





The Implementation of Independent Curriculum After Pandemic Arabic Learning at Madrasah Aliyah Negeri 2 Kulon Progo

تطبيق المنهج الحرّية في تعليم اللغة العربية بعد جائحة بالمدرسة الثانوية الإسلامية الحكومية الثانية كولون فرغو

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Submitted: 14-03-2023

Accepted: 12-06-2023

Published: 30-06-2023

ABSTRACT

This study aims to analyze the form of application after pandemic independent curriculum at MAN 2 Kulon Progo his type of research is qualitative research with descriptive and explanatory methods. The subjects of this study included school principals, Arabic teachers and students of class X. Data collection techniques with online observation and documentation. Data analysis techniques with data collection, data reduction and drawing conclusions. Data validity techniques by triangulating data and re-accuracy of data. The result of this study is that the implementation of an independent curriculum in Arabic subjects at MAN 2 Kulon Progo is divided into three phases, namely: the preparation phase, the application phase and supervision. In the preparatory phase of learning Arabic, the teacher coordinates with the curriculum team, prepares the administration of learning Arabic, determines projects to strengthen the profile of Pancasila students and Rahmatan Lil Alamin students. In the application phase of Arabic learning, the teacher applies an eclectic method by giving projects so that contextual learning is created. In the supervision phase of learning Arabic, the teacher supervises the understanding of the material and changes in student character by giving projects and then evaluating them.

KEYWORDS: Independent Curriculum; Arabic Learning; Post-Pandemic

مستخلص البحث

يهدف هذا البحث إلى اكتشاف وتحليل شكل تنفيذ المنهج الحرّية في مرحلة ما بعد الجائحة في المدرسة الثانوية الإسلامية الحكومية الثانية كولون فرغو. هذا النوع من البحث هو بحث نوعي ذو مناهج وصفية وتفسيرية. تضمنت موضوعات هذا البحث هي مدير المدرسة ومعلم اللغة العربية وطلاب الصف العاشر. تقنيات جمع البيانات مع المراقبة والتوثيق عبر الإنترنت. تقنيات تحليل البيانات مع جمع البيانات وتقليل البيانات واستخلاص النتائج. تقنية التحقق من صحة البيانات من خلال إجراء تثليث البيانات وإعادة دقة البيانات. نتائج هذا البحث هو أن تنفيذ المنهج الحرّية في المواد العربية في المدرسة الثانوية الإسلامية الحكومية الثانية كولون فرغو ينقسم إلى ثلاث مراحل ، وهي: المرحلة الإعدادية ومرحلة التنفيذ ومرحلة الإشراف. في المرحلة التحضيرية لتعلم اللغة

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العربية ، يقوم المعلم بالتنسيق مع فريق المناهج ، وإعداد إدارة تعلم اللغة العربية ، وتحديد المشاريع لتعزيز صورة طلاب بانكاسيلا وطلاب رحمان ليل الأمين. في مرحلة التطبيق لتعلم اللغة العربية ، يطبق المعلم طريقة انتقائية من خلال تقديم المشاريع بحيث يتم إنشاء التعلم السياقي. في مرحلة الإشراف على تعلم اللغة العربية ، يشرف المعلم على فهم المادة والتغيرات في شخصية الطالب من خلال تقديم المشاريع ثم تقييمها..

الكلمات الرئيسية: المنهج الحزبية، تعليم اللغة العربية، بعد جائحة

APA 7th Citation:

Latifah, M. N., Makruf, I., & Rois, I. N. (2023). The Implementation of Independent Curriculum After Pandemic Arabic Learning at Madrasah Aliyah Negeri 2 Kulon Progo. *Al-Arabi: Journal of Teaching Arabic as a Foreign Language, Vol 7(1)*, 71-82

DOI: <http://dx.doi.org/10.17977/um056v7i1p70-82>

Introduction

Since the beginning of the emergence of the coronavirus disease 2019 or known as COVID-19 on December 31, 2019 (Çınar et al., 2021). In Wuhan City, Hubei Province, China (Ciotti et al., 2020). The virus originates from traded animals, such as: deer, snakes, hedgehogs, foxes, ferrets, bears, turtles, bamboo rats, ermines, and birds (Tiwari et al., 2020). So that this virus causes a corner of the world to become an emergency situation, which is caused by a very fast spread and a large mortality rate (Yang et al., 2020). Therefore, human life around the world including Indonesia has a significant shift which was originally lived offline to be lived online, such as the learning process.

