for learning during the Pandemic at SMPS IT Mutiara Duri has gone very well and clearly. In planning and implementing learning during the Pandemic there is also guidance from JSIT which is monitored directly by the school principal, so that the RPP that has been prepared can be implemented for learning during the Pandemic season.

2.3. Implementation of Learning During a Pandemic

In a pandemic situation, teachers are required to use the online learning model provided to students. The model used at SMPS IT Mutiara Duri is to provide materials, assignments and occasionally face-to-face online assistance. Pham et al explained that it has become a step taken by all educational institutions in the world, namely understanding the needs of students and reviewing the effectiveness of the use of available resources (Pham et al., 2021).

Ainul Mardhiah has stated about how the pandemic situation is able to give birth to a breakthrough in education in Indonesia through programs that rely on family education (Mardhiah, 2020). Parental involvement is very necessary considering that teachers cannot monitor children's activities directly.

R1: *SIT combines the involvement and active participation of the learning environment, namely: school, home and community. SIT seeks to optimize and synchronize the roles of teachers, parents and the community in the process of school management and learning so that there is a constructive synergy in building the competence and character of students. parents are actively involved to enrich and give adequate attention in the education process of their children. Meanwhile, visiting activities or interactions outside of school are an effort to bring students closer to the real world that exists in the community.*

Efforts are made to support online learning, teachers use applications that connect teachers, students and parents which must be used optimally. If learning is not running optimally, then teachers must receive training on practical strategies on how to manage effective online learning (Abernathy & Thornburg, 2021). It is not enough just to provide training on new assignments for teachers, on the other hand teachers must also be given motivational therapy in order to present effective learning during the pandemic (Menglieva & Manzoor, 2021).

The subject of this research describes the media and platforms used in online learning. When asked what applications are used by teachers, the answers are as follows:

R1: *Google Classroom, Google Meet, Whats App, Zoom, Google Forms*

R2: *During online learning the applications used by the teacher are Wa and Google Classroom. If possible, we hold face-to-face meetings called postal learning which of course comply with the health protocol rules. Because there are some lessons that are difficult to carry out online.*

JSIT as an organization that provides guidance for Islamic schools in Indonesia has created a Learning Implementation Program which is contained in the SIT PIBeR guidebook which has 4 models which are described in Table 2 below:

Tabel 2. Plan of Learning

Model	Learning activity					Digital Learning Tools				
	Sharing study materials	Face to face online	Assignments	feedback	Student reflection	WAG	Google Form	LMS	VC	Others
Model A			√			√	√			
Model B	√		√			√	√	√		√
Model C	√	√	√			√	√	√	√	

Model	√	√	√	√	√	√	√	√	√	√
D										

Referring to the lesson plans made by the teacher and the results of interviews, the implementation of learning at SMPIT Mutiara Duri According to the PIBeR model, using a mixed model B and C. In addition to being given assignments, students are also given teaching materials. Teaching materials given to students are sent via Google Classroom and assignments are given via Whatsapp messages.

Doucet, et al. also emphasized the need for a collaborative and integrated multilateral approach to address social inequalities that have an impact on education during the Pandemic. Professional pedagogical practice is also needed to implement mixed learning that accommodates teaching, sorting teaching materials and conducting evaluations during the pandemic (Armand et al., 2020). All supporting devices are very possible in distance learning as revealed by Kibriya (Humaira, 2020). In a pandemic situation, the concept of a Pedagogic Pandemic was also born as proposed by Chan et al (Roy Y et al., 2021).

Furthermore, it is related to obstacles when online learning takes place. The factors that become obstacles are stated in the respondents' answers:

R1: *Alhamdulillah, cooperation with parents in learning during the pandemic can be well established. Because every parent has joined the class WA Group with the homeroom teacher as the group coordinator. All information is shared through the WA Group, for parents who have not responded will be confirmed by the homeroom teacher. So that all students are ensured to get the same information and updates.*

The key to successful learning during the pandemic is communication with parents, so that there is close collaboration between schools and parents for the common goal of student success.

R2: *The obstacles felt during the pandemic were network problems, so that sometimes students were late in submitting assignments." Furthermore, he also explained, "We hope that the learning quota (internet) provided by the government will continue to run so that it helps the problems of students and educators in the teaching and learning process, so that learning continues smoothly.*

The answer above illustrates that in fact difficulties exist, but can be overcome by teachers who play a key role in the success of the learning process. inadequate network difficulties become an unavoidable obstacle. Not only network problems, the availability of learning quotas is also one of the obstacles to online learning. However, BOS funding assistance from the government can be used to help students and teachers obtain learning quotas as strengthened by the Technical Guidelines for the Ministry of Education and Culture (Technical Instructions for Internet Quota Assistance 2020, 2020).

