

# Recovery of Learning Lack Post Pandemi Covid 19 (Study of Policy Implementation Based on Ministry of Education and Culture No. 56 of 2022 Concerning Guidelines for Implementing the Independent Curriculum at SMKN I AL- Mubarkeya Aceh Besar)

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**Abstract:** In order to restore learning lag (learning loss) After the Covid 19 Pandemic at Al-Mubarkeya Aceh Besar Vocational High School (SMK), implementing an independent curriculum according to the conditions of the education unit and students, based on the Ministry of Education and Culture policy Number 56 of 2022 concerning guidelines for implementing learning. Based on the reality in the implementation of the independent curriculum, it is necessary to have an in-depth study of teacher creativity as the spearhead in implementing the independent curriculum. The purpose of the research is to describe and analyze the implementation of the Ministry of Education and Culture's policy No. 56 of 2022 concerning Guidelines for the Implementation of the Independent Curriculum at SMKN I AL-Mubarkeya Aceh Besar in the recovery of learning after the Covid 19 Pandemic as well as describe and analyze the creativity of SMK Negeri 1 Al-Mubarkeya teachers in recovery Post-Covid 19 Pandemic learning based on the Independent Curriculum. The research method used in this study is a qualitative method. Through qualitative methods the researcher wants to gain in-depth understanding and thoughts regarding social reality and relevant facts related to the implementation of the independent curriculum. Data collection was carried out through observation and interviews, while the sources were determined by purposive sampling of 9 people. The results of the research show that in the implementation of the Ministry of Education and Culture policy No. 56 of 2022 concerning the implementation of the independent curriculum, teacher's ability to master technology is still limited, facilities are also still limited, but there is a change for the better in terms of the level of understanding of students because learning is more enjoyable due to the freedom to choose subjects and essential material towards soft skills. Then there is also a limited number of modules as teaching materials available in the implementation of the independent curriculum covered by the creativity of the teacher, making it easier to achieve learning.

**Keywords:** recovery; lag; learning.

## I. Introduction

The Covid 19 pandemic has changed the implementation of the education system, especially at the Al-Mubarkeya Aceh Besar State Vocational High School (SMK), which was previously carried out face-to-face and then changed through the online system because the government prioritizes health and safety in learning. In this case, the State Vocational High School (SMK) I Al-Mubarkeya Aceh Besar implements an education system referring to an independent curriculum with a learning system from home as stated in the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs concerning Guidelines for Implementation of Learning in the 2020/2021 Academic Year during the Covid-19 period.

Distance learning or the application of online learning occurred as a result of the Covid-19 virus outbreak which changed face-to-face habits to online via the internet by learning from each other's homes. Thus, of course, it is a challenge for teachers to create learning media. Changes in the implementation of learning make students need to quickly and accurately adapt to these new changes so that they can overcome various difficulties for students who do not understand learning material, especially practicum subjects.

The change in the learning process from face-to-face to online indirectly leads teachers to master adequate technology, which before the pandemic was not considered important to master. Because without using technology the teaching and learning process can be carried out. In this case, it is not only students, but teachers also need to adapt, especially teachers who are over fifty years old. The adaptation process did not go well so that it had implications for the student learning process which did not go well because the teaching and learning process was previously running well, during the pandemic it was interrupted because many components of the teaching and learning process could not run at all. This situation not only eliminates the potential of the teaching and learning process.

After the Covid 19 Pandemic ended, Al-Mubarkeya Aceh Besar State Vocational High School (SMK) again made adjustments through change by re-enabling students to face-to-face learning in order to recover from learning lag after the Covid 19 Pandemic. In this case, the teacher plays a role it is important to carry out learning effectively and efficiently so that there is interaction from students so that learning objectives are created while at the same time running well, interesting and fun.

