

# **The Impact of Implementing Emergency Curriculum on Students' Creativity during Covid-19 Pandemic Learning**

**Mulyo Kurniati, Sarwiji Suwandi and Budhi Setyawan**  
Postgraduate Program, Sebelas Maret University Surakarta  
Jln. Ir. Sutami, 36 A Kentingan, Surakarta, Indonesia  
mulyokurniati13@student.uns.ac.id

## **Abstract**

The Covid-19 pandemic has changed the worldwide education system; one of which is demanding schools to implement Emergency Curriculum in online learning. According to the results of a quick survey of learning from homes conducted in 34 provinces in Indonesia, there are 97.6% of schools that have applied online learning with a total of respondents of 988 principals on each education rank from elementary school to high school or vocational school. This sudden change of education system brings both positive and negative impacts for students, teachers and schools. Besides, it also affects students' creativity during the teaching-learning process. This study aims to describe the impact of Emergency Curriculum implementation on students' creativity in learning drama appreciation at a vocational school during the Covid-19 pandemic period. Other than finding the positive and negative impact of implementing Emergency Curriculum, this study also shows students' creativity during online learning. This study is descriptive qualitative analyzing the impact of implementing Emergency Curriculum on students' creativity during the Covid-19 pandemic learning. Primary data is taken directly from data sources through interviews directly as well as using digital media, and observations against research informants including teachers, principals, vice principle of curriculum affairs, and students of SMKN 1 Karanganyar class Multimedia I. Secondary data is data obtained from the results of the skill scoring of making a role-play script, and various other sources such as archive documents, and other reading sources. Those collected data were then analyzed by using interactive analysis techniques validated by using data triangulation, theory, method and researcher. The findings in the study were to figure out the impact of implementing Emergency Curriculum on students' creativity during the Covid-19 pandemic learning. This was evidenced by the data of the students' assignment results along with the reality happened when research was conducted. On its implementation, this study resulted in new perspectives about the real differences between positive and negative impacts of implementing Emergency Curriculum and how it affects students' creativity during the Covid-19 pandemic learning.

## **Keywords**

Emergency Curriculum, Online Education, Learning, Covid-19 and Students' Creativity

## **1. Introduction**

The Covid-19 pandemic happening these days gives direct impact to those working in education field, such as lockdown and forced closure of schools, colleges and universities (Watermeyer et al. 2021). Not only in Indonesia, such impacts also occur worldwide so schools are forced to make the learning online with long-distance emergency teaching and with very limited period of time (Johnson et al. 2021a). Therefore, it is necessary to develop alertness in case of disaster, disease, and emergencies through the Emergency Curriculum so that the curriculum objectives become relevant, appropriate and receptive (Cahapay 2020). Since designing curriculum to respond to the current world needs and creating online educational opportunities are important, there is a possibility that many students are undergoing emotional conditions such as being not focused on learning (Carter et al. 2020; Türkoğlu 2019). Not only that, (d'Orville 2020) reveals that the impact caused by this pandemic offers opportunities for all officers in the education field to rethink about the system and discuss the best way to educate future generations. In addition, there is a greater need that results in research reports on the impact of COVID-19 pandemics on the education system (Toquero 2020) and other urgent needs to seek solutions from the region locking policy as well as social distance behaviors expected to be prolonged new socializing norms in relation to educating students in the country (Ramrathan 2020).

Unfortunately, the implementation of Emergency Curriculum on high school level is not at its best yet. (Chung et al., 2020) found results from respondents that in case of readiness in performing online learning, generally they were

between few to moderate; whereas some of them were not prepared to perform online learning due to lacks control, not being able to self-learn and efficacy of online communication. Not to mention the complex problem between affective and cognitive needs that must be met to guarantee the learners' success in online learning especially during this pandemic which will lead to dramatic changes in school commitment (Carter et al. 2020). According to the research (Mohammed et al. 2020) there are several factors that hinder the process of virtual educational transformation such as the unpreparedness of redesigning modules to fit online media in a short time, difficulties dealt by schools and students in adapting to new teaching-learning environments, distractions which cause less focused during online learning, home atmospheres that do not fit the teaching-learning processes, as well as students living in remote areas who have difficulty to access online media. This study tried to relate some of those problems to the implementation Emergency Curriculum on learning in high school which demands the use of online media. Research conducted (Karakaya et al. 2021) reveals that teachers have two different perspectives about the positive and negative impacts of the Covid-19 pandemic on the ongoing educational process. The impacts of implementing Emergency Curriculum in learning are not only negative, but somehow also positive due to the change of education systems through online learning so that students can repeat their learning independently by watching the uploaded learning recordings. These Emergency Curriculum may function as preparation for sudden changes in the future. It is therefore important to know the impact of Covid-19's pandemic on the educational process.