The learning process at the education level both in primary, secondary and higher education is carried out online for two years between 2019-2021, this is due to restrictions from the government to limit the spread of the COVID-19 virus in Indonesia, especially in the field of education. The learning process carried out online certainly has a significant impact on both teachers, students and subject matter, including: the material presented cannot be understood by students thoroughly, teacher limitations in controlling and preparing teaching materials, students are not enthusiastic about participating in lessons and some students are still having difficulty accessing the internet (Asmuni, 2020). From some of these problems, the government took quick steps to overcome the emergence of other problems in the field of education in Indonesia. One of the government's efforts is to announce and allow face-to-face learning in schools by paying attention to health protocols.

Since May 17, 2022, Indonesian citizens have been allowed to open their masks outdoors, this is as conveyed by the President of the Republic of Indonesia at a press conference at the state palace (Asmara, 2022). From the government's appeal

through the president, it can be understood that the Indonesian state has recovered and improved from the spread of the COVID-19 pandemic virus. Therefore, the Indonesian nation entered an era, namely the post-pandemic era. This transition or transition makes the wheels of life of the Indonesian nation also shift both from the fields of education, economy, tourism, social and cultural.

Madrasah Aliyah Negeri 2 Kulon Progo or known as MAN 2 Kulon Progo has carried out a transition in the field of education, this is evidenced by since the beginning of the 2022-2023 school year has carried out face-to-face learning. In the implementation process, of course, the school also adapts to the learning carried out in the MAN 2 Kulon Progo school environment both in terms of curriculum, materials, environment and school activities. Since the post-pandemic, MAN 2 Kulon Progo is one of the aliyah madrasahs that has been given the mandate to implement an independent curriculum by the Ministry of Religious Affairs of the Yogyakarta Region (Hartiningsih, 2022b). The independent curriculum is a step of change that is applied in secondary education units in the current learning era.

The curriculum has a central position in the educational and teaching process where with the curriculum each school can achieve the goals to be achieved. Mauritz Johnson in Nana Syaodih explained that the curriculum is an educational plan to provide guidelines such as the type, scope, systematics of teaching content and the educational process (Sukmadinata, 2019). In the last 20 years, the curriculum in Indonesia has undergone changes including: the 2004 curriculum, the 2006 Curriculum (KTSP), the 2009 Curriculum, the 2013 curriculum (Kurtilas), the 2019 curriculum and the independent curriculum. The emergence of the COVID-19 pandemic at the end of December 2019 became one of the points where the continuity of education, especially in Indonesia, underwent a change. The learning crisis that has occurred accompanied by the emergency condition of the COVID-19 pandemic has had a profound impact on changes in education in Indonesia. In this case, education must also change and develop following policies due to the existence of the COVID-19 pandemic so that education can still achieve its true learning goals (Nafrin & Hudaidah, 2021). One of them is in the learning process which switches to distance learning due to limited time to gather and study in class where this system is ultimately agreed upon by schools and universities due to the urgent situation (Sit & Assingkily, 2020). This indirectly affects the intensity of good learning because basically no one is 100% ready to carry out distance learning, especially in developing countries which require more effort from various aspects to be able to carry it out

properly and hampered by poor infrastructure such as power grids, Internet networks, difficult accessibility, and fairly low digital capabilities. Each curriculum certainly has different goals to be achieved so as to make the curriculum an object of research that is much interested in madrasah environmentalists, both general and diniyah subjects, especially Arabic subjects.