## **II. Review of Literature**

### **2.1 The concept of the Independent Curriculum**

The independent learning curriculum is a curriculum with various intracurricular learning. With this curriculum, learning will be maximized so that students have enough time to explore concepts and strengthen their competencies. Through this curriculum, teachers can choose teaching tools to suit the learning needs and interests of each student. Based on the decision of the Minister of Education, Culture, Research, and Technology regarding guidelines for curriculum implementation in the context of learning recovery. In the context of recovering learning losses that occur under special conditions, educational units or groups of educational units need to develop a curriculum with the principle of diversification in accordance with the conditions of the educational unit, regional potential and students. The Merdeka Curriculum for early childhood education, basic education, and secondary education is fully implemented.

### **2.2 The concept of learning change**

Changes in learning are needed because after the Covid 19 Pandemic there were many learning lags so that various efforts were needed for recovery and carried out in various ways. Historically, one of them was through the application of online learning which caused a shift in roles between teachers and parents. In the learning process, usually the teacher will become a guide and teacher for students who are carrying out the process of learning activities. Whereas in online learning, the teacher cannot carry out that role again. The role of the teacher will be transferred to parents. In this case, parents do not only act as supervisors when students are studying at home, but parents must also be prepared to guide and teach children when they have difficulties in learning.

### **2.3 Theory of Public Policy Implementation**

Implementation refers to actions to achieve various goals that have been set in a decision, this action tries to convert these decisions into operational patterns and tries to achieve big or small changes as previously decided. Implementation is essentially an effort to understand what should happen after a program is implemented. Policy implementation does not only involve the agency responsible for implementing the policy. Implementation of public policy as a process of administrative activity is carried out after the policy has been established and approved.

### **2.4 Theory of education and learning**

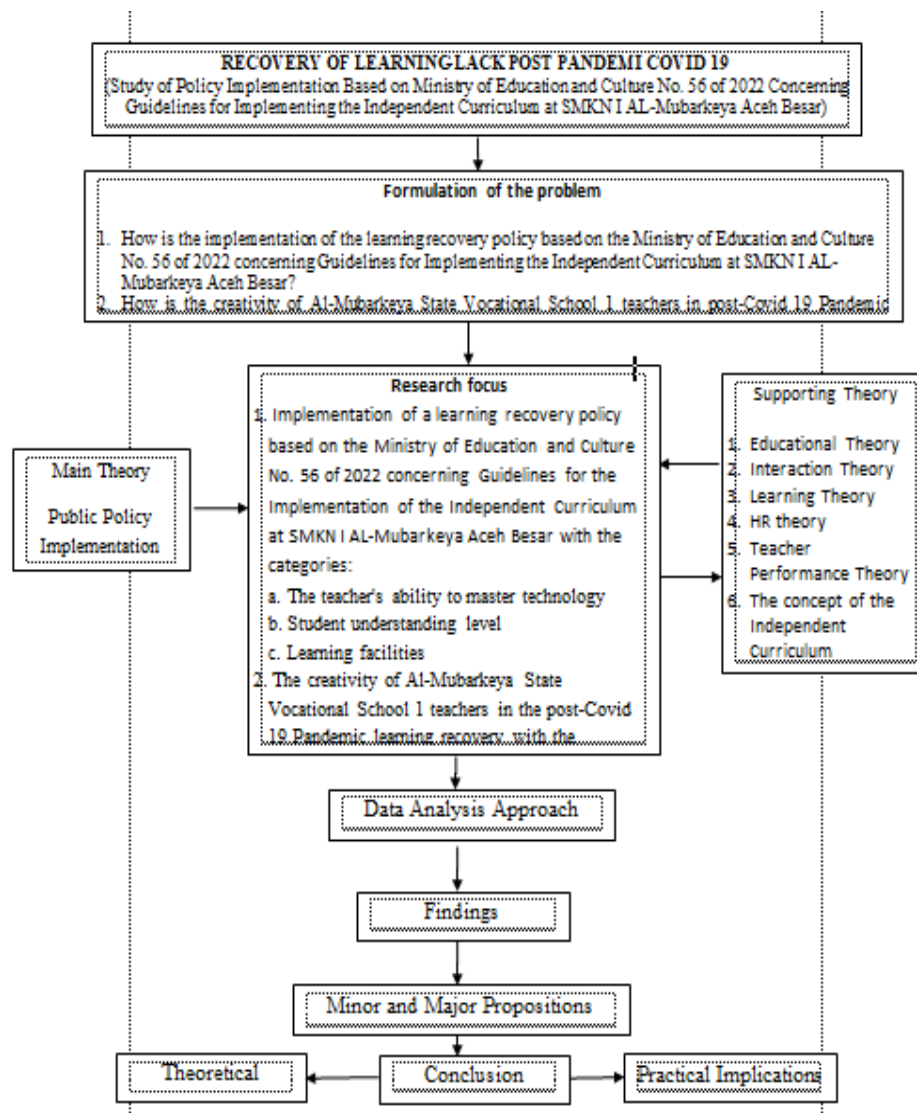
Education as an effort is deliberately held both directly and indirectly to help children in their development reach maturity so that changes in human behavior with the character of the nation's personality are realized, so that The government needs to improve the quality of education at various levels. Quality in the context of education refers to the process of education and educational outcomes. The process of quality education involves various inputs such as teaching materials, learning methods, school facilities, administrative support, and other infrastructure and resources to create a conducive school atmosphere. Quality in education to ensure the quality of inputs, processes, products/outputs, and school outcomes so as to increase school accountability. Educational input is declared qualified if it is ready to be processed.