Living in this increasingly complex world as it is today, we are required to develop sophisticated creative solutions to address the increasingly complex problems dealt by society and schools (Thurlings et al. 2015). Speaking of survival in this 21st century, creativity is a skill that should be considered the most important among other skills that students need to master (Chu et al., 2016). However, traditionally, creativity is considered an inappropriate subject for scientific studies so it is often ignored in academic literature (Brewer 2015; Treffinger 2003). Whereas contemplating the role of creativity for the benefit of development and planting values as well as virtues leading to meaningful, peaceful, sustainable, and thoughtful lives is essential (Glaveanu et al. 2020). Creativity is an ability one has to be inventively powered and is considered an important factor for the driver of the advancement of science. In addition to that, researchers argue that learning and knowledge increases individual creativity (García-García et al. 2017). According to (Lubart et al. 2000) some aspects of learning directly related to creativity include problem solving, divergent thinking and information synthesizing so that creativity is important for all academic disciplines and all types of students' level. Thus, the author intends to analyze the impact of implementing Emergency Curriculum on students' creativity during the Covid-19 pandemic learning with the goal of being able to serve as reflections to improve education quality in Indonesia.

## **2. Finding and Discussion**

This study deals with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 on the Guidelines for the Implementation of Curriculum on Education Units under Special Conditions referred as Emergency Curriculum. In regards to its implementation, this study was previously conducted by (Zhang et al. 2020) in a Chinese country that belongs to the category of developing countries like Indonesia. Approaches made by China in implementing the Emergency Curriculum were by providing network service resources for schools, teacher training, handing authority to schools in accordance with the conditions of their respective regions, making learning transition guidelines, drawing up plans to reopen schools after the pandemic ends. Some of those approaches have also been implemented in Indonesia. Yet at its implementation, this Emergency Curriculum gave rise to two different sides to the Covid-19 pandemic learning. The impacts caused from the implementation of the Emergency Curriculum are both positive and negative. In addition, along with the implementation of this Covid-19 Emergency Curriculum, this study attempts to describe the students' creativity during the online learning.

### **2.1 Positive Impacts**

This implementation of the Emergency Curriculum certainly had a positive impact on learning in the Covid-19 pandemic period, among which can be seen through these following five points.

#### **2.1.1 Easier Learning (Online) and Flexible**

Governments and educational authorities have implemented remote learning solutions, such as creating online-based learning content, supporting teachers, providing guidance to students' families, and addressing the challenge of connectivity to facilitate online instruction and distribution of learning materials (d'Orville 2020). Better and more digital education solutions during the corona virus crisis benefit the education field today as the cause of digital technology has an important role for the future of education (Del Gaizo Moore et al. 2021). It is one of the

government's highly illustrious actions and responsibility during the pandemics. This response looks to urgency and top priority, while providing reliable, temporary, fast, and durable access to make more efficient education than having to reconstruct the whole educational ecosystem in this emergency conditions (Mohammed et al. 2020). Since learnings are conducted online, many have benefited including students and teachers. Learning can be done anywhere and at any time, not limited to the students' activity, and also give more flexibility to students (Johnson et al., 2021b; Kilburn et al. 2014). Thus, students and teachers do not have to feel worried about being exposed to the virus because they can teach and learn from home. Learning remains as it always does, the only difference is only using social media as intermediaries such as Whatsapp to communicate with students as well as Youtube to deliver material. The learning process does not occur within the alienation of the students' minds but rather is present as an interaction. The interaction here can be in form of direct interactions between students and the social environment, and in this case the social environment is teachers (Kupers et al. 2019; Steenbeek & van Geert 2013).

Furthermore, to collect student assignments, teachers use google drive. By utilizing such online media, learning feels easier and more practical and efficient. Students can still work on their responsibilities such as the assignments teachers provide with a predetermined period of time. Surely this helps the learning process more easily in the Covid-19 pandemic situation when people are required to keep a distance and stay away from the crowd. Under a research conducted by (Meroni et al. 2015) other than formal education, experience and mastery of teacher knowledge in lessons, teachers' quality can also be seen from their ability in interacting with students. According to (Sahin 2009; Jansen and Merwe 2015; Bell 2010; Bialik et al. 2015; Darwanto et al. 2021) in addition to navigation skills, interaction and collaboration in using digital media are two important skills for teachers and learners in the 21st century as teachers also need to teach students how to communicate the results of their findings online in a responsible way and careful consideration regardless social and ethical restrictions (Shen 2018). Although online learning hinder students and teachers to meet face to face in person, communication can be still well-maintained via Whatsapp. Students can ask their teachers about the materials they do not understand more freely by sending messages personally to the teachers. There is no more excuse for students to feel hesitant to ask, not like in regular offline class. So, the existence of Whatsapp helps students to ask about their concerns during class more freely.

### **2.1.2 Improving Teachers' Skills in Preparing Their Classes**

Based on the research of (Darwanto et al. 2021) there are some teachers skills that need to be improved in order to deal with online learning in the Covid-19 pandemic period. One is the skill to operate learning management systems (LMS). Most teachers are still unfamiliar with the features for tests, discussions, and presence list provided. They also have no idea yet of how to operate teaching tools such as video, audio, image edit, and online sharing features. Data proved that some teachers lack the skills necessary to teach from home (TFH). Therefore, it is necessary to conduct special training to improve teachers' skills in online teaching so that online learning can improve student achievement or at least maintain student learning results. Students' achievements in learning depend on how good teachers teach. Good teaching is a teaching-learning process conducted with mature preparation. In other words, teachers' creativity needs to be improved as well.

