



Strategies of social adaptation of students in multi ethnic schools in the new normal era in elementary school, Tegal City, Indonesia

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Abstract

This study aims to analyze the social adaptation strategies of students in the new normal era and to analyze the obstacles faced by students in social adaptation. The implementation of face-to-face learning during the COVID-19 pandemic began in early 2023. They had to adapt to situations different from before the COVID-19 pandemic. Students had to have social adaptation strategies to interact with their friends at school. Wearing masks in class and keeping a distance when interacting with friends requires strategies to avoid conflicts because PHB is a multi-ethnic Elementary School. The students come from various ethnic, religious, and cultural backgrounds. Tolerance values still have to be developed. The study used a qualitative research method, especially a case study. Observation, interviews, and documentation techniques were the techniques to collect data. Its subjects were students. Triangulation, namely, source and method triangulation, was implemented to test its credibility. Data analysis techniques include data collection, data reduction, data presentation, and concluding. Results of the study stated that there was habituation of students at school. In addition, the social capital that students have affected their social adaptation process. Students' social adaptation strategies are carried out by collaborating between students in learning and developing the value of tolerance in school activities. Obstacles to implementing students' social adaptation strategies at PHB are related to the student's age and maturity level. Another obstacle occurred in the implementation of learning in the classroom.

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Introduction

During the COVID-19 pandemic, students studied at home. They learned online. Online learning creates learning loss. According to Pratiwi (2021), if a generation experiences learning loss, it loses the opportunity to add knowledge because there is a delay in the teaching and learning process. This delay was due to the COVID-19 pandemic. Students were encouraged to continue to carry out all activities at home and not to crowd. Teachers, students, and parents need 21st-century skills to overcome learning loss (Haris et al., 2022). Teachers must have interesting learning strategies so that students do not get bored. Learning in the new normal must be packaged in a simple and meaningful way.

In the academic year of 2022/2023, face-to-face learning had begun in schools. It is in the circular letter of the Ministry of Education and Culture number 4 of 2021 regarding the implementation of face-to-face learning for the 2022/2023 academic year (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2021). According to Andiyanto (2021), learning that is carried out face-to-face in the classroom can make it possible for students to master the expected competencies. Student competence is achieved through the implementation of good learning in the class. The COVID-19 pandemic is not an excuse to ignore competencies and learning objectives. In new normal era, the Ministry of Education and Culture applies a limited face-to-face learning strategy.

Students can study at school with their teachers and friends. Teachers must apply teaching strategies to current conditions. According to Arafah and Bahri (2020), learning strategies refer to the new normal era guided by following health protocols and triggering teachers as part of the most important human resources in teaching and learning activities to have precise moves to manage learning without losing the learning essence itself. This learning strategy may be able to create a fun learning and teaching process.

According to Pane and Dasopang (2017), learning is a process of changing behavior and knowledge already possessed by humans. School learning activities must implement health protocols. On the other hand, it is a problem for students. They are used to social contact with their friends. The habit of shaking hands, embracing, and other physical contacts are symbols of student intimacy. Based on this, it is necessary to have a social adaptation strategy for students to adjust to the environment with the new order at school. Students' social adaptation

strategies are related to the way they act from a social perspective. In the school environment, they interact with each other. They experience social interaction again after not meeting directly for more than two years due to the COVID-19 pandemic. Social adaptation strategies are also planned efforts or actions carried out by individuals or groups of students to overcome problems occurring in the new school environment. All students at PHB Elementary School carry out social adaptation strategies. They are aware that they must immediately adapt to the new order at school. They are required to be obedient to several new rules at school.

The new order referred to in this case is the implementation of face-to-face activities in schools, but they are limited and must comply with health protocols. Students establish social relations with friends without removing masks, without physical contact, and having to keep a distance when communicating. Students are also encouraged to work on group assignments while adhering to health protocols. According to fifth-grade students at PHB Elementary School, this is not easy to implement. They must maintain the feelings of friends of different religions, cultures and races in their class. They are afraid of being seen as arrogant by their friends. They try to maintain social interactions at school while maintaining health protocols. Such is necessary to be studied in depth to become a reference for other schools so that students can have social adaptation strategies in schools in the new normal era. According to Muhyiddin (2020), the new normal began at the beginning of 2022. The government has started to relax community activities, including student activities in schools, both public and private.