### **2.5 Research Conceptual Framework**

The Covid 19 pandemic can change the implementation of education, especially at the Al-Mubarkeya Aceh Besar State Vocational High School (SMK), which was previously carried out face-to-face and then changed through the online system because the government prioritizes health and safety in learning. In this case, the school implements an education system that proposes an independent curriculum with a learning system from home according to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs concerning Guidelines for Implementation of Learning in the 2020/2021 Academic Year during the Covid-19 period.

Penetration of online learning occurred as a result of the Covid-19 virus outbreak which changed face-to-face habits to online via the internet network by learning from each other's homes. Thus, of course, it is a challenge for teachers to create learning media. Changes in the implementation of learning make students need to quickly and accurately adapt to these new changes so that they can overcome various difficulties for students who do not understand learning material, especially practicum subjects.

Recovery of learning lags is carried out as mandated in the Ministry of Education and Culture Policy No. 56 of 2022 concerning Guidelines for Implementing the Independent Curriculum. The policy in implementing Kemendikbudristek No 56 has three basic components, namely clear goals, specific goals, and how to achieve these goals. Policy implementation essentially understands what actually happens after a program is declared valid and implemented, because implementation is a reality to produce output.



**Figure 1.** Research Conceptual Framework

### III. Research Method

The use of methods is important based on the focus that has been set in solving various problems. In this study the researchers used a qualitative approach to describe in depth the recovery of learning behind the Covid 19 Pandemic (Policy Implementation Study Based on the Ministry of Education and Culture No. 56 of 2022 Concerning Guidelines for Implementing the Independent Curriculum at SMKN I AL-Mubarkeya Aceh Besar. A qualitative approach as a problem-solving procedure in accordance with the research objectives that have been formulated in the previous chapter. According to Sholahuddin (2021: 3) social research methods are "scientific methods used to obtain objective, valid and reliable data, with the aim of finding, testing, and developing a knowledge.