Based on the above, the author conducted a review of previous research related to the curriculum in Arabic subjects in order to update and position the author's research on previous research. In order to strengthen this research, the researcher therefore traced the results of previous research relevant to the authors named Nur Afifah, Abd, Rahim Razaq, Muhammad Ibrahim with the title "Teacher's Strategy in Implementing the Independent Curriculum in Arabic Language Learning for Class VII Students of SMP Unismuh Makassar". The results of this study indicate that the teacher's strategy in implementing the independent curriculum in class VII Arabic language learning, firstly makes a learning plan or teaching module, secondly in teaching modules, secondly in the implementation of learning the teacher starts by making class agreements, then in the learning process the teacher uses learning strategies mufradat, kalam, and qir'ah. Before closing the lesson, the teacher reflects on the end of the lesson. Third, do an assessment (Afifah & Ibrahim, 2023). The research conducted by Muhammad Zulkifli at madrasah ibtidaiyah (MI) level related to the form evaluation of the application of the 2013 curriculum (Zulkifli, 2018). In addition research by Imamuddin et al related to the form of the 2013 curriculum development on Arabic subjects at the madrasah tsanawiyah (MTs) level (Imamuddin et al., 2021). Research by Mochamad Mu'izzudin related to curriculum analysis of aspects of student learning difficulties at the Aliyah (MA) madrasah level (Mu'izzuddin, 2019) Based on the results of this study, the object of the curriculum is in great demand both from the basic education level to secondary education so that the author intends to describe and analyze related to the latest curriculum issued by the government, namely the independent curriculum at the Aliyah madrasah level. Therefore, the author compiled the formulation of the problem as follows how to apply the independent curriculum in Arabic subjects in Madrasah Aliyah Negeri 2 Kulon Progo during the post-pandemic. The implementation of this independent curriculum is an effort by MAN 2 Kulon Progo to realize independence in the field of education in the upper secondary education unit.

Method

This type of research is qualitative research with descriptive methods and explanatory methods (Sugiyono, 2018). The subjects of this study included school principals, Arabic teachers and students of class X and this research was conducted from January to March 2023. While the primary sources of this research were based on direct observation and interviews with research subjects, the secondary sources were in the form of previous research results, books, journals and websites that were relevant to the discussion. The data sources are divided into two, the primary in this study are independent curriculum documents and secondary data sources are books, journals and websites related to the topic of discussion. The data collection technique is by making observations and documentation online. Meanwhile, data analysis techniques with three methods include data collection, data reduction and conclusion drawing (Miles, M. B., Huberman, A. M., & Saldana, 2014). Data validity techniques by triangulating data and re-accuracy of data.

Results and Discussion

In the post-pandemic era marked by the appeal of the last president, the Ministry of Religious Affairs of the Republic of Indonesia carried out regulations related to the curriculum at every level of madrasahs, both Madrasah Ibtidaiyyah and Madrasah Aliyah. The form of curriculum regulation is that a new curriculum unit has been prepared and established, namely the independent curriculum in the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 347 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum in Madrasah. The independent curriculum can be carried out by each madrasah independently or institutionally, as for madrasahs that implement independently by submitting an application to the Ministry of Religion in each respective region while madrasahs that carry out the implementation of the independent curriculum institutionally by being asked or given a mandate and permission by the Ministry of Religious Affairs to implement the independent curriculum institutionally in the madrasah. One of the madrasahs that was given the mandate and permission to use the independent curriculum in the post-pandemic learning process was MAN 2 Kulon Progo. This madrasah implements an independent curriculum at the beginning of the 2022/2023 school year where until now the madrasah is still in the process of implementing the curriculum in every subject, especially Arabic. The author describes

and analyzes the process of applying the independent curriculum to Arabic subjects, where the author divides into three phases, including preparatory, deployment,

Preparatory Phase

In this preparatory phase, the madrasah and teachers determine the goals to be achieved in implementing an independent curriculum, this is shown by Hamzah Uno who stated that this preparation phase is very important to remember and implement at the beginning of planning in order to achieve the goals to be achieved (Uno, 2016). So that the madrasah in this preparatory phase made efforts to socialize the mandate given by the Ministry of Religious Affairs of the Yogyakarta Region through Mrs. Hartiningsih as the head of MAN 2 Kulon Progo which was conveyed at the working meeting of teachers and employees for the 2022/2023 school year. Mrs. Hartiningsih said that the Madrasah Aliyah Negeri 2 Kulon Progo is one of the madrasahs mandated to implement an institutional independent curriculum in the Yogyakarta region based on the Decree of the Director General of Islamic Education Number 3811 of 2022 concerning Madrasah Implementing the Independent Curriculum (Astiti, 2022b). With the instruction from the Ministry of Religious Affairs and the head of the madrasah, every element of education, both teachers and employees in the MAN 2 Kulon Progo environment.