In the city of Tegal, there are public and private schools that develop their curriculum according to the characteristics of the education unit, for example, multi-ethnic schools. One of the multi-ethnic schools in the city of Tegal is PHB Elementary School. It is a multi-ethnic school because students and teachers come from different ethnic, religious, and cultural backgrounds. Diversity in schools must be conducive to avoiding social conflict. Students need to adapt and think of ways to continue to develop the value of mutual respect and tolerance among diverse students. Students in multi-ethnic schools always prioritize common interests. They also try to protect their friends' feelings in their every word and attitude so that no one is offended. They realize that living in a diverse school environment requires developing the values of tolerance and mutual respect. This study aims to analyze the social adaptation

strategies of elementary school students in the new normal era and find out the obstacles they faced in carrying out social adaptation strategies in the new normal era, as a case study of PHB Elementary School students in Tegal City. This is because PHB is a multi-ethnic school that still exists in the dynamics of the people of Tegal City. Furthermore, this research will focus on policies taken by schools in supporting the implementation of school activities in the new normal era. This research will contribute to schools being able to start school activities during the COVID-19 pandemic, while still complying with health protocols.

Literature Review

Social Adaptation Strategies

A social adaptation strategy is a way or ability done by an individual to adjust to his social environment. The social environment changes require adaptation so that the individual can be accepted by the social environment. According to Yin et al. (2021), a person's social adaptation strategies at school are influenced by his family. The family plays a role in providing good parenting to children so that they can be better prepared to adapt to new things at school. Children are also provided with the ability by their families to make social adaptations in their lives (Neely-Prado et al., 2019).

Social adaptation can also be related to culture, because people have different cultures. The first step in the heuristic framework cultural adaptation model is to collect information. Someone who will adapt to a new environment where the people have a religious culture must understand initial information about the culture that belongs to that community (Perera et al., 2020). In life at school, students in multi-ethnic schools come from different cultures. They always try to develop tolerance in association at school, including when adapting to new habits after the COVID-19 pandemic. According to Gong et al. (2021), students with different cultural backgrounds tend to face communication difficulties. These difficulties were experienced at the beginning of adaptation. At the beginning of 2023, students (especially at PHB Elementary School, Tegal City, Indonesia) began face-to-face learning. During the COVID-19 pandemic, they learned online at their homes for about two years. It required them to adapt again to new habits at school. According to An and Chiang (2015), at the beginning of adaptation, children will experience various

obstacles. Social adaptation strategies are a crucial factor in socializing children (Sadikova, 2022).

Multi Ethnic School

Students and teachers at multi-ethnic schools come from diverse cultures and ethnicities. This school develops a tolerance value so they can adjust to each other. Tolerance is developed through learning activities, extracurricular activities, and habituation activities at school. Students in multi-ethnic schools, in this case the PHB Elementary School students in Tegal, Indonesia, need social adaptation strategies in the new normal era. According to Ranny et al. (2019), if students do not develop tolerance values at school, conflict between students occurs.

Methodology

This research used a qualitative method, specifically a case study. A case study research is used because the phenomenon occurring at one particular research location differs from the ones in other locations. The social adaptation strategies of students in one school are not the same as in other schools. The phenomenon occurring in multi-ethnic school, in this research PHB Elementary School, is more interesting. This school is a multi-ethnic school in Tegal city. Students can adapt socially in the new normal era, even though their religious, cultural and ethnic backgrounds are different. This approach can provide an overview of the events studied in research (Creswell & Clark, 2018). A qualitative approach is used to understand the events that occurred. These social events or facts are social adaptation strategies carried out by students at school after the COVID-19 pandemic. According to Satori and Komariah (2017), qualitative research is a research approach that uncovers social situations by describing reality correctly, formed by words based on techniques of collecting and analyzing relevant data obtained from natural situations. The event takes place in a particular social situation. The behavior they show is what it is and without engineering. Qualitative research views social reality holistically, complexly, dynamically, meaningfully, and its relationships are interactive (Sugiyono, 2017). It is unique and appealing because it understands social facts wholly in a multi-ethnic school environment. Students adapt to their school environment and communicate with friends who have different cultures from their own. It is the research problem.