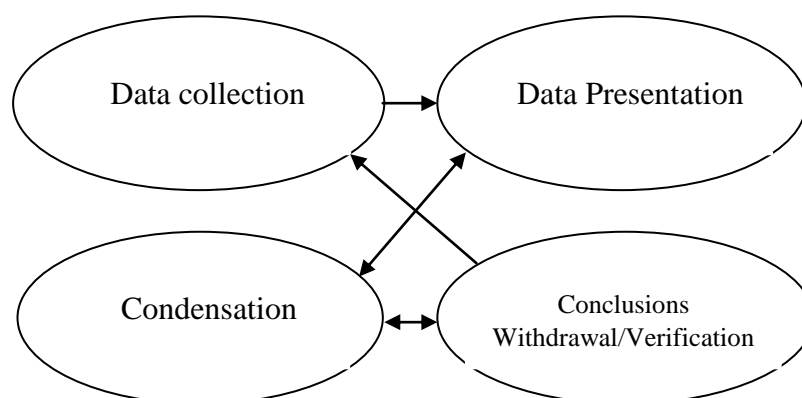
Researchers determine informants using purposive sampling technique. Referring to the opinion of Sugiyono (2016) purposive sampling, namely "The technique of determining

informants is carried out with certain considerations". This technique can be interpreted as a process of selecting informants by first determining the number of informants to be taken, then selecting informants based on certain objectives, as long as they do not deviate from the characteristics of the specified informants.

Then according to Bungin (2016) in determining data sources "Researchers must decide to choose who people (resource persons), what and where certain activities, as well as what documents will be studied carefully as the main information whose stability can be guaranteed". Determination of informants researchers do in a manner *purposive sampling* because researchers believe informants understand the problems being studied and can provide objective information. Therefore, there were 9 people who were designated as informants in this study with the following details:

1. The principal of the school is 1 person
2. Deputy for Curriculum as much as 1 person
3. Representative for Student Affairs as much as 1 person
4. Fashion Design Vocational Teacher (Productive Teacher) of 1 Person
5. 1 science subject teacher
6. Head of the Computer Network Engineering department as much as 1 person
7. The school committee consists of 1 person
8. Students 2 people

The researcher himself becomes the main research instrument (the researcher is the key instrument). Data collection techniques were carried out through observation, interviews and documentation studies. The researchers conducted data analysis to provide an overview regarding the recovery of learning behind the Covid 19 Pandemic (Policy Implementation Study Based on the Ministry of Education and Culture No. 56 of 2022 Concerning Guidelines for Implementing the Independent Curriculum at State Vocational School I AL-Mubarkaya Aceh Besar. In this case the researcher used a data analysis technique model Huberman and Saldana (2014). Data What the researchers have collected is then analyzed by summarizing and choosing the main things, focusing on the important things. Then the researcher did presentation of the data set forth in the conclusion, each conclusion is constantly being verified during the research which involves the researcher's interpretation. Based on this description, data analysis techniques can be seen in figure 2 the following.



Source: Miles Huberman (2007)

**Figure 2.** Miles Huberman and Saldana's interactive data analysis technique

## IV. Discussion

### **3.1 Implementation of a learning recovery policy based on the Ministry of Education and Culture No. 56 of 2022 concerning Guidelines for Implementing the Independent Curriculum at SMK Negeri I Al-Great Aceh Conference**

#### **a. The teacher's ability to master technology**

In efforts to restore teacher education, teachers have a very large role after the Covid-19 pandemic, marked by the resumption of limited face-to-face learning, teachers are expected to be better prepared to carry out learning effectively. However, in the process of recovering teacher education, it requires support from the government and all related parties to take part in assisting education services to make them more effective and of higher quality. Based on the results of the study, it was shown that "the teacher's ability to master technology related to the implementation of the independent curriculum is still very limited, the independent curriculum has issued a Decree (SK) to be implemented, but on the other hand none of the teachers have been trained.