Based on the instructions above, the subject teachers in class X can compile learning tools in an independent curriculum, especially teachers of Arabic subjects. Independent curriculum learning tools include learning outcomes (CP), teaching modules, learning objectives flow (ATP) and Pancasila student profile projects. Therefore, the Arabic teacher of class X MAN 2 Kulon Progo immediately carried out the preparation of the learning device, which in this preparation phase the Arabic teacher adopted and modified the sample of the finished device under the auspices of Arabic teachers within the Ministry of Cultural Education, Research and Technology. This aims to be able to properly prepare for the planning of the Arabic learning process that will be applied based on an independent curriculum.

In the preparation phase, the madrasah also held technical guidance on the independent curriculum with the theme "Utilization of the Independent Teaching Platform and Implementation of the Independent Curriculum at MAN 2 Kulon Progo". This technical guidance was carried out for two days with the official opening by the Head of the Ministry of Religious Affairs of Kulon Progo, Mr. M. Wahib Jamil by bringing in speakers from the regional office of the Ministry of Religion diy, namely

Mrs. Anita Isdarmini, the Supervisor of the Madrasah Aliyah (MA) of Kulon Progo Regency, namely Mrs. Kalimah and the teachers who drive the independent curriculum, namely Mr. Andi Pratiwindyo and Mrs. Martini Sugatri. The technical guidance of this independent curriculum contains contents including; explaining the independent curriculum policy from the Ministry of Religious Affairs, explaining the principles and concepts of the independent curriculum and explaining the techniques of implementing the independent curriculum.

The technical guidance of the independent curriculum is a preparatory step to prepare for the implementation of the independent curriculum at MAN 2 Kulon Progo. This technical guidance is attended by teachers of each subject, especially Arabic subjects. It was conveyed by Mr. Lukman as an Arabic teacher that this independent curriculum has an additional class hour for class X, which is 4 class hours every week, so that teachers who are capable of class X must be able to adjust their teaching and better prepare for the learning tools of the independent curriculum.

A. Deployment Phase

In this phase of application, the teacher applies and implements what has been planned in the independent curriculum, this is shown by Terry and Lie who state that this phase of application is an important element to always be remembered and implemented in order to achieve the goals to be achieved (Terry & Rue, 2020). So this phase every teacher who teaches subjects, especially Arabic in class X, applies what has been prepared both learning outcomes, learning objectives flow, teaching modules in the preparation phase. In its application, Arabic teachers in class X use the 2020 MA Class X Arabic book published by the Directorate of KSKK Madrasah of the Ministry of Religion of the Republic of Indonesia and the “*Al-Wahdah*” Arabic Module published by MGMP Arabic MA DIY.

Based on the author's analysis of the independent curriculum in class X Arabic subjects in madrasah aliyah that differences were found in the 2013 curriculum, including; 1) changes in learning objectives, such as; In the 2013 curriculum, the objectives of Learning Arabic are assessed for every grade increase, while the independent curriculum is assessed from the achievements of students in phase E, 2) changes in the terms of curriculum components, such as: in the 2013 curriculum there are core competencies and basic competencies (KI /

KD) while the independent curriculum becomes learning achievements, the syllabus is changed to the flow of learning objectives (ATP), the learning implementation plan (RPP) is changed to a teaching module and strengthening student character education is changed to pancasila student profile, 3) changes in the theme of Arabic material, such as; the theme of al-Bayanat as-Syakhshiyah (البيانات الشخصية) became at-Ta'aruf wa At-Tahiyat (التعارف والتحيات), al-Marafiq al-'Ammah fii al-Madrasah (المرافق العامة في المدرسة) became al-Madrasah (المدرسة), al-Hayah fii al-Ussrah (الحياة في الأسرة) became al-Ussrah wa al-Baiit (الأسرة والبيت).

The application to class X Arabic learning teachers use various teaching methods, including; discussion methods, observation methods, dialogue methods and eclectic methods so that the students can enjoy arabic lessons in a fun and happy manner. An example of teaching Arabic in class X with an independent



curriculum is found in the following picture:

Figure 2. Class X Arabic Language Teaching

In figure 2 above, the Arabic teacher is carrying out learning outside the classroom with observation methods and group discussion methods related to the theme around al-Madrasah, where it can be seen that the students of class X MAN 2 Kulon Progo are carrying out observations around vocabulary (المفردات) in the madrasa environment, including around the gates and PTSP of madrasahs, fields, mosques and canteens, halls to madrasa libraries.