Therefore, there must be sufficient skills from teachers to creatively utilize existing digital media for teaching purposes. Students' creativity in learning can also be affected by the teachers' behavior, in other words teachers' creativity affects the students' ability in creation. As stated by (Soh 2017) in his research on the implications of social modeling that aim to improve students' creativity, teachers should demonstrate their creativity first as examples for students to improve their creativity. The study explained that positive social-emotional attachment between teachers and students will have an effect on the increase in student creativity. It is because by looking at social model (in this case is a creative teacher), students will be indirectly trained to be creative. It is also known that between teachers and students there is a relationship affecting each other. Likewise in teaching-learning activities there are constant interactions with those environments (Kupers et al. 2019). Social environmental involvement will also help eliminate stereotypes about creativity by providing clear information to the public about the usefulness, effects, and existence of creativity (Glaveanu et al. 2020). This is in line with the purpose of implementing Emergency Curriculum in Indonesia in which educators are required to improve their skills in mastering digital media in order to prepare learning under special conditions.

Proper teaching-learning used during this Covid-19 pandemic is those conducted via online. This online method is required for areas belong to red zoned and it was done to cope with the spread of Corona virus disease which is now the world outbreak. This online method has also been undertaken since the implementation of regulation on the Emergency Curriculum in 2020. Therefore, teachers are required to take seminars and training to prepare online

learning. Aside from these online methods, teachers also perform home visit methods to monitor students who have difficulties in performing online learning. According to the survey conducted by researchers, there are 80% of the total teachers of SMKN 1 Karanganyar who have been able to conduct online learning well. During the class, teachers provide assignments and open questions to figure up students' needs by correlating the materials to real life and make it relevant to students (Richardson & Mishra, 2018). This is done not to seek the right answers or the answers the teacher expected, but rather to make sure the students work on their assignments comprehensively so that the answers have broader spectrums.

### **2.1.3 Facilitating Regulation and School Administration**

The current regulation of Emergency Curriculum can facilitate any form of school administration. Research conducted by (Darwanto et al. 2021) also reveals that the school administration has a virtual meeting with school managers continuously to find out the characteristics of the problems that teachers face in remote teaching and seek appropriate quick solutions responding to emergency situations. Educational administrators must have known that technology was never neutral and a change inevitably gained opposition and resistance from different parties. It would however be wiser if stakeholders realized what messages attempt to be given in the presence of this online system change (Ali 2020). Any form of online administrative system change has been made, such as curriculum and logistics document changes, assignment assessment systems also began to be noticed to avoid face-to-face activities. They conducted a brief survey of teachers' shortcomings and wanted to help teach digitally. This action can minimize the spread of corona virus because people do not need to meet directly. Anyone can freely access any form of administration necessary including teachers and the rest of the school staff. Schools have prepared all online needs in form of soft files. This opinion was also brought by (Selwyn and Bulfin 2016) which discusses three examples of school technology regulations that need to be changed namely website and application regulations, personal device regulations, as well as regulations on activities and practices that still curb students' motion space in learning activities. Those regulations must be reconsidered given the fact that the learning systems conducted today have already turned into all-online. In this Covid-19 pandemic situation, any form of school policy is made by the principals of each school. School no longer depends on the regulation the central government provides, but rather all decisions are fully subscribed to the principals. Any type of school activity will be implemented based on the principal's decisions after adjusting to the situation and conditions at hand. So did the procurement of school activities conducted online. Starting from meetings via zoom, to any kind of practicum that students must perform is implemented online to protect the safety of the entire parties, especially the students.

### **2.1.4 Simplifying Online Learning Material**

Knowing that there are the many assignments charged to students in online learning, in this Emergency Curriculum the learning materials presented in the lesson plan and the 2013 curriculum (K-13) will be reduced. Not all basic competences presented on K-13 are given as the previous ones. According to (Kulikowski et al. 2021) to perform online learning, teachers and students need to compromise to determine their own standards. One consequence of this online learning is that learning activities are not performed entirely from beginning to end. In line with that opinion, the learning material presented to students on this Emergency Curriculum is only basic competences which are considered crucial or important only. Teachers also negate ongoing assessments done earlier to measure learning achievement. The form of lesson plan in this Emergency Curriculum is the one sheet lesson containing basic competencies taught, learning goals, learning steps to assessment. The difference with the previous lesson plan is also in the allocation of narrowed time. In the Covid-19 pandemic period as it is today, teachers are unlikely to charge lesson hours to students as regular learning activities.

Table 1. Basic Competencies on 2013 Curriculum Lesson Plan

BASIC COMPETENCIES	INDICATORS
3.18 Identifying the story plot, part per part and conflicts on the drama read or watched	- Collecting data of plot, conflicts, characters, and interesting things on the drama performed.
4.18 Showing one of the characters in the drama read or watched orally.	- Starring one of the characters in the drama read or watched based on the real characters of the impersonated character. - Giving arguments and revising the work result during the class discussion.

3.19 Analyzing the content and language features of the drama read or watched.	- Identifying content and language features of the drama read or watched.
4.19 Demonstrating a drama script while paying to the details of its content and language features.	- Planning drama performance and demonstrating a drama as art performance while paying to the details of stage arrangement, costumes, music, and so forth. - Giving arguments on other groups' drama performance.

