**CURRICULUM IMPLEMENTATION IN SPECIAL CONDITIONS**

**BASED ON TEACHERS WORKING GROUPS IN PRIMARY SCHOOLS**

**IN WEST SUMBA**

Yakobus Umbu Dagha 1), Sufyati H.S 2), dan Sendi Ramdhani 3)

Universitas Terbuka UPBJ Kupang

Email:umbudaghayakobus@gmail.com

**Abstract:** The Covid-19 pandemic has had an impact on all sectors. In the education sector, the impact is that learning does not take place directly because teachers and students do not meet face-to-face in class. The research aims to identify and describe a special curriculum based on teacher working groups in elementary schools in West Sumba. Type of qualitative research. Data collection methods are observation, interviews, and documentation. Data analysis uses descriptive data, namely: reducing data, analyzing data, and drawing conclusions. The research results show that the implementation of a special curriculum based on teacher working groups in six elementary schools in West Sumba refers to simplified basic and core competencies. Teachers create learning tools guided by a special curriculum, learning is carried out online and offline, and create gathering points. The training system is based on class level, where each class teacher from each school gathers to carry out activities based on the class level they teach. Supporting factors are adequate facilities and infrastructure while inhibiting factors are that not all teachers have electronic devices, unstable internet networks, and limited access to technology.

***Keywords****: Special Curriculum and Teacher Working Group*

**INTRODUCTION**

The COVID-19 pandemic that has hit the world has had an impact on all sectors and aspects of human life. In the education sector, the impact is that learning does not take place directly because teachers and students do not meet face-to-face in class (Wijoyo, *et. al.*, 2021). So that learning can be carried out, the government has launched online learning mode, the hope of which is that students will continue to have their right to learn. However, in reality, online learning does not run smoothly or even at all, especially in rural areas, due to several factors, including no electricity network, no internet network, and more teachers and students do not have computers or gadgets, There are still some teachers who are not technologically literate (Parji *et al*., 2021)

During this pandemic, the West Sumba Regency government implemented a curriculum in special conditions based on class-level teacher working groups in 6 elementary schools which has been running for one and a half semesters, namely: starting from the second semester of the 2020/2021 academic year to the 2022/2023 academic year. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 619/P/2020 concerning guidelines for implementing curriculum in educational units in special conditions**.** And pay attention to the achievement of student competencies.

This curriculum refers to the simplification of the 2013 curriculum in special conditions. In this special condition, educational units can choose three curriculum options including: (1) 2013 curriculum; (2) special curriculum; and (3) independent curriculum. The three curriculum options highlighted in this research are special curricula at the elementary school level. In addition, so that the implementation of learning in special conditions can run well, the Ministry of Education and Culture also provides learning modules expected to help the learning process from home, including descriptions of activity-based learning for teachers, students, and parents in facilitating students' learning. during a pandemic or other special conditions.

Based on preliminary studies in the field, it was found that the KKG was carried out in 6 elementary schools in West Sumba. Implemented per grade level. This means that each class teacher gathers or has a KKG in a different room). After the teachers complete the KKG, there is further assistance to each school, guided by the facilitator. In the first mentoring**,** The facilitator together with the school principal accompanies teachers in making Learning Implementation Plans (RPP), preparing learning aids, and preparing assessment instruments. Next at the second meeting, the teachers carry out learning activities based on the RPP and learning aids that have been prepared on the first day of mentoring. After the learning process ends, the facilitator and the principal guide the teachers to reflect on the learning activities carried out, ending with reinforcement by the principal and facilitator.

Each class is facilitated by two regional facilitators including: the Class I room, the Class II room, and the Class III room. The training system in teacher work groups follows the themes found in the specific curriculum. A number of themes in KKG are focused on one theme that refers to literacy and numeracy. One form of campus implementation is teaching the first generation to implement literacy and numeracy learning using an approach to cooperative *learning.* Students in a study group (Shabrina, 2022).

Literacy and numeracy are important aspects that must be possessed by every individual and are also one of the prerequisites for life skills in the 21st century (Ibrahim, 2016). Considering the importance of literacy and numeracy, the West Sumba government also applies the curriculum under special conditions at the elementary school level. These efforts are not optimal because they are caused by several factors, including teachers, students, and other tools that can support learning activities.