This phase of application certainly has inhibiting factors caused by the independent curriculum in Arabic subjects, including; there are still students who

play cellphones, there are students who do not know the harakat and letters in Arabic, As for the supporting factors including; students are given project-based and contextual material, students are given basic explanations related to Arabic.

B. Surveillance Phase

This supervision phase is an evaluation stage for the implementation of an independent curriculum, which has an important role also in determining educational policy in general (Sukmadinata, 2019). One form of curriculum evaluation carried out by madrasahs is to ask the supervisor of MA Kulon Progo and the Ministry of Religion of DIY to review the independent curriculum that has been implemented since the beginning of the 2022/2023 school year. It was conveyed by the supervisor of MA Kulon progo that MAN 2 Kulon Progo in the application of the independent curriculum is good, this is evidenced by the very selective admission process of new students, having good infrastructure and applying the values of the Pancasila student profile.

The Ministry of Religion diy said that the advantages of MAN 2 Kulon Progo when implementing the independent curriculum are as follows; first, the curriculum is simpler and more in-depth because it focuses on essential materials and the development of learners' competencies in its phases. Second, educators and students will be more independent because students do not have a specialization program in SMA / MA, students can also choose subjects according to their interests, talents and aspirations. Third, teachers will teach according to the stages of learning outcomes and student development. Fourth, madrasahs have the authority to develop and manage curriculum and learning in accordance with the characteristics of educational units and students. Fifth, this curriculum is more relevant and interactive because learning through project activities will provide wider opportunities for students to actively explore contemporary issues to support the development of character and competence of the Pancasila Student Profile and rahmatan lil 'alamiin students (Astiti, 2022a).

Based on the form of evaluation from the two parties, the head of the madrasah also conveyed several evaluations of the independent curriculum as a phase of madrasah supervision to subject teachers at the teacher service meeting in the MAN 2 Kulon Progo Hall, including; This independent curriculum is a form of how to overcome the problem of character loss in students after distance learning during the COVID-19 pandemic, the independent curriculum is also a suitable medicine to treat the character of students after the COVID-19 pandemic

which pays attention to students' talents, interests and competencies and the madrasah will make learning videos with the application of the independent curriculum at MAN 2 Kulon Progo (Hartiningsih, 2022a).

This supervision phase is also carried out by class X Arabic teachers in the form of learning evaluations by collecting Arabic introduction videos and the impression of following the learning after using the independent curriculum. The evaluation was carried out online with a google form link as follows;

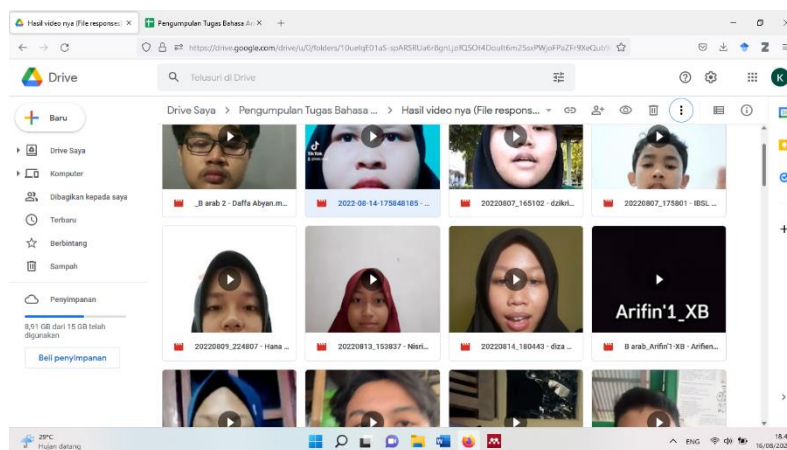


Figure 3. Class X Arabic Introduction Video

Based on the picture above, we can understand that the students in the learning of Arabic can already be implemented individually in their environment. The purpose of the students collecting the video is to train and assess related to speaking skills in Arabic.