Table 2. Basic Competencies 3.18 and 4.18 on K-13 revised lesson plan on Emergency Curriculum

BASIC COMPETENCIES AND INDICATORS FROM KI 3	
3.7. Identifying important points of one non-fiction book read.	<b>Indicators</b> 3.7.1. Determining important points of the book read. 3.7.2. Arranging group observation sheet considering important values inside the book.
BASIC COMPETENCIES AND INDICATORS FROM KI 4	
4.7. Arranging report of important points from one non-fiction book.	<b>Indicators</b> 4.7.1. Arranging group observation sheet considering important values inside the book. 4.7.2. Presenting and giving responses as well as revising the result of class discussion.

Taking the example of this drama appreciation learning, for KD 3.18 and KD 4.18 knowledge and skills on K-13 lesson plan about the identification of storylines, acts, and drama conflicts that are usually charged over 6 hours of lessons whereas KD 3.19 and KD 4.19 on the analysis of drama contents and language are performed over 12 hours. Now KD 3.18 and KD 4.18 are integrated into KD 3.19 and KD 4.19 thus turning into a single unit. So that appears on the Emergency Curriculum lesson plan only KD 3.7 and 4.7 on the identification of enrichment books (nonfiction) conducted during 6 hours of lessons.

## 2.2 Negative Impacts

The implementation of Emergency Curriculum in this Covid-19 pandemic period emerged some negative impacts that hindered teaching learning activities. This is in line with the opinion of (Zhang et al., 2020) which posits some difficulties among which infrastructure constraints, proportion and efficiency of online teaching are still low, as well as the unclear pedagogical teaching. The same difficulties were also found by the researchers at the time of observation at the school as follows.

### 2.2.1 Digital Gap

The implementation of this Emergency Curriculum especially on online learning has posed new problems for students who belong to the low economic category. Some studies show that there is a close correlation between poverty and educational opportunities (Morlà-Folch et al. 2020). A new type of digital gap will inevitably emerge because students need laptops, tablets, or mobile phones, as well as some type of internet access, to benefit from access to online material (d'Orville 2020). Differences in internet access speed and device types in online learning also become a concern, because this will cause some students to get exhausted while working on their assignments (Carter et al. 2020). This will lead to quite complex problems given that in the same time, students who follow online learning using mobile phones and slow Internet access will complete less work than students who have laptops and high-speed Internet access.

A study revealed that the availability of internet access at home is a primary condition of students to work on assignments that teachers provide at once to establish communication between teachers, students and parents (Stelitano et al. 2020). Although Indonesian government provided a number of aids to support distance learning as did other countries, one of them researched by (Al-Jaber & Al-Ghamdi 2020) that is by providing full paid internet access to students. But this still cannot be done maximally since Indonesia is a developing country with larger population and poor state economic condition. Many students feel overwhelmed with the assignments that teachers

give at this time of online learning in the Covid-19 pandemic period. Moreover, the assignments subjects provide one with the other have equally large burdens and responsibilities. In addition, students in vocational high schools (SMK) have other responsibilities for following internship activities in companies that the school has prepared according to their respective majors. This makes students feel stressed from too much of the assignment burden they have to work on at home. Even their home conditions are not suitable to provide full focus in learning activities. This is in line with what is stated (Brewer 2015) that there are a number of limitations related to the introduction of digital technology, such as the increase in inequality between student groups and the failure of students to connect digital technology with subject-specific knowledge.

### **2.2.2 Inadequate Infrastructure**

Facing this pandemic situation is certainly a challenge for Indonesia as a developing country that has a large population and poor economic conditions. This impacts the lack of adequate infrastructure availability particularly for students. Moreover, according to (Mohammed et al. 2020) the conditions of students' residences located in remote and rural areas will be threatened with loss of educational opportunities due to the minimum factor in the capacity of internet networks. Even (Zhang et al. 2020) said if this would cause educational injustice for those students. Whereas a study conducted by (Shahbaz et al. 2021) reveals that one of the factors that can affect the educational and economic development of a country is the availability of infrastructure, in which case it is transportation. It is not only the diversity of transportation that should be highlighted as one of the availabilities of infrastructure, but it is also worth noting the cost. This can also be an inhibitory factor for students who belong to low economic levels because they cannot afford transportation costs continuously only to travel a long distance from home to school. This is in line with what is said by (Nava 2009; Swaminathan et al. 2020) that the economic and demographic state of a family can often affect students' success in pursuing education at school. Because indeed achievements are not seen only from schools' infrastructure functions. Further, demographic data from school-age residents can also be useful to serve as simulations of predictive modeling forms in anticipation of infrastructure system needs (Sellar and Gulson 2021). Any forms of engagement closely related to data, algorithms and school infrastructure require a critical perspective and a creative approach to transparency, trust, value, and privacy issues (Shen 2018).