The subjects of this research were the fifth-grade students of PHB Elementary School in Tegal, Indonesia. The number of students was 27. The informants included fifth-grade students, teachers, and the principal. The key informant is the school principal, the main informants are fifth-grade students, and an additional informant is a fifth-grade teacher at PHB Elementary School in Tegal City. The key informant is the person who is the key to this research or the first person the researcher meets in the research process to guide the researcher in obtaining various information related to the research problem. In this research, the key informant is the school principal because he is the policyholder at the school. The school principal also knows the flow or way to get the various information needed. The main informants are the persons who know exactly the answer to the research problem, in this case, the fifth-grade students who are also the research subjects. Based on information from the school principal, class V students have carried out social adaptation strategies well. Additional informants can provide the necessary supporting information. The informants have a crucial position in qualitative research because they provide data that contains information on social facts in the field. Researchers interviewed grade 5 students, teachers, and their principals. The sampling technique used in qualitative research is unlike non-qualitative research (Moleong, 2017); it was random sampling. The data source for this research is the subject from which the data needed can be obtained (Arikunto, 2013). Several students considered understanding the research problems were selected and interviewed in depth. The selection was adjusted to the needs and objectives of the research. In this case, the principal becomes an additional informant to corroborate the data. Secondary data sources include books, journal articles, and relevant references. This study also uses photos of the observation and interview process.

The locus of this research was PHB Elementary School in Tegal City. The reason for choosing the locus is because the school is a multi-ethnic school that still exists so far in the community of Tegal, which is predominantly Muslim.

Data Collection

The technique for collecting data was an interview, observation, and documentation. Moleong (2017) explains that the interview is a conversation with a specific purpose carried out by two parties. The first party was the interviewer or researcher, and the

second party was the informant or student. Interviews were conducted on students in-depth so that the data obtained were complete and followed the problems studied. The sampling technique used is purposive sampling. According to Sugiyono (2016), purposive sampling is a technique used to determine a sample with particular considerations or conforming to needs. The data validity technique used triangulation of techniques and sources.

Data Validity

In this study, credibility test (internal validity) used source and method triangulation. Source triangulation tested the data credibility by means of checking data obtained through several sources. Method triangulation can use two strategies: checking the confidence degree of research findings from several data collection techniques and checking the confidence degree of several data sources using the same method (Moleong, 2017). The triangulation technique used in this study is an examination of methods. It means comparing and rechecking the confidence degree of information obtained through different methods. Interview results can be cross-checked through the observation process so that researchers can make conclusions about the data.

Data Analysis

Data analysis techniques included four steps. First, data collection used observation, interview and documentation techniques. Second, data reduction was selecting and simplifying data obtained from various written records in the field. Third, presentation of data or information provide the possibility of taking action. Finally, conclusion was based on the data. Figure 1 describes the steps.

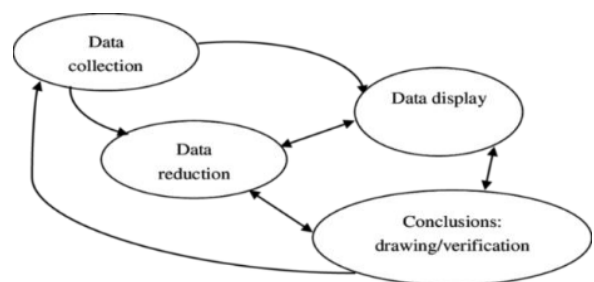


Figure 1 Components of Interactive Data Analysis Model by Milles and Huberman (1984) in Sugiyono (2016)

Figure 1 explains the data analysis technique carried out in four stages. First, data collection uses in-depth interview techniques, observation and documentation. The data were in the form of interview recordings (and then transcribed), qualitative field notes and document data. Data can also be in the form of text or images. Examples of text data were interview transcripts and the multi-ethnic school's vision and mission. The data were managed based on the research focus and according to the problem. Data were organized in the form of units or files. Second, data reduction was selecting and focusing on research and classification data. Data selection was according to the research problem. Data classification can be in the form of a matrix or data tree to produce certain concepts. This concept was the pattern of social adaptation in multi-ethnic schools. The data were organized and presented. Third, data presentation, after data reduction, is carried out to provide the possibility of taking action in order to draw conclusions. Fourth, concluding is based on data that has been collected, reduced and presented.