Effective curriculum implementation requires a conducive work environment which is possible if various variables that influence its success are met. The variables in question include: good classroom management, discipline, effective lesson delivery, supervision, and class size (Wadesango *et al*., 2016). The preparation of the upcoming curriculum in the face of the 21st century is important to link between the educational curriculum and technology (Zakariyah et al., 2022).

The importance of this research being carried out during the Covid-19 pandemic is that it can also be useful and as an alternative or anticipatory measure if problems similar to Covid-19 occur in the future. Apart from that, currently teachers still really need a direct training system related to curriculum implementation due to limited technological supporting resources to access online training.

With this policy, students, teachers, and parents must adapt to the new learning system. In the adjustment process, there are several problems, including: boredom experienced by students, unstable networks, students who are difficult to control, and some teachers are not familiar with technology, resulting in ineffective learning activities. Therefore, families are expected to play a more active and intensive role in children's learning. Parents should accompany their children, guide their children to learn online, and are also required to master and be able to operate and use technology, and establish relationships through quality communication with teachers so they can analyze the child's development and/or learning difficulties.

Various studies on curriculum implementation in special conditions have been carried out. Some of the research in question includes: research conducted by (Imam Farih, 2021) "Implementation of Curriculum Policy for Special Conditions of the Covi-19 Pandemic in Islamic Religious Education Learning at SMAN I Bangkinag City.; Research conducted by (Kamaluddin, 2021.) Review of the Emergency Curriculum in Special Conditions. In line with this information, research examining the implementation of the curriculum in special conditions based on teacher working groups based on grade level in elementary schools as carried out in West Sumba has not been found.

Therefore, this research aims to conduct an in-depth study of curriculum implementation in special conditions based on teacher working groups in elementary schools in West Sumba.

**RESEARCH METHODS**

The type of research used is descriptive qualitative and exploratory which attempts to explain the phenomenon to be studied and attempts to describe more specifically and in depth the research object.

The qualitative descriptive method is a research method based on post-positivism philosophy used to research the condition of natural objects (Sugiyono, 2016). A qualitative approach can be used if you want to see and express a situation or object in its context; find meaning or deep understanding of a problem faced which appears in the form of qualitative data, whether in the form of images, words, or events as well as in natural *setting* (Yusuf, 2016).

The type of data collected in this research consisted of oral and written data. Oral data was obtained directly from 6 class teachers and 6 school principals. Meanwhile, written data is data that is available in various print media in the form of books, journals, and other things of a scientific nature. The data sources in this research are primary and secondary data sources. Primary data sources are: class teachers and principals of 6 elementary schools including Wee Tame Elementary School, Loko Ry Elementary School, Mainda Ole Elementary School, Gollu Kalogho Elementary School, Weelalaka Elementary School, and Inpres Puu Boghila Elementary School. Meanwhile, secondary data sources were obtained from various existing sources. Whether in the form of books, journals, or anything else of a scientific nature.

  The data in this research was collected using several methods, namely observation, interviews, and documentation. For it to work well, the researcher prepared interviews, observation and document study instruments. So that it makes it easier for researchers and is structured in conducting research. Data analysis techniques are carried out (1) data reduction; (2) data presentation; and (3) drawing conclusions (Miles and Huberman, 2014). Data analysis in this research begins by reviewing all data, such as the results of observations, interviews and documentation studies. The data was then analyzed qualitatively and analytically with the main data coverage including the results of observations and interviews.

**RESULTS AND DISCUSSION**

This research was carried out in Tana Righu District, West Sumba Regency, on 6 elementary schools that implemented a special curriculum during the Covid-19 pandemic and had a training system based on teacher working groups. In implementing the curriculum there is a simplification of basic competencies (KD) and core competencies (KI). Teachers create learning tools guided by a special curriculum, learning is carried out not online, and as an alternative they create gathering points in different places to distribute assignments to students. This training system for class teachers is adapted to class levels where teachers work in groups in different rooms and with assistance from two regional facilitators, including: class I, class II, and class III. By following the themes contained in the special curriculum. The research results show that:

**Implementation of Special Curriculum**

During the Covid-19 pandemic, many schools and educational institutions implemented emergency curricula to ensure that the learning process could take place and students continued to have their rights as educated students.