The Covid-19 pandemic has had an impact on the teaching profession globally. In a pandemic situation, teachers go the extra mile to ensure that educational activities are carried out and minimize the obstacles that occur. When the government established a study from home policy, teachers were required to adapt the delivery of learning materials in face-to-face classes to online (online) learning. Based on the results of the researcher's interview with the Vocational Dressmaking Teacher (Productive Teacher) at SMKN I AL-Mubarkeya school on Wednesday 4 January 2023 said that "some teachers are able to master technology well so as to facilitate the implementation of Kemendikbudristek policy No. 56 of 2022 Concerning Implementation Guidelines Independent Curriculum at State Vocational School I AL-Mubarkeya Aceh Besar in the recovery of learning after the Covid 19 Pandemic,

After the Covid 19 pandemic ended and in the framework of carrying out learning recovery at SMKN I AL-Mubarkeya Aceh Besar implemented the Ministry of Education and Culture policy No. 56 of 2022 Concerning Guidelines for Implementing the Independent Curriculum by readjusting the learning targets to be achieved, so that they can be adapted to new post-pandemic conditions as well as identifying the resources needed to achieve the learning targets there are still difficulties, especially in mastering technology. Based on the results of the research, it shows that "Recovery of post-pandemic education is not only the obligation of teachers to carry out the duties of all members of society, but it is appropriate for teachers as people who are at the forefront to master technology so that they can easily adapt to learning situations and conditions".

In the implementation of the independent curriculum at SMKN I AL-Mubarkeya Aceh Besar, it is very necessary for teachers to master technology. The ability of a teacher to manage the learning process can be seen from the activities carried out by the teacher during teaching time such as the ability to create an appropriate learning atmosphere. Based on the results of the research, it shows that "Not all teachers are able to use technology well in teaching, as well as us as students, but teaching face to face after the pandemic by explaining directly orally to students makes it easier for all parties in learning outcomes".

The research results are in line with the implementation theory put forward byFederick in Agustino shows that in implementationrestoration of post-Covid 19 pandemic learning based on the Ministry of Education and Culture policy No. 56 of 2022 concerning guidelines for implementing the independent curriculum at SMKN I AL-

Mubarkeya Aceh Besarexperiencing problems, this is caused by the limited ability of teachers, especially in mastering technology.

### **Finding 1**

The uneven ability of teachers to master technology for post-Covid 19 pandemic recovery when implementing the independent curriculum is mainly related to the digitalization of the learning process, because the online learning option contains weaknesses, both from the teacher's side and from the side of technological support.

### **Finding 2**

Teacher training related to the use of technology in the implementation of the independent curriculum for learning recovery has not been carried out, but implementation has been determined.

### **b. Student understanding level**

Regarding the level of student understanding in implementing the independent curriculum in the context of learning recovery, the research results show that "At the beginning of learning the independent curriculum after the pandemic there is a cultural influences during the pandemic, the lack of maximum character building resulted in a shift in student morale, due to the lack of feedback when learning was carried out online making students less active in offline learning, but slowly it began to be resolved with the implementation of an independent curriculum that touched directly on students in the form of a project that produces a product".

To make it easier for students to understand various materials, teachers need to master classroom management as a form of skill to create and maintain optimal learning conditions. Based on the research results show that "To make it easier for students to understand, then change learning habits of students from online to offline gradually, attracting the attention of students to be active in learning activities, for more challenging majors in carrying out lab practices. Implementation of the independent curriculum takes time to restore learning and there must be coordination with other stakeholders.

Education is important for everyone, but when a pandemic seems to take away some of the freedom to get educational services, both formal and non-formal education. Indeed, education can be obtained anywhere, at school, at home, even in the neighborhood, but along with government regulations to maintain health protocols for the safety of everyone, it seems that all of this is limited. Based on the results of the study, it shows that "Implementation of the independent curriculum so that learning is more creative due to exploring the potential of students as participants is relevant and in-depth as well as fun".

Based on the results of the study, it shows that there are differences between the K13 curriculum and the independent curriculum, as can be seen in table 1.1 below

**Table 1.** Differences in the terms in the K13 Curriculum and the Implementation of the Independent Curriculum

No	K13	IKM
1	KIKD Core Competencies and Basic Competencies	CP Learning Outcomes
2	Syllabus	ATP Learning Objectives Flow

3	RPP	Teaching Module
4	Strengthening character education	Pancasila Student Profile
5	KTST	KOST (Education Unit Operational Curriculum)
6	Learning achievement per class	Learning achievement per phase
7	Daily assessment	summative

*Source: Processed research results, 2023*

### **Finding 3**

The level of understanding of students is better due to the freedom to choose essential material for character development based on the Pancasila student profile and soft skills. However, the selection of various materials produces different learning outcomes for each student.