Results and Discussion

Adaptation Strategy of Students in Multi-Ethnic Schools in the New Normal Era

The plurality in PHB Elementary School Tegal is conducive because of the shared awareness among the school community. This school also continues to develop character values in students during the COVID-19 pandemic through various ways, one of which is online learning. The cultivation and development of student character carried out online is not yet optimal. However, the school continues to make efforts so that students can have good character.

At the beginning of the new school year 2021/2022, schools in Indonesia started to implement limited face-to-face activities, and this school year is also referred to as the new normal era. Carrying out activities at school in the new normal era means that students are allowed to carry out activities in class but still have to comply with health protocols. It is a relief for schools because teachers can educate students directly at schools. Implementation of face-to-face activities in the new normal era was not easy for students because they had not met with their friends for two years, then have to do activities together without ignoring health protocols. They need to adapt to these new conditions and

arrangements. According to Soemantri (2019), adaptation is the process of adjusting to new things regardless of whether we want it or not. Carrying out activities at school while still wearing masks makes students uncomfortable because they cannot hear their friends' voices. Students must still wear masks to prevent the spread of COVID-19. According to Nanggala (2020), the role played by the government is to enforce new normal policies or adopt new habits. New habits apply in all fields, including in the field of education. Schools are required to implement health protocols to prevent transmission of COVID-19.

The school activities in the new normal era are very different from before the COVID-19 pandemic. These differences are the reduction in the hours of student activity at school, the limitation of classroom capacity, and the regulation of social relations between students. Students must keep their distance when interacting with their friends because this is an effort to implement health protocols. The teacher always directs students to maintain a safe space in class. The students obeyed this call, including when they played with their friends on the school playfield.

The school has conditioned it so that students can play comfortably at school without causing a crowd. The student play area at school is a social arena for social interaction and developing social relationships. A field is a structured space following the rule of its function and power relations, independent of political and economic rules (Bourdieu, 2012). Students can play in the school play area with their friends, both from the same year and from different generations. According to Dimmock et al. (2022), social interaction is needed by someone during the COVID-19 pandemic. Social interactions are carried out by students in the school play area, which applies social distancing rules. Figure 2 is the school playing field during school hours in the new normal era.



Figure 2 Students playing in the school playfield

As seen in [Figure 2](#), this school has a play area so that students are comfortable doing activities without crowds. The play area provided by PHB Elementary School is very spacious. Students can play as they wish, but the health protocols are still adhered to. Student activities in the play area have also been determined by the teacher. Students may not play at only one location. Teachers divide their playgrounds so that there are no crowds at school. With the support from the school, PHB Elementary School is a school that can be a model in terms of adherence to health protocols. School activities in the new normal era have not been fully implemented; there are still activity restrictions. This is done to prevent the spread of COVID-19 in schools. According to Sayu et al. (2013), social adaptation is the one of an individual to the surrounding environment. Students need to adapt to these new conditions. They are not allowed to do activities in groups that cause physical contact. For example, when playing a game outside the classroom, games are chosen that do not cause crowds. Students' social adaptation strategies are carried out by collaborating between students in learning and developing the value of tolerance in various activities at school.

Collaboration between Students in Learning

In the year of 2021, PHB Elementary School was currently still using the 2013 curriculum. Teachers try to convey lesson material in an interesting and meaningful way for students. Before the pandemic, teachers used conventional learning media, worksheets, concrete objects, and teaching aids. However, after the pandemic, teachers began to implement IT-based media. Teachers develop learning media according to student needs. Students enjoy using game-based technology learning media. Students are also very interested in the quiz application when learning online.