The results of an interview with Mr Paulus Pandang, S.Pd., Gr., head of SDN Loko Ry stated that:

Permindikbud number 619/P/2020, regarding curriculum guidelines in special conditions, has been socialized by the education office in collaboration with educational partner institutions, namely: INOVASI Institute. And then, as a school principal, after understanding the contents of these regulations, he also carries out outreach to teachers, students and parents.

The results of interviews with class teachers at SDN Loko Ry stated that:

Related to the contents of the Minister of Education and Culture Regulation regarding curriculum guidelines in special conditions, namely: there is a reduction in basic competencies where only essential KDs are raised with the main implementation being literacy and numeracy skills. Learning is carried out with more emphasis on differentiated learning, therefore teachers are expected to carry out diagnostic assessments or assessments before learning to analyze students' ability levels as a basis for providing differentiated learning.

In line with the opinion of Mrs. Paulina Tamo Ina, S.Pd., principal of Wee Tame State Elementary School based on the results of an interview on April 11 2023, stated that:

Implementing a special curriculum in schools, teachers prepare lessons and carry out lessons according to the lesson implementation plan which is a follow-up to the activities of the teacher working group. Apart from that, preparing student modules and teacher modules as well as parent guidebooks; as well as other supporting facilities.

The results of interviews with class 1, 2 and 3 teachers stated that:

The initial step in implementing the curriculum in special conditions is preparing student books, teacher books and parent guidebooks. Carrying out diagnostic assessments. Group students based on their abilities. Prepare learning devices based on student ability levels, as well as appropriate learning aids.

In order to ensure that learning activities can run well, and goals can be achieved, teachers plan learning activities carefully, including: preparing learning tools, student modules, teacher modules, parent guidebooks and also other supporting facilities to support the activities. learning. Then the teachers carry out a diagnostic assessment. Group students based on their abilities. Prepare learning devices based on student ability levels, as well as appropriate learning aids. As well as the importance of understanding for teachers to understand the learning types of students who vary or are not the same. Based on the results of observations, there are students with visual learning types, auditory learning types, and kinesthetic learning types. Understanding students' learning types will have an impact on student learning outcomes. Planning will not be achieved without action. This stage is the action of planning or learning activities carried out by the teacher in the study room. Based on the learning implementation plan which has been designed in such a way that the learning objectives can be achieved. By using learning media that is in accordance with the basic competencies achieved by students. The results of the researcher's observations in learning activities showed that the teachers carried out learning activities in accordance with the learning implementation plan. The school environment is very comfortable, free from disturbances and noise. And the classrooms are suitable for study groups and the ratio per classroom is a maximum of 28 students for elementary schools. Likewise with the atmosphere of activity in the class, the teachers are active in learning and the students are very enthusiastic about learning.

**Teacher Working Group Training System**

The KKG training system involves all KKG members in all stages. The stages carried out by teachers aim to increase the competence of teachers who are accompanied by regional facilitators. KKG is a place or forum for teachers from each school to collaborate with each other, share experiences and skills in the field of education with the aim of building a collaborative network to strengthen the education system in schools so that students have knowledge and skills.

KKG is carried out at least once a month, based on the class being taught. The current KKG training system is different from the previous KKG training system.

Results of interviews with the principal of SDN Wee Lalaka Mrs. Sori Kadiwano, S.Pd. stated that: "What differentiates the previous KKG training system from the current training system is that the previous KKG teachers were not scheduled well. In the previous KKG, teachers gathered not based on the class they were taking care of, but in general they gathered or at least they gathered based on the grouping of low class teachers and high class teachers. There is no IN-ON system, meaning that after the KKG there is no further assistance at each school. And no reflection activities were carried out"

The implementation of the KKG is based on the results of the interview above if it is understood that the previous training system was not carefully planned or systematic. This unsystematicity can cause ineffectiveness in the mentoring system from facilitators to teachers. The teachers were not gathered based on the class they attended and they were gathered based on the grouping of low class teachers and high class teachers. And the follow-up carried out after participating in the KKG training was not carried out at each school. In the context of the teacher working group at the previous KKG, no reflection was carried out. In fact, reflection is an important thing to do because it has the benefit of improving the quality and effectiveness of learning. Every learning experience experienced by the teacher can be used as material for reflection to improve the obstacles found. This experience can be evaluated to find and examine what lessons can be learned to improve the process in learning activities and identify successes and failures.