### **Finding 4**

The implementation of the merdeka curriculum is more creative and the level of understanding of students is better and learning is more enjoyable due to exploring the potential of students so that the learning achievements of each phase are easier.

### **Finding 5**

Student understanding and learning outcomes are more in-depth due to post-practice field work seminars and student competency tests.

### **c. Learning Facilities**

The results of the study show that the implementation of the independent curriculum at SMKN I AL-Mubarkeya Aceh Besar is still not optimal, this is indicated by the limited facilities available in carrying out learning. Lack of supporting facilities available in learning achievement so that it is not in line with the concept of freedom of learning given to students to choose subjects according to their talents and interests due to the lack of supporting facilities to express them.

The success or failure of the teacher in carrying out learning tasks is also very dependent on the available learning facilities and also the ability of the teacher himself. Therefore, teachers must have professional competence in accordance with their field of work in order to be able to develop learning, prepare teaching materials properly, both in the form of modules, textbooks and student worksheets. At the same time, teachers must also be able to develop a dynamic learning atmosphere while still respecting their students so that they are optimal in learning. Based on the results of the study, it was not possible to run properly because there were no adequate supporting facilities so that the implementation was more theoretical and constrained in its application. Tolimited infrastructure, lack of lab equipment, lack of funds at the beginning of implementation but some facilities are supported by the committee although limited”.

### **Finding 6**

The implementation of the Ministry of Education and Culture's policy No. 56 of 2022 concerning guidelines for implementing the independent curriculum is very dependent on the learning facilities available in learning achievement.



### **Finding 7**

There are still limited facilities in schools in the implementation of learning for the recovery of learning such as the provision of practicum laboratories as supporting facilities.

The general conclusion is that the teacher's ability to master technology is not evenly distributed and there is no teacher training related to the use of technology, but the level of student understanding is better due to the freedom to choose essential material in character development based on Pancasila student profiles and soft skills so that the implementation of the independent curriculum is more creative and the level students' understanding is better due to potential exploration so that the learning outcomes of each phase are easier. On the other hand, there are still limited facilities in schools for learning recovery such as the provision of practicum laboratories as supporting facilities.

### **3.2. Creativity of Al-Mubarkeya State Vocational School 1 teachers in post-Covid 19 Pandemic learning recovery based on the Independent Curriculum:**

#### **a. Teacher creativity in learning recovery**

In the context of learning recovery, creativity from the teacher is needed in each learning achievement per phase because in general all subject matter is indeed important to learn. However, the study time available at school is very limited. So that it focuses on the essential material that is most useful according to the interests and talents of students. Based on the results of the study, it shows that "Teachers have creativity in the form of ideas in the process and various learning achievements in accommodating the various abilities and desires of students in accordance with the mandate of the independent curriculum from every essential and in-depth material".

The teacher's creativity in carrying out experiments and making projects will hone students' soft skills such as communication skills, collaboration, leadership, critical thinking, and time management. Planting the character of the Pancasila student profile occurs implicitly. Including in the learning process. Of course being proficient in various matters without being balanced with the right attitude will not provide benefits to the general public. Based on the results of the study showed that "There is creativity shown by the teacher in carrying out teaching and learning activities, as well as prior preparation by preparing teaching materials as guidelines for implementing learning activities, so that the learning atmosphere is liked by students because it uses various teaching strategies according to student characteristics.

### **Finding 8**

Findings: There is creativity from a number of teachers in implementing the independent curriculum for learning recovery, even though not all of them have received training.