Learning constraints during the Pandemic, including in Integrated Islamic Schools can be overcome by building flexibility in learning space and time, including flexibility in learning methods; evaluation and assessment strategies should shift to analyzing students' factual knowledge during online learning. The assessment strategy is in accordance with the principle of assessment in SIT which does not depend on conceptual mastery which only touches the cognitive area. In addition, the responsibilities and roles of teachers have shifted from being actors, to being mentors and facilitators (Gusty et al., 2020).

2.4. Learning Time During a Pandemic

The PIBeR guidebook states that there are 3 learning times that can be used by teachers, namely (1) Fully Flexible where students study independently at home, (2) Scheduled Learning where students study under the guidance of the teacher, and (3) Combination, where students study independently. and also get guidance from subject teachers (JSIT, 2020). The research subjects laid out the answers regarding study time:

- R2: *The teaching and learning process at SMPIT Mutiara Duri is still scheduled as the offline learning schedule (face to face). We don't have any problems in teaching, it's just that we need adjustments when the pandemic started. But now I'm used to it and don't stutter in technology anymore. Everything has been guided and there is a complete PIBeR guide from JSIT.*

2.5. Standards of Learning Program Content

Each subject has an achievement indicator. During the Pandemic, teachers did not find it difficult to provide learning materials, because learning achievements can still be measured using the digital platform that was discussed previously. This is revealed by the explanation of the following answers.

- R1: *During a pandemic seasons to achieve indicators of learning success for certain subjects, there are indeed difficulties. For example, in mathematics, it is quite difficult to achieve a predetermined GPA. Because not all students are able to understand learning through videos, for example, it is quite limited to explain virtual. So it takes special tricks to achieve it.*
- R2: *No. because the task has a fairly long time limit for students to complete and there is intense communication between subject teachers and walas, and walas with parents and students, even subject teachers are members of class groups that are taught.*

Furthermore, regarding the content of learning, the research subject who incidentally is a teacher at SMP IT Mutiara explained.

- R2: *SIT combines aqliyah, spiritual, and bodily education. That is, SIT seeks to educate students to become children who develop their intellectual and intellectual abilities, increase the quality of their faith and devotion to Allah SWT, develop noble character, and also have health, fitness and skills in their daily lives.*

Respondents' answers are in accordance with the reviews contained in the PIBeR book as a guide from JSIT for the IT schools they cover. In the PIBeR book it is explained that in a pandemic atmosphere, online learning content is more emphasized on 4 aspects, namely (1) Child Development Achievement Level Standards (STTPA), (2) Al-Quran, children are encouraged to always read the Koran (tadarus), (3) Islamic Personal Development (BPI) by always monitoring children's daily worship activities, (4) Life Skills Program (PKH) where students get learning experiences from the environment (JSIT, 2020).

Based on the lesson plans that have been made by the teacher, from the observations of the researchers, the four aspects of standard learning content have been stated in the lesson plans. At the implementation stage, the teacher carries out every activity carried out starting from the initial, core and closing activities which contain the 4 aspects of the learning content above.

Especially for the PKH program, students are invited to understand and implement health protocols related to preventing the spread of Covid-19. Thus, it is hoped that all school residents will be ready when schools reopen as described by Bond et al (Enriqueta C et al., 2020).

4. CONCLUSION

Integrated Islamic schools are a solution in the midst of the phenomenon of the dichotomy of science and education that occurs in the world, especially Indonesia. Integrated education by combining religious education and general education at SIT by applying the concept of Study, Telaah=Study, Eksplorasi=Exploration, Rumuskan=Formulate, Presentasikan=Present, Aplikasikan=Apply, Dunia=Worldly (TERPADU). The TERPADU concept has been implemented at

SMPS IT Mutiara Duri, as can be seen from the analysis of the Learning Implementation Plan (RPP) that has been made by the teacher.

The implementation of learning in the atmosphere of the pandemic season which was carried out online, did not appear to have significant obstacles in its implementation. This is because of the direction and guidance as well as good coordination from JSIT to all Integrated Islamic Schools under its shelter. The implication of this research illustrates that under any circumstances, learning can be done if the teacher has strategy and innovation in its implementation. For further research, it is recommended to examine the application of the concept of integration of Islam and Science in each subject presented at the Integrated Islamic School.

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