The teacher working group-based training system cannot be separated from four important components. The four important components include: (1) Planning; (2) implementation; (3) evaluation; and (4) reflection.

**Supporting and Inhibiting Factors in Implementing Special Curriculum Based on KKG**

Implementation of a special curriculum based on teacher working groups has supporting and inhibiting factors. Supporting factors are adequate facilities and infrastructure. Meanwhile, the inhibiting factors are: Limited access to technology, lack of teacher ability, limited resources, lack of family support in supporting students in the learning process and ensuring their children are actively involved will make it difficult to obtain optimal student learning outcomes. And teachers do not provide regular assistance because they are bound by health protocols

**DISCUSSION**

Based on the results of research conducted on 6 elementary schools in West Sumba, which implemented the curriculum in special conditions, this section will discuss in depth the findings at the research location regarding curriculum implementation in special conditions based on teacher working groups. And also supporting and inhibiting factors in implementing a special curriculum. Which will be presented as follows:

**Implementation of curriculum in specialties**

The implementation of a special curriculum in 6 elementary schools in Tana Righu based on observations and research results illustrates that the implementation of a special curriculum is an effort to ensure that learning activities run well and students continue to have their right to learn. In the implementation of this curriculum there is a simplification of the 2013 curriculum in special conditions.

Six elementary schools in West Sumba that implement a special curriculum use a curriculum that suits learning needs during the Covid-19 pandemic. By simplifying basic competencies and core competencies, teachers have a role in designing learning tools, including increasing competency through KKG. So the opinion (Mulyasa, 2014) can be accepted that the implementation of learning cannot be separated from the very important role of the teacher because the success of a learning model is very much determined by the teacher. In this regard, a teacher is required to have competence. Well, pedagogical competence, professional competence, personality competence and social competence. In connection with this, improving the quality of education during the Covid-19 pandemic requires implementing the curriculum in special conditions (Kurniyawati & Prastowo, 2021). This means that the curriculum is the spearhead in improving the quality of education and is integrated with technology. Apart from being applied to special conditions such as during the pandemic, this special curriculum can also be used in schools with special needs.

Implementation of a special curriculum includes a number of strategies and alternative learning methods that can be implemented in emergency situations such as distance learning, use of digital learning materials, as well as creative approaches to overcome emergency situations such as lack of facilities or lack of teaching materials. Apart from that, the special curriculum cannot be separated from the previous curriculum and this curriculum is a refinement of the 2013 curriculum. This is done by prioritizing the most essential and relevant materials, as well as choosing the most appropriate learning methods in emergency situations and especially in achieving student competencies. or the essence and objectives of the curriculum specifically involving the use of technology. The implementation of e-learning without providing supporting infrastructure can cause a decline in the basic essence of classical pedagogy, including the interaction between educators and students (Gupta*et al*., 2022). Online-based learning if linked to Gupata's opinion, what is important to note is the provision of infrastructure for both students and parents so that teachers and students can communicate well.

In the implementation of the special curriculum, there is a reduction in basic competencies where only essential basic competencies are raised with the main emphasis on literacy and numeracy skills. Remembering that literacy and numeracy skills are very important for students to have. This concept is confirmed by research conducted by (Ibrahim, 2016) Literacy and numeracy are important aspects that must be possessed by every individual and are also one of the prerequisites for life skills in the 21st century. Attwel (2006) explains that in the 21st century education is more focused on digitalization is also a necessity so that the role of the curriculum is expected to be a forum for the development process in the world of education. Learning is carried out with more emphasis on differentiated learning, therefore teachers are expected to carry out diagnostic assessments or assessments before learning to analyze students' ability levels as a basis for providing differentiated learning.

Understanding students' abilities, teachers design learning strategies that are in accordance with basic competencies and select materials that suit their abilities and learning needs. The basic concept of differentiated learning can provide opportunities for students to access and explore the material being studied so that students observe, feel for themselves what they sense and ultimately are able to construct their own knowledge in the real world. In line with previous research conducted by (Imam Farih, 2021), research for a thesis that examines the implementation of the curriculum in special conditions of the pandemic with the findings of the results of the study in implementing the curriculum at SMA Negeri 1 Bangkinag Kota is an emergency curriculum by simplifying core competencies and basic competencies in special conditions . Educators make learning plans guided by the emergency curriculum and learning is carried out online.