#### **b. Learning Outcomes**

In carrying out learning activities to facilitate learning outcomes, of course the teachers also rely on various learning experiences. The intended teaching experience is realized through the use of varied and learner-centered learning approaches. Learning experiences are learning activities both inside and outside the classroom. The learning experience contains life skills that students need to master. Based on the results of the study that "To facilitate learning outcomes, then In general, we do the teaching and learning process in the classroom, but there are also some teachers whose lessons have practical methods, so they do it outside the classroom but still in the school grounds. Practical learning activities carried out outside of school are usually carried out by certain subject teachers, not all of them.

In carrying out the learning process in State Vocational School I AL-Mubarak teachers prioritize the involvement of all students and girls in schools using various methods. Based on the research results that "In facilitating learning outcomes the teacher facilitates students so that learning can be carried out professionally. In learning activities, of course, contains a series of activities that must be carried out by students sequentially to achieve basic competencies. Determination of the sequence of learning activities must be in accordance with the syllabus that has been prepared previously.

Acknowledgement learning achievement on activities to improve the learning process. The learning process is of course related to other activities, such as efforts to improve the abilities of all students with interests and talents, improve teacher personal performance, improve their profession, ability to communicate and get along, both with school members and with the community. Based on the results of the study that "To accelerate learning outcomes, then all the material in the theme book is adjusted or selected only the essential but studied in depth, but if the summative value is lacking before we continue we explain again about the exercise that the students have just done, so that they really understand the content and meaning.

To determine the subject matter according to the learning model by considering things in determining the goals to be achieved in learning, then considering the relationship between the material in each learning achievement. Based on the results of the study that:

*In choosing subject matter to facilitate learning outcomes, the teacher considers our abilities as students, and in providing various illustrations it must be in accordance with the talents, interests, and environmental conditions where the students live, as well as the learning model adapted to the student's character. We also expect teachers in choosing learning materials to consider non-technical matters such as combining the use of time with methods that have effective and efficient values.*

### **Finding 9**

The teacher's capacity and ability to facilitate the selection of subject matter can facilitate learning outcomes.

### **Finding 10**

The freedom given to choose the preferred learning material on the one hand can facilitate learning outcomes, but on the other hand it becomes a challenge for the teacher because the choice of material is very diverse.

### **c. Learning Module**

The teaching module is a type of teaching tool to support the implementation of the independent curriculum which includes a learning implementation plan, to help direct the learning process towards Learning Outcomes (CP). Based on the research results that "In carrying out the teaching and learning process and delivering material from teachers to students so that students are able to understand learning material in accordance with learning objectives, so far it has been more guided by modules compiled by the government, so adjustments are needed to the characteristics of students.

Then research results also show that "Actually, between teaching modules and lesson plans have a number of similarities, however, there are some differences. In the lesson plans, the document focuses more on the study time load, but in the teaching modules it focuses

more on the essential material to be delivered, then in the module there is no mention of Core Competencies and Minimum Mastery Criteria (KKM)".

In the preparation of modules and learning materials, of course, it is necessary to have various essential criteria regarding understanding the concepts of each subject through learning experiences and across disciplines. Then the module must be interesting to motivate and foster interest in learning and involve students actively in the learning process; related to previous knowledge and experience so that it is not too complex, but also not too easy for its age stage. Then it is relevant and contextual related to previous knowledge and experience, and in accordance with the context of time and the student's environment. At the same time there is continuity or linkage of the flow of learning activities according to the learning phase. Based on the results of the study that "Some of our teachers in implementing the independent curriculum did not formulate their own modules because the training on making and using the modules had not been carried out, the independent curriculum had already been implemented so this became a separate problem for us teachers".

Teaching modules contain at least learning objectives, learning steps including learning media, assessments, as well as other learning information and references that can assist teachers in carrying out learning. The teaching modules that we use are still very limited both in quality and quantity, this is also related to the budget to get these modules, so that in the implementation of the independent curriculum, only makeshift modules are used. Teaching module components can be added according to the subjects and their needs. Teachers in education units are given the freedom to develop components in teaching modules according to the environmental context and student learning needs. Based on the results of the study that "The modules provided by the school are still limited so we have to look for or to get the module we have to pay a fee so that it becomes a separate difficulty because not all students have the same financial ability".