No	Nama Lengkap	Nomor Absen	Kelas	Nama WhatsApp	Kesan awal belajar pembelajaran bahasa Arab?	Hasil video nya
1	Li Hanifa	12	XI IPA	8822408888	Menguntungkan	https://drive.google.com/...
2	Amalia Ayu Cahya	34	XI IPA	+62 896 13 36 8889	Menguntungkan	https://drive.google.com/...
3	Alvin Alvin	4	XI IPA	8822810001	Agak susah	https://drive.google.com/...
4	Alvin Alvin	4	XI IPA	8881084738	Bahasa Arab menggunakan untuk belajar bahasa asing sangat	https://drive.google.com/...
5	Muhammad Raji Mublis	16	XI IPA	8822810001	Kesan saya karena mengulir mata pelajaran bahasa Arab s	https://drive.google.com/...
6	Alvin Alvin	36	XI IPA	8880262698	sangat menyenangkan dan pembelajaran menggunakan bahasa	https://drive.google.com/...
7	Takia Hanan	27	XI IPA	8881432612	Untuk mempelajari bahasa bahasa arab	https://drive.google.com/...
8	Alvin Alvin	36	XI IPA	8822810001	Akan dilatih menggunakan mata agar belajar menggunakan	https://drive.google.com/...
9	Alvin Alvin	16	XI IPA	8880262698	Ta	https://drive.google.com/...
10	Alvin Alvin	36	XI IPA	882154313768	menjadi lebih menyenangkan bila pembelajaran bahasa Arab me	https://drive.google.com/...
11	Alvin Alvin	23	XI IPA	8880805768	Akan dilatih menggunakan mata agar belajar menggunakan	https://drive.google.com/...
12	Alvin Alvin	16	XI IPA	+62 896 48 36 1008	Agar lebih senang lagi belajar bahasa arab	https://drive.google.com/...
13	Alvin Alvin	36	XI IPA	88151044568	Akan dilatih	https://drive.google.com/...
14	Alvin Alvin	24	XI IPA	8880808879	Itu aja	https://drive.google.com/...
15	Alvin Alvin	26	XI IPA	88188888724	Akan dilatih mata mata menggunakan dan menggunakan	https://drive.google.com/...
16	Alvin Alvin	36	XI IPA	88188888724	Agar pembelajaran lebih awal lebih senang lagi dengan mengh	https://drive.google.com/...
17	Alvin Alvin	23	XI IPA	8821418674	Menjadi lebih senang lagi belajar bahasa Arab	https://drive.google.com/...
18	Alvin Alvin	36	XI IPA	+62 881 3988 355	Itu aja	https://drive.google.com/...
19	Alvin Alvin	16	XI IPA	88151044568	Menguntungkan	https://drive.google.com/...

Figure 4. Impressions of Class X Arabic Learning

From the picture above, the students conveyed a very positive impression of the application of the independent curriculum in Arabic subjects, including; fun, fun, exciting, interesting, easier to understand, more able to apply Arabic in everyday life. Based on the analysis of the results and discussions above, MAN 2 Kulon Progo has implemented an independent curriculum in the form of independence after being hit by the COVID-19 pandemic virus in order to restart the new order of life in the field of education. Therefore, the application of the independent curriculum, especially in phase E in MAN 2 Kulon Progo, has been very good and effective.

Conclusions

Based on the exposure of the research data above, it can be concluded that the implementation of the independent curriculum in Arabic subjects at MAN 2 Kulon Progo is divided into three phases, namely: the preparation phase, the application and supervision phases of which from the three phases it is understood that the application of the independent curriculum is good and effective in phase E or class X. In the preparatory phase of learning Arabic, the teacher coordinates with the curriculum team, prepares the administration of learning Arabic, determines projects to strengthen the profile of Pancasila students and Rahmatan Lil Alamin students. In the application phase of Arabic learning, the teacher applies an eclectic method by giving projects so that contextual learning is created. In the supervision phase of learning Arabic, the teacher supervises the understanding of the material and changes in student character by giving projects and then evaluating them. Hopefully this research can provide benefits or become a reference for further research to implement the curriculum independence in arabic learning in Madrasah Aliyah Negeri Level. His research is a basic research related to the preparation, implementation and supervision stages related to the application of learning Arabic using the independent curriculum at the madrasah aliyah level, so it is necessary for further researchers to examine in more detail related to learning Arabic in the independent curriculum.

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