From the previous research above, it can be accepted that related to the implementation of a special curriculum in schools, teachers prepare lessons and carry out lessons according to the RPP which is a follow-up to KKG activities. However, this research has unique characteristics. And this uniqueness can be seen in the existence of a teacher working group training system. Apart from that, preparing student modules and teacher modules as well as parent guidebooks; as well as other supporting facilities. As well as carrying out diagnostic assessments. Group students based on their abilities. Prepare learning tools based on students' level of ability, as well as appropriate learning aids, including student worksheets and questions that will be used both for assignments at the end of learning and daily test questions (formative). And from time to time teachers make visits to students' homes at meeting points that have been mutually agreed between teachers, students and parents. The gathering point is intended so that students regularly carry out group study guided/supervised by parents and makes it easier for teachers to distribute worksheets, provide assistance and monitoring.

The results of the researcher's observations in learning activities showed that the teachers carried out learning activities in accordance with the learning implementation plan. With Susana the school environment is very comfortable, free from disturbances and noise. And the classrooms are suitable for study groups and according to the maximum ratio of 28 students / study group. Likewise with the atmosphere of activities in the class, the teacher is active in learning and the students are very enthusiastic about learning. Thus, implementation is a study to analyze the implementation process with the main objective being the implementation process itself to provide feedback on policy implementation and analyze whether the implementation process is in accordance with predetermined plans or standards and also to analyze obstacles and problems that arise in the implementation process.

**Teacher working group training system**

The KKG training system for 6 elementary schools involves all KKG members at all stages. The stages carried out by teachers aim to increase the competence of teachers who are accompanied by regional facilitators. KKG is a place or forum for teachers in schools to collaborate with each other, share various experiences and skills in the field of education with the aim of building a collaborative network to strengthen the education system in schools so that students have experience and skills. Through KKG, teachers can provide feedback and support to improve the performance and competence of each teacher. This was confirmed by (Mulyana, 2003); and (Uno, et.al.,. 2014). Following the development of teacher professional competence is a form of reflective behavior that is important for teachers to carry out. Teacher professionalism competency development activities are related to the ability to plan design, development, implementation, assessment and improvement and are also needed to carry out blended learning efficiently and effectively. "competence as mastery of a task, skills, attitudes and aspirations needed to support success, this shows that competence includes the tasks, skills, attitudes and aspirations that students must have to be able to carry out learning tasks in accordance with certain types of work".

A lot of training is carried out to improve teacher competency, however the main problem that needs to be considered is still the lack of optimal teacher performance at various levels of education, including at the elementary school level, this is because all the competencies that teachers should have are not yet developed. In this case, teachers should have good competence in the learning process

KKG can also be a medium for developing curriculum, especially during the Covid pandemic, as an alternative for creating effective learning and students still getting their rights in learning. And build learning strategies that are tailored to the needs and conditions of the school. Teacher working groups are held at least once a month. Based on the class attended.

Thus, it is important to establish a new paradigm that is able to guarantee the continuity of quality education and efficient management which can provide wider opportunities for teachers to actualize all the competencies they possess in the learning process. The role of teachers really determines the progress or decline of the quality of education. For this reason, teachers as learning agents are required to be able to plan and implement the learning process as well as possible in order to achieve learning goals.

**The difference between the current KKG training system and the previous training system**

The difference between the current KKG training system and the previous training system is that in the previous KKG the teachers were not scheduled well. In the previous KKG, teachers gathered not based on the class they were taking care of, but in general they gathered or at least they gathered based on the grouping of low class teachers and high class teachers. There is no system*IN-ON*, meaning that after the KKG there is no assistance at each school and no reflection activities. This means that the previous KKG training system was not carefully planned or systematic. This lack of systematicity can cause ineffectiveness in the mentoring system from facilitators to teachers. The teachers don't gather based on the class they teach and they gather based on the grouping of low class teachers and high class teachers. And the follow-up carried out after participating in the KKG training was not carried out at each school.

In the context of teacher working groups in the previous KKG there was no reflection, in fact reflection is an important thing to do because it has the benefit of improving the quality and effectiveness of learning. Every learning experience experienced by the teacher can be used as material for reflection to improve the obstacles found. This experience can be evaluated to find and examine what lessons can be learned to improve the process in learning activities and identify successes and failures. Teacher working group activities are carried out to increase teachers' understanding of the curriculum used in the learning process and the tools needed for teaching in accordance with curriculum demands so that teachers are expected to be able to create learning tools as a guide for implementation in the classroom.