The implementation of learning at PHB Elementary School begins with familiarization activities, namely, morning assembly and checking neatness by the teacher. Morning assembly is an activity aimed at training students' discipline, cooperation and tolerance in the morning. This activity was carried out in front of the school with grades 1–6. Activities are carried out in the form of games, group exercises and the teacher giving advice for 15 minutes. The initial activity after morning assembly, before students enter their respective classes, is that they are checked first by the teacher. The things to focus on are neatness, body temperature and use of masks. Teachers must ensure that only healthy students

are allowed to take part in school activities. [Figure 3](#) is a picture of students queuing for a neatness check.

[Figure 3](#) shows the students are obedient to school rules. The proof is that they are obedient in queuing for their condition to be checked. Before the pandemic, there were no health protocols implemented in schools, but during the COVID-19 pandemic, students had to strictly adhere to health protocols. The application of health protocols makes students more careful when showing intimacy with their friends during in-class learning. [Figure 4](#) is a picture of students collaborating in learning.



Figure 3 Students are queuing for a neatness check by the teacher



Figure 4 Students are working together in learning

[Figure 4](#) shows students working together in learning Social Sciences. Student C and student D are looking for material in the book together. Their religion is different. Student C is Christian and student D is Catholic, but they can show a good cooperative attitude in class. Religious differences do not make them reluctant or hesitate to make friends. They also sat next to each other without pressure from the teacher. Fifth-grade students are given freedom by the teacher in choosing their seats in class.

They choose to sit with friends who they think are suitable and comfortable to discuss things with. Student C and student D are very close even though they have different religions, ethnicities and genders. Student C comes from Chinese ethnicity and student D comes from Javanese ethnicity.

Developing the Value of Tolerance in Various Activities at School

PHB Elementary School is one of the leading multi-ethnic schools that is very obedient to health protocols in school activities. Besides, this school is a public school where all students from different cultural, religious, and racial backgrounds can enter. The students' religions are various: Christianity, Catholicism, Islam, Hinduism, and Buddhism. They take a different religious class with a different teacher.

PHB Elementary School differs from other schools in the habituation in the morning before starting the lesson. In non-multi-ethnic public and private schools, habituation is usually done by reading the holy verses of the Qur'an or tadarus, but at PHB Elementary School, religious activities have their hours. So, every time there is a religious lesson, the students will be separated according to their respective religions. The 5th-graders are Christian and Catholic. In this school, they always do prayer before and after learning. Prayer leaders are students who are determined in turn according to the order of attendance. Learning begins with guided prayer using English, but the way students pray is adjusted to their respective religions. PHB Elementary School is not only a multi-ethnic school, but it is also an international-based school, so the introduction of foreign languages is one of the main activities at this school. Diversity describes reflexively adapted representational practices (Titley, 2014). Diversity can be used as a strength in a school if it is conducive; it happened in fifth-grade.

The number of fifth-grade students of PHB Elementary School is 27 Children. They consist of 14 male and 13 female students. Their religions are Christianity and Catholicism. Religious diversity is not a barrier for them to be able to live side by side at school. Social relations between them are well established because their teachers always teach the value of tolerance in learning and in other activities at school. The school curriculum supports them. They develop the values of tolerance, togetherness, mutual help, and diversity at school. These values were developed in various circumstances, both during the COVID-19 pandemic and post-pandemic. Students are also trained to obey teachers and parents. Student

obedience in implementing health protocols at school is influenced by several factors, including parenting or habituation carried out by parents at home, social control, and norms applied at school. It becomes social capital for students. According to Bourdieu (2012), capital includes economic capital, cultural capital, social capital, and symbolic capital. The social adaptation strategy of students in schools requires social capital so that the process can run well and be able to achieve the expected goals. Getting used to obeying health protocols accustomed at home requires a process that is not short. They learn from their parents until they understand that wearing masks during the COVID-19 pandemic is necessity. They use masks at home, at school, or in social interactions. Habitus is not an accidental habit but is thought out or processed first. Habitus is a condition created as a result of a person's habituation process. According to Harris (2016), young people find ways to come together beyond and under the necessity of formal social cohesion initiatives to participate in the creation of harmonious communities. Figure 5 is an example of student habits in schools related to health protocols in schools.