### **2.2.3 Inefficient Learning Time**

The education process in the Covid-19 pandemic period has both positive and negative impacts in terms of social or psychological impact and distance education for students (Karakaya et al. 2021). The learning time during the Covid-19 pandemic with Emergency Curriculum became less efficient, as teachers could not control students directly in online teaching-learning activities. This will overwhelm students who experience learning from home because they have constraints from the availability of internet access. Whereas typically, learning on traditional classrooms maximizes learning time for productive activities by utilizing the use of knowledge (He et al. 2016). Besides, the turnover of learning systems using new technologies has suddenly left teachers unprepared in doing teaching (Darwanto et al. 2021). This can inhibit teaching-learning activities as well as take longer than usual time. Especially for students who have unsupportive home environment conditions to perform learning activities, where there is another rush that keeps them out of focus or difficult to concentrate while learning is taking place. According to a research conducted by (Nonis and Hudson 2010) when students' concentrate ability is high, then learning time will have a profound impact on academic achievement. Therefore, to help maintain students' academic achievement, teachers take strategies such as texting parents or students as reminders of things to do before learning, sending daily emails, or weekly phone calls that will be more useful than sending weekly internet packages without any reminder (Stelitano et al. 2020).

## **3. Students' Creativity during the Teaching-Learning Process**

Online learning imposed under these emergency conditions can increase variation of skills to perform different tasks in order to meet the demand and challenges of unexpected learning shifts (Alturise 2020; Kulikowski et al. 2021). One of the skills students must have in the 21st century is creativity. Aside from problem solving, communication, cooperation, teamwork, critical thinking, creativity is a skill that students must master to be able to wisely utilize information and communication technology developments (Tican and Deniz 2019). A person who has sophistication in creative thinking is desperately needed to deal with the complexity of the world facing society and schools (Kupers et al. 2019; Thurlings et al. 2015). Moreover, in this pandemic situation, schools must give rapid emergency education decisions to minimize the negative impacts of education conducted during the Covid-19 pandemic (Darwanto et al. 2021).

Based on research (Rasheed et al. 2020) relating to student creativity in learning, the use of social media will be very useful to students in any case including information sharing. Increasingly relationships with external people can then generate more information sharing and thus sharing this knowledge can lead to more involvement and creativity in their research training. This is in line with the opinion (Fan and Cai 2020) that says that students' creativity can be stimulated by sharing knowledge. One of knowledges that can be used to stimulate creativity is language. This is because the role of language in the dynamics of students' creativity is considered important as one of the cultural artifacts (Glaveanu et al. 2020).

In this study, the researchers tested students' creativity using the "four p" model used by (Kaufman et al., 2008; Rhoudes. 1961) namely person, process, product, and press. First, creative people can be seen through personality, motivation, intelligence, style of thinking, emotional intelligence, or knowledge (Baer & Kaufman, 2005; Kaufman et al., 2008; Sternberg & Lubart, 1996). Second, the creative process is an actual experience during formation to be creative can be a stream of ideas and individual optimal experiences involving feelings while performing activities continuously. Third, creative product is thing created by people in the form of ideas, responses or more to real products (such as poetry, drawings, or responses to open questions or issues) in this study particularly is the drama script. Last, an environment that stimulates creativity is a family environment and a work environment or in this case is the learning environment or school. In line with Rhoudes' theory, investment theory also mentions that there are six things to assess creativity namely; intellectual ability, style of thinking, personality, motivation, knowledge, and environment (Sternberg and Lubart 1996; Ucus and Acar 2019). In addition, assignments can be submitted via Whatsapp or Google Classroom according to the teacher-controlled comfort zone (Darwanto et al. 2021). Aspects assessed in the assignment of making the drama script are the development of grooves, clarity of figures and dispositions, the development of dialogue, the suitability of themes and the pacts, the rules of playwriting.

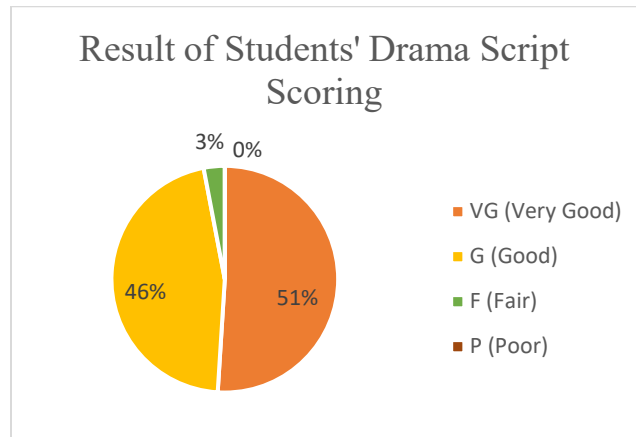


Figure 1. Result of Students' Drama Script Scoring

The results showed that all students have exceeded the limits of the Minimal Property Criteria or KKM set by teachers on 75 points. Whereas the grade average is 85 out of 35 students who finished the assignment. There are 51% students who belong to the very good category (VG) with grades range from 85-100 points, while 46% students belong to good category (G) with grades range from 70-84 points. The rest 3% students belong to fair category (F) with grades range from 60-69 points. Surprisingly none of the students belong to poor category with grades range from 0-59.

This proves that the implementation of Emergency Curriculum in drama appreciation learning can increase students' creativity who previously had difficulty working on drama appreciation assignments. Before the Covid-19 period, the assignment teachers gave was drama performance. However, this pandemic made all activities very limited and seemed impossible to perform drama shows as gathering for drama performance would provide opportunities for virus transmission. Therefore, teachers alternated the assignment by replacing the drama performance with the drama script-making. This decision is very precise and illustrious in such an urgent situation as it is today.