**Supporting factors in implementing a special KKG-based curriculum.**

Supporting factors in implementing the curriculum in special conditions are; (1) there is support from the education office together with education partners through supervisors and regional facilitators. The teachers enthusiastically provide assistance to students; (2) A comfortable school environment, free from disturbances and noise; (3) physical condition and school environment; the physical environment of the school is very good although there are several buildings that need light rehabilitation; (4) the classroom is suitable for study groups and according to the maximum ratio of 28 students / group

Study.

Apart from the supporting factors above, there are other supporting factors, namely: (1) Technology is an important factor in facilitating distance learning. The existence of online learning platforms such as Zoom, Google Classroom, etc. allows students to continue learning from home effectively; (2) Teacher ability, teachers who have the ability to utilize or use technology and adapt learning methods to pandemic conditions will make it easier to implement distance learning. Teachers who are able to create a fun and interactive learning atmosphere can make it easier for students to participate actively in learning; (3) Availability of resources, availability of resources is important in the learning process, such as: textbooks, online learning materials, and others that can help students and teachers in long-distance implementation. Having resource support will help students to access learning materials easily; (4) family support, another important factor is support from the family who can support distance learning. Families can help students organize time to guide and support students in learning, as well as ensuring that students are actively involved in the learning process.

**Inhibiting factors in implementing a special KKG-based curriculum**

The impact of Covid-19 is so rapid, especially in the education sector, that appropriate efforts are needed so that learning activities take place well. In line with (Chen*et al.*, 2022) “Covid-19 has a significant inhibiting effect on employment acceptance and in the education sector.

The inhibiting factors in implementing a special curriculum based on teacher working groups are: (1) Not all teachers have computers/laptops. In fact, there are still some teachers who don't have an Android cellphone. Apart from that, there are limited credit packages for accessing learning references on the internet. Difficulty ordering modules from outside the region; (2) Limited access to technology, limited access to technology such as slow internet connections, or internet instability, limited electronic devices, both cellphones and others, are triggers in the distance learning process; (3) Lack of ability to use and utilize technology and the need to adapt learning methods to pandemic conditions will become obstacles in the learning process; (4) Lack of availability of resources such as textbooks, online learning materials, etc. can make it difficult for students and teachers to implement distance learning; (5) Environmental factors, such as noise during learning activities, limited study space, and others can have an impact on students in preparing themselves to study;

(6) Family support, family support is an inhibiting factor. Families who are unable to support students in the learning process and ensure their children are actively involved will make it difficult to obtain optimal student learning outcomes; (6) Teachers are not optimally providing assistance because they are bound by health protocols, namely maintaining distance, staying away from crowds and not having direct contact with other people.

 One solution is to form a gathering point so that teachers often provide group assistance. Meanwhile, for parents or guardians who do not have cell phones, class teachers confirm the assignments given to students.

**Differences and similarities in the implementation of special curricula from each school**

1. **The equation**

The implementation of a special curriculum in 6 elementary schools in West Sumba has similarities. The equation in question is both guided byPermindikbud number 619/P/2020, concerning curriculum guidelines in special conditions. Before implementing a special curriculum. There is socialization by the education department in collaboration with educational partner institutions, namely: INOVASI Institute. Furthermore, as a school principal, after understanding the contents of these regulations, he also carries out outreach to teachers, students and parents so that learning activities can take place well.

In relation to the contents of the Minister of Education and Culture Regulation regarding curriculum guidelines in special conditions, there is a reduction in basic competencies and only raising essential basic competencies, with the main emphasis on literacy and numeracy skills. Learning is carried out with more emphasis on differentiated learning, therefore teachers are expected to carry out diagnostic assessments or assessments before learning to analyze students' ability levels as a basis for providing learning.

differentiated.

Apart from that, there is a training system based on class-level teacher working groups (KKG), meaning that each class teacher gathers in a different room facilitated by two regional facilitators (Fasda). including: class I, class II, and class III. The training system in teacher working groups follows the themes contained in the special curriculum. A number of themes in the KKG are focused on themes that refer to literacy and numeracy.