Teaching modules are an important part of teaching in implementing the Independent Curriculum. Through this module will be a guide for teachers in carrying out learning. So that the learning process goes according to the expected learning outcomes. In the scheme of implementing the Independent Curriculum, teaching modules become a substitute for the Learning Implementation Plan (RPP). So that when the teacher has made a teaching module, there is no need to make the lesson plan, just adjust it to the Learning Objectives Flow (ATP). Based on the results of the research that "The available teaching modules are limited, they also need to be adjusted to the circumstances of our learning environment, because the various modules that we get are only a small number of those compiled by our school teachers, the rest are external modules whose content and material are not in accordance with the whole. ”.

### **Finding 11**

The uneven ability of teachers to compile modules and the number of modules from the government is very limited, so teachers are creative for adjustments based on educational units and student characteristics.

Proposition: There is creativity and the teacher's ability to facilitate the selection of subject matter so as to facilitate learning outcomes. However, the freedom to choose learning materials that students like on the one hand can facilitate learning outcomes, but on the other hand it is a challenge for teachers because of the uneven ability of teachers to compile modules and the limited number of modules from the government.

#### **d. Major Proposition**

The implementation of the Ministry of Education and Culture's Policy in the context of recovering from learning lagging has not changed in terms of equity the ability of teachers to master technology, facilities are also still limited, the number of available modules is limited but there is a change towards a better one in terms of the level of understanding of students because learning is more fun due to the creativity possessed by the teacher, making it easier to achieve learning towards soft skills.

### **V. Conclusion**

Implementation of the Ministry of Education and Culture policy No 56 of 2022 Concerning Guidelines for Implementing the Independent Curriculum at SMKN I AL-Mubarkeya Aceh Besar in post-Covid 19 pandemic learning recovery of teachers' ability to master technology, level of student understanding and learning facilities. In this case, the Al-Mubarkeya Aceh Besar State Vocational High School (SMK) implements an education system that refers to an independent curriculum with a learning system from home. Distance learning is implemented by Vocational High School (SMK) Negeri I Al-Mubarkeya Aceh Besar through an online learning system. This is a learning system without face-to-face meetings between teachers and students, but online because it uses the internet network. By implementing a learning system from home, students are reduced in the duration of their primary interactions with their teachers with each other, automatically applying physical distancing has been successful in an effort to break the chain of transmission of Covid 19. Changes in the learning process from face-to-face to online, indirectly requiring teachers to master technology which at the time before the pandemic was not considered important to master. Because without using technology the teaching and learning process can be carried out. In this case, not only students but also teachers need to adapt, especially teachers who are over fifty years old. The adaptation process did not go well so that it had implications for the student learning process which did not go well because the previous teaching and learning process was going well, during the pandemic it was interrupted because many components of the teaching and learning process could not run at all. This situation not only eliminates the potential of the teaching and learning process. In fact, there was a decline in the mastery of soft skills and hard skills which had previously been mastered by students, especially in practicum materials that used practicum equipment because most of these tools were not owned by students at home. But related to the level of understanding of students there is no problem because learning is more fun due to the freedom to choose essential material towards soft skills. Then related to the facilities available are very limited.

Creativity of Al-Mubarkeya State Vocational School 1 teachers in post-Covid 19 Pandemic learning recovery based on the Independent Curriculum covers Teacher creativity in learning recovery, learning outcomes and teaching modules and materials. With the existence of creativity and the ability of teachers in implementing an independent curriculum for learning recovery can facilitate learning outcomes. However, the smoothness of the implementation is slightly hampered due to the uneven ability of teachers and the limited number of modules and the freedom to choose learning materials is a challenge for teachers because the choice of material is very diverse. However, this is covered by the creativity of the teacher, making it easier to achieve learning.

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