#### **4. Conclusion**

This Covid-19 pandemic brought new opportunities and challenges particularly to the education field. The impacts caused began from school closures, drastic change on teaching-learning activities to online systems, and change on education curriculum systems. The Emergency Curriculum was one of the government policies in education to address the adverse situation caused by the Covid-19 pandemic. The implementation of Emergency Curriculum in teaching-learning during Covid-19 pandemic also posed positive and negative impacts for students, teachers, and schools.

The positive impacts from implementing Emergency Curriculum are easier and more flexible online learning, improving teachers' skills in preparing classes, much simpler learning materials, facilitating school administration, as well as no need for schools to rely on the central government regulation. On the other hand, the negative impacts from the implementation of this curriculum are digital gaps, inadequate infrastructures, and less efficient learning time.

Both positive and negative impacts of implementing Emergency Curriculum affect students' creativity during online learning. Since the implementation of this curriculum aimed to manage proper learning systems conducted during pandemics, students are adapting to new learning environments. Although at first students and teachers found it difficult to perform online learning, the students' creativity level turned out stable proven by all students' grades that managed to exceed the limits of the Minimal Property Criteria (*KKM*).

#### **References**

- Ali, W., Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic. *Higher Education Studies*, vol. 10, no. 3, 16, 2020. <https://doi.org/10.5539/hes.v10n3p16>
- Al-Jaber, M. A., and Al-Ghamdi, S. G., Effect of virtual learning on delivering the education as part of the sustainable development goals in Qatar, *Energy Reports*, vol. 6, 2020. <https://doi.org/10.1016/j.egyr.2020.11.174>
- Baer, J., & Kaufman, J. C., Bridging generality and specificity: The amusement park theoretical (apt) model of creativity. *Roeper Review*, vol. 27, no. 3, 2005. <https://doi.org/10.1080/02783190509554310>
- Brewer, G., Creative Education, Teaching and Learning, *Creative Education, Teaching and Learning*, 2015. <https://doi.org/10.1057/9781137402141>
- Cahapay, M. B., Rethinking Education in the New Normal Post-COVID-19 Era: A Curriculum Studies Perspective, *Aquademia*, vol. 4, no. 2, 2020. <https://doi.org/10.29333/aquademia/8315>
- Carter, R. A., Rice, M., Yang, S. and Jackson, H. A., Self-regulated learning in online learning environments: strategies for remote learning. *Information and Learning Science*, vol. 121, no. 5–6, pp. 311–319, 2020. <https://doi.org/10.1108/ILS-04-2020-0114>
- Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., and Lee, C. W. Y., 21st century skills development through inquiry-based learning: From theory to practice, In *21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice*, 2016. <https://doi.org/10.1007/978-981-10-2481-8>
- Chung, E., Subramaniam, G., & Dass, L. C., Online learning readiness among university students in Malaysia amidst Covid-19, *Asian Journal of University Education*, vol. 16, no. 2, 2020. <https://doi.org/10.24191/AJUE.V16I2.10294>
- d'Orville, H., COVID-19 causes unprecedented educational disruption: Is there a road towards a new normal? *Prospects*, vol. 49, no. 1–2, 2020. <https://doi.org/10.1007/s11125-020-09475-0>
- Darwanto, B. A., Rini, S. E. S., and Herusatoto, H., Technology: Language teachers' digital and navigating skills in emergency education, *XLinguae*, vol. 14, no. 1, 2021. <https://doi.org/10.18355/XL.2021.14.01.12>
- Del Gaizo Moore, V., Scheifele, L. Z., Chihade, J. W., Provost, J. J., Roecklein-Canfield, J. A., Tsotakos, N., & Wolyniak, M. J., COVID-360: A Collaborative Effort to Develop a Multidisciplinary Set of Online Resources for Engaging Teaching on the COVID-19 Pandemic. *Journal of Microbiology & Biology Education*, vol. 22, no. 1, 2021. <https://doi.org/10.1128/jmbe.v22i1.2623>
- Fan, M., and Cai, W., How does a creative learning environment foster student creativity? An examination on multiple explanatory mechanisms, *Current Psychology*, 2020. <https://doi.org/10.1007/s12144-020-00974-z>
- García-García, C., Chulvi, V., and Royo, M., Knowledge generation for enhancing design creativity through co-creative Virtual Learning Communities. *Thinking Skills and Creativity*, vol. 24, pp. 12–19, 2017. <https://doi.org/10.1016/J.TSC.2017.02.009>
- Glaveanu, V. P., Hanchett Hanson, M., Baer, J., Barbot, B., Clapp, E. P., Corazza, G. E., Hennessey, B., Kaufman,