The teacher working group training system in 6 elementary schools in West Sumba has similarities because this training system is guided by regional facilitators in preparing learning tools. Then the teachers are given the opportunity to plan learning activities which include making lesson plans, learning media to student worksheets as well as questions that will be used both for assignments at the end of learning and daily test questions (formative). After the teachers plan learning activities, the actions taken are learning activities carried out in class based on the plans that have been made.

1. **Difference**

Implementation of a special curriculum for 6 elementary schools in West Sumba, the difference lies in the availability of facilities and infrastructure owned by each school. Based on differences in carrying capacity (facilities and infrastructure)

**CONCLUSION**

Implementation of a special curriculum in schools, teachers prepare lesson plans, prepare student modules, teacher modules, and parent guidebooks; and also other supporting facilities. Carrying out diagnostic assessments. Group students based on their abilities. Prepare learning devices based on student ability levels.

Apart from that, there is a reduction in basic competencies where only essential KDs are raised with the main emphasis on literacy and numeracy skills. Learning is carried out with more emphasis on differentiated learning. Supporting factors in implementing the curriculum in special conditions are; (1) there is support from the education office together with education partners through supervisors and regional facilitators; (2) A comfortable school environment, free from disturbances and noise; (3) good physical condition and school environment; (4) the classroom is suitable for the study group and according to the maximum ratio of 28 students / study group. The inhibiting factors in implementing a special curriculum based on teacher working groups are: (1) Not all teachers have computers/laptops or cellphones. (2) Limited access to technology; (3) Lack of ability to use and utilize technology; (4) Lack of availability of resources; (5) Environmental factors; (6) Family support; (6) Teachers do not provide optimal assistance because they are bound by health protocols.

Despite the advantages of this research, of course there are obstacles in the process of collecting data in the midst of busy schedules so that the author does not explain the relationship between the special curriculum and the independent curriculum. Therefore, we are expected to carry out further research on KKG based on grade levels and the independent curriculum.

**REFERENCES**

Abidin, dkk. (2018). *Pembelajaran Literasi: “Strategi Meningkatkan Kemampuan Literasi Matematika, Sains, Membaca, dan Menulis*. Jakarta: Bumi Aksara.

Ansyar, Mohamad. (2016). *Kurikulum: Hakikat, fondasi, Desain dan Pengembangan*. Jakrta: Kencana Media Group

Aldeia, N. dan. (2021). *Implementasi Kurikulum Darurat Pada Madrasah Di Kabupaten Bulukumba Provinsi Sulawesi* Selatan. *Educandum:*, *6 nomor 2*, 1–21.

Chen, C., Wang, Z., & Tang, X. (2022). *The impact of COVID-19 on employment expectations in the China’s service sector—evidence from online surveys of 1222 education enterprises. Applied Economics Letters,* *29*(14), 1261–1265. https://doi.org/10.1080/13504851.2021.1926901

Gupta, R., Aggarwal, A., Sable, D., Chahar, P., Sharma, A., Kumari, A., & Maji, R. (2022). Covid-19 Pandemic and Online Education: Impact on Students, Parents an Teachers. *Journal of Human Behavior in the Social Environment*, *32*(4), 426–449.https://doi.org/10.1080/10911359.2021.1909518

Rahmadhani , Susi Desmaryani – Yudi Nur Supriadi, Zulfiayu Sapiun, D. A. (2021). *Efektivitas Proses Pembelajaran Di Masa Pandemi* ( dan I. I. Hadion Wijoyo, Denok Sunarsi (ed.); Pertama). Penerbit Insan Cendekia Mandiri.

Hamsa Ramadhan, A., Fadillah, H., Khaliza, R., & Nasution, I. (2022). Penerapan

Kurikulum Darurat sebagai Strategi Pendidikan dalam Kondisi Pandemic Covid-19. *Edumaspul: Jurnal Pendidikan*, *6*(1), 401–406.

https://doi.org/10.33486/edumaspul.v6i1.2383

Hasanah, A. (2012). *Aan\_Hasanah\_Pengembangan\_Profesi\_Keguruan.pdf* (p. 268).

https://books.google.com/books?hl=id&lr=&id=ezq2DwAAQBAJ&oi=fnd& pg=PP1&dq=pengembangan+profesi+guru&ots=aeY32PtwZb&sig=KCjCgx QrnvaWO\_j1aRWZnN0geTY

Miles, M.B., Huberman, A.M., Rohidi, T.R., dan Mulyarto. (1992). *Analisis data kualitatif: buku sumber tentang metode metode baru /* Matthew B. Miles, A. Michael Huberman;penerjemah Tjetjep Rohendi; pendamping Mulyarto. Jakarta: Universitas Indonesia (UI -Press)

Ima Frima Fatimah. (2021). Strategi Inovasi Kurikulum. *EduTeach : Jurnal Edukasi Dan Teknologi Pembelajaran*, *2*(1), 16–30.

https://doi.org/10.36859/eduteach.v2i1.2412

Imam Farih, -. (2021). *Implementasi Kebijakan Kurikulum Kondisi Khusus Pandemi Covid-19 Pada Pembelajaran Pendidikan Agama Islam di SMAN 1 Bangkinang Kota*.

Indarta, Y., Jalinus, N., Waskito, W., Samala, A. D., Riyanda, A. R., & Adi, N. H. (2022).

Relevansi Kurikulum Merdeka Belajar dengan Model Pembelajaran Abad 21 dalam Perkembangan Era Society 5.0. *Edukatif : Jurnal Ilmu Pendidikan*,*4*(2), 3011–3024. https://doi.org/10.31004/edukatif.v4i2.2589

Kamaluddin, Z. M. (n.d.). *Tinjauan Kurikulum Darurat (Dalam Kondisi Khusus)*.

Retrieved November3, 2022, from

https://ejournal.stkippacitan.ac.id/ojs3/index.php/jpp/article/view/254/354

Kasus, S., Sekolah, D. I., Negeri, D., & Surabaya, D. I. (2016). *1*, 48– *Implementasi Budaya Literasi Di Sekolah Dasar Melalui Optimalisasi Perpustakaan* 58.

Kurniyawati, S. N. U., & Prastowo, A. A. (2021). Memahami Penerapan Model Kurikulum Darurat di Masa Pandemi Covid-19: Kasus Pembelajaran Matematika SD/MIdi Indonesia.*At-Tarbawi: Jurnal6*(1).

https://doi.org/10.22515/attarbawi.v6i1.3661

Mulyasa. (2014). *Kreatiftas Guru Dalam implementasi kurikulum 2013*.

Nurmalasari, I. (2022). Manajemen Kurikulum Dalam Efektivitas Proses Pembelajaran Pada Era Pandemi Covid-19 Di Smk Ma’Arif Walisongo Kajoran Magelang. *PeTeKa*, *5*(1), 35–45.

Parji, Nugraha, N., Utomo, S. W., Asri, D. N., Chasanatun, F., Malawi, I., & Sri, B. (2021). *Bunga Rampai Bidang Pendidikan Paradigma Baru Ilmu Pendidikan Masa Pandemi Covid-19*. 1–92.

Pijiati, Fanni Rahmawati, R. (2019). *Modul Kurikulum Dan Pembelajaran*.

Purba, E. al. (n.d.). *Kurikulum dan Pembelajaran*.

Shabrina, L. M. (2022). Kegiatan Kampus Mengajar dalam Meningkatkan Keterampilan Literasi dan Numerasi Siswa Sekolah Dasar. *Jurnal Basicedu*,

*6*(1), 916–924. <https://doi.org/10.31004/BASICEDU.V6I1.2041>

Sunarsi, D. (2021). *Dampak Pandemi Terhadap Kehidupan Manusia Ditinjau dari berbagai aspek* (H. Wijoyo (ed.); Cetakan Pe). Anggota IKAPI: 020/SBA/20. www.insancendekiamandiri.co.id

Sugiyono, D. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*.

Wadesango, N., Hove, J., & Kurebwa, M. (2016). Effects of a Large Class Size on

Effective Curriculum Implementation. *International Journal of Educational*

*Sciences*, *12*(2), 163–183. https://doi.org/10.1080/09651122.2016.11890424

Zakariyah, Z., Muhamad Arif, & Nurotul Faidah. (2022). Analisis Model Kurikulum Pendidikan Agama Islam di Abad 21. *At-Ta’Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, *14*(1), 1–13. https://doi.org/10.46498/tadib.v14i1.9