- J. C., Lebuda, I., Lubart, T., Montuori, A., Ness, I. J., Plucker, J., Reiter-Palmon, R., Sierra, Z., Simonton, D. K., Neves-Pereira, M. S., and Sternberg, R. J., Advancing Creativity Theory and Research: A Socio-cultural Manifesto, *Journal of Creative Behavior*, vol. 54, no. 3, 2020. <https://doi.org/10.1002/jocb.395>
- He, W., Holton, A., Farkas, G., & Warschauer, M., The effects of flipped instruction on out-of-class study time, exam performance, and student perceptions, *Learning and Instruction*, vol. 45, 2016. <https://doi.org/10.1016/j.learninstruc.2016.07.001>
- Johnson, J. B., Reddy, P., Chand, R., and Naiker, M., Attitudes and awareness of regional Pacific Island students towards e-learning, *International Journal of Educational Technology in Higher Education*, vol. 18, no. 1, 2021a. <https://doi.org/10.1186/S41239-021-00248-Z>
- Johnson, J. B., Reddy, P., Chand, R., and Naiker, M., Attitudes and awareness of regional Pacific Island students towards e-learning. *International Journal of Educational Technology in Higher Education*, vol. 18, no. 1, 2021b. <https://doi.org/10.1186/s41239-021-00248-z>
- Karakaya, F., Adıgüzel, M., Üçüncü, G., Çimen, O., and Yilmaz, M., Teachers' views towards the effects of covid-19 pandemic in the education process in Turkey. *Participatory Educational Research*, vol. 8, no. 2, 2021. <https://doi.org/10.17275/per.21.27.8.2>
- Kaufman, J. C., Plucker, J. A., and Baer, J., *Essentials of creativity assessment*, vol. 221, 2008.
- Kilburn, A., Kilburn, B., and Cates, T., Drivers of Student Retention: System Availability, Privacy, Value and Loyalty in Online Higher Education, *Academy of Educational Leadership Journal*, vol. 18, no. 4, 2014.
- Kulikowski, K., Przytuła, S., and Sułkowski, Ł., E-learning? Never again! On the unintended consequences of COVID-19 forced e-learning on academic teacher motivational job characteristics, *Higher Education Quarterly*, 2021. <https://doi.org/10.1111/hequ.12314>
- Kupers, E., Lehmann-Wermser, A., McPherson, G., and van Geert, P., Children's Creativity: A Theoretical Framework and Systematic Review, *Review of Educational Research*, vol. 89, no. 1, 2019. <https://doi.org/10.3102/0034654318815707>
- Lubart, R., Friedmann, H. and Lavie, R., Photobiostimulation as a Function of Different Wavelengths, *Laser Therapy*, vol. 12, no. 1, 2020. <https://doi.org/10.5978/islsm.12.38>
- Meroni, E. C., Vera-Toscano, E., and Costa, P., Can low skill teachers make good students? Empirical evidence from PIAAC and PISA, *Journal of Policy Modeling*, vol. 37, no. 2, 2015. <https://doi.org/10.1016/j.jpolmod.2015.02.006>
- Mohammed, A. O., Khidhir, B. A., Nazeer, A., and Vijayan, V. J., Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman, *Innovative Infrastructure Solutions*, vol. 5, no. 3, 2020. <https://doi.org/10.1007/s41062-020-00326-7>
- Morlà-Folch, T., Ríos González, O., Mara, L. C. and García Yeste, C., Impact of the extension of learning time on the learning space of the platform for people affected by mortgages Tarragona. *Learning, Culture and Social Interaction*, vol. 24, no. 100369, 2020. <https://doi.org/10.1016/J.LCSI.2019.100369>
- Nava, F. J. G., Factors in School Leaving: Variations Across Gender Groups, School Levels and Locations. *Education Quarterly*, vol. 67, no. 1, 2009.
- Nonis, S. A. and Hudson, G. I., Performance of College Students: Impact of Study Time and Study Habits, *Journal of Education for Business*, vol. 85, no. 4, 2010. <https://doi.org/10.1080/08832320903449550>
- Ramrathan, L., School curriculum in South Africa in the Covid-19 context: An opportunity for education for relevance, *Prospects*, 2020. <https://doi.org/10.1007/s11125-020-09490-1>
- Rasheed, M. I., Malik, J., Pitafi, A. H., Iqbal, J., Anser, M. K. and Abbas, M., Usage of social media, student engagement, and creativity: The role of knowledge sharing behavior and cyberbullying, *Computers & Education*, vol. 159, pp. 104002, 2020. <https://doi.org/10.1016/J.COMPEDU.2020.104002>
- Richardson, C., and Mishra, P., Learning environments that support student creativity: Developing the SCALE. *Thinking Skills and Creativity*, vol. 27, 2018. <https://doi.org/10.1016/j.tsc.2017.11.004>
- Sellar, S., and Gulson, K. N., Becoming information centric: the emergence of new cognitive infrastructures in education policy, *Journal of Education Policy*, vol. 36, no. 3, 2021. <https://doi.org/10.1080/02680939.2019.1678766>
- Selwyn, N., and Bulfin, S., Exploring school regulation of students' technology use – rules that are made to be broken? *Educational Review*, vol. 68, no. 3, 2016. <https://doi.org/10.1080/00131911.2015.1090401>
- Shahbaz, M., Mateev, M., Abosedra, S., Nasir, M. A. and Jiao, Z., Determinants of FDI in France: Role of transport infrastructure, education, financial development and energy consumption, *International Journal of Finance and Economics*, vol. 26, no. 1, pp. 1351–1374, 2021. <https://doi.org/10.1002/ijfe.1853>
- Shen, Y., Instrumenting an Agile Data Ecosystem for Intelligent Infrastructure Research, Education, and Development, *New Review of Information Networking*, vol. 23, no. 1–2, 2018.

- <https://doi.org/10.1080/13614576.2018.1537801>
- Soh, K., Fostering student creativity through teacher behaviors. *Thinking Skills and Creativity*, vol. 23, 2017. <https://doi.org/10.1016/j.tsc.2016.11.002>
- Steenbeek, H., and van Geert, P., The emergence of learning-teaching trajectories in education: A complex dynamic systems approach. *Nonlinear Dynamics, Psychology and Life Sciences*, vol. 17, no. 2, 2013.
- Stelitano, L., Doan, S., Woo, A., Diliberti, M., Kaufman, J. and Henry, D., The Digital Divide and COVID-19: Teachers' Perceptions of Inequities in Students' Internet Access and Participation in Remote Learning, *The Digital Divide and COVID-19: Teachers' Perceptions of Inequities in Students' Internet Access and Participation in Remote Learning*, 2020. <https://doi.org/10.7249/RR134-3>
- Sternberg, R. J., and Lubart, T. I., Investing in Creativity, *American Psychologist*, vol. 51, no. 7, pp. 677–688, 1996. <https://doi.org/10.1037/0003-066X.51.7.677>
- Swaminathan, A., Narayanan, M., Blossom, J., Venkataramanan, R., Saunik, S., Kim, R. and Subramanian, S. V., The state of school infrastructure in the assembly constituencies of rural india: Analysis of 11 census indicators from pre-primary to higher education, *International Journal of Environmental Research and Public Health*, vol. 17, no. 1, 2020. <https://doi.org/10.3390/ijerph17010296>
- Thurlings, M., Evers, A. T., and Vermeulen, M., Toward a Model of Explaining Teachers' Innovative Behavior: A Literature Review, *Review of Educational Research*, vol. 85, no. 3, 2015. <https://doi.org/10.3102/0034654314557949>
- Tican, C. and Deniz, S., Pre-service teachers' opinions about the use of 21st century learner and 21st century teacher skills, *European Journal of Educational Research*, vol. 8, no. 1, 2019. <https://doi.org/10.12973/eu-jer.8.1.181>
- Toquero, C. M., Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context, *Pedagogical Research*, vol. 5, no. 4, 2020. <https://doi.org/10.29333/pr/7947>
- Türkoğlu, B., Opinions of preschool teachers and pre-service teachers on environmental education and environmental awareness for sustainable development in the preschool period, *Sustainability (Switzerland)*, vol. 11, no. 18, 2019. <https://doi.org/10.3390/su11184925>
- Ucus, S., and Acar, I. H., Exploring the perceptions of student teachers about 'creative school' in early childhood education. *Early Child Development and Care*, vol. 189, no. 2, 2019. <https://doi.org/10.1080/03004430.2017.1307838>
- Watermeyer, R., Crick, T., Knight, C. and Goodall, J., COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration. *Higher Education*, vol. 81, no. 3, 2021. <https://doi.org/10.1007/s10734-020-00561-y>
- Zhang, W., Wang, Y., Yang, L. and Wang, C., Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Outbreak, *Journal of Risk and Financial Management*, vol. 13, no. 3, 2020. <https://doi.org/10.3390/jrfm13030055>

## Biographies

**Mulyo Kurniati** was born in Salatiga, February 13, 1998. The author is the second child of Mr. Marjono and Mrs. Mulyoharti. Previously, the writer was at State Elementary School 2 Kedungjati (graduated in 2009), State Junior High School 1 Bukateja (graduated in 2012), State High School 1 Purbalingga (graduated in 2015). Furthermore, the author received an Academic Achievement Improvement (PPA) scholarship and was given the opportunity to become an apprentice teacher at the Indonesian School of Singapore Ltd by the Indonesian Embassy in Singapore in 2018 when he was a student, until he completed his undergraduate studies with cum laude predicate in the Indonesian language and literature education program at Sebelas Maret University. in 2019. In the same year, the author also had the opportunity to continue his master's study at the Postgraduate Indonesian Language Education at Sebelas Maret University Surakarta using the Scopus scholarship until now. While filling his spare time, the author also works as a content creator at one of the news portals of the Pikiran Rakyat, namely Utara Times.

**Sarwiji Suwandi** is lecture in Postgraduate Indonesian Language Education at Sebelas Maret University Surakarta, Indonesia. He has publication title: Bibliomatic Analysis Researches Gender Injustice in Literary Books Using Vos Viewer in International Conference of Humanities and Social Science (ICHSS); Improving students' social intelligence using folktales during the covid-19 pandemic in International Journal of Instruction; Matrilineal marriage traditions and hegemonic masculinity in Marah Rusli's Sitti Nurbaya in Masculinidades y cambio social.

**Budhi Setyawan** is lecture in Postgraduate Indonesian Language Education at Sebelas Maret University Surakarta, Indonesia. He has publication title: Construction of test instrument to assess foreign student's competence of Indonesian language through objective test; The effectiveness of the use of pancasila based on academic writing textbooks to the attitude of nationalism of muhammadiyah university students in Central Java, Indonesia; Factors affecting writing skill using computer assisted test (CAT) in junior high school students.