Figure 5 shows that students always wash their hands in running water using soap. This is done when they enter the school area, before eating, after eating, after playing, and after activities at school. Students still obey the rules; they understand it as a necessity. The student's hand washing habit is maintained to this day. They are disciplined in implementing health protocols at school. This phenomenon is scarce in globalization; elementary school-aged children usually like to be rebellious. This is due to external elements, such as the influence of the internet. The development of the times is followed by technological developments. Technology has both positive and negative impacts. The positive impact is that it makes it easier for children to access all information about the world. The negative impact is that children like playing with gadgets. It makes students tend to be individualistic and behave as they please, without caring about what other people say.



Figure 5 Students are washing their hands after playing

Figure 6 shows students E and F (two male students who are looking at each other) asking each other about their daily test scores in religious education subjects. They took the daily test last week, and not long after, their teacher shared the results of the test. They have different religions, and the scores obtained are also different. They do not tease each other about the scores they get. They actually want to know what the contents of each other's religious education subjects are like. They ask each other questions politely, without offending each other. This shows the implementation of the value of tolerance in schools.



Figure 6 Students E and F are asking each other about the score of the religious education subject

The diversity of society has an impact on the field of education, one of which is schools (Gutentag et al., 2018). Schools are a place to learn and socialize for students. School is their second home. They learn general knowledge and good values in religious, ethnic and cultural differences.

The social adaptation strategy of students in multi-ethnic schools has been well implemented. Figure 7 is a pattern of social adaptation strategies for students in multi-ethnic schools.

Figure 7 shows that students' social adaptation strategies have a particular pattern. Family factors, peers, and school habits influenced the formation of this pattern. It affects the ability or adaptation strategies of students.

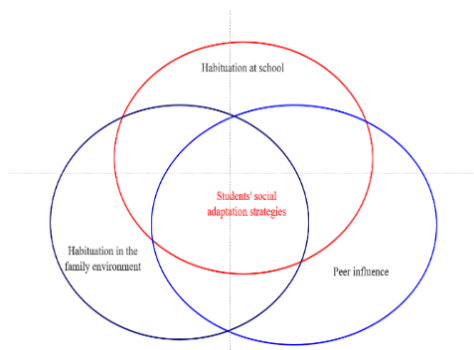


Figure 7 Patterns of social adaptation strategies of students in multi-ethnic schools

Obstacles Faced by Students in Carrying out Social Adaptation Strategies in the New Normal Era

The social adaptation strategy carried out by students at school is going well, but there are obstacles to its implementation. Based on the result of interviews with school principals, the first obstacle is the age and maturity level of students. The age range for fifth-grade elementary school students is 10–12 years. In this age range, their social skills are not yet fully developed, but they are starting to be able to socialize, work together and respect their friends. The influence of peers at school is very strong (Locke et al., 2017). Fifth-grade students are in the same age range but have different maturity level. A characteristic of student maturity is giving in and not exaggerating problems. There are 15 percent of students who still do not show mature attitudes, so sometimes they are more sensitive and easily offended in social interactions. An example of behaviour that does not show maturity is when student A calls student B in class, but student B's response cannot be heard clearly because student B is wearing a mask. It is the reason for their differences in understanding. This problem is also an obstacle to implementing social adaptation strategies in schools in the new normal era.

The second obstacle is learning activity, especially when the teacher wants to teach using cooperative learning. Teachers need to think of learning models that can be applied so that students can work together in class without physical contact. According to Ajhuri (2019), the characteristics of school-age children are having unstable emotions, having a high curiosity, comparing themselves with others, and considering something that doesn't matter. The learning model implementation in the classroom must also pay attention to the characteristics of students. According to Meriyati (2015) elementary school children are 6–13 years old. At this age, they are not yet independent; they need assistance in learning. Individual development integrates several processes: cognitive, biological, and socio-emotional (Latifa, 2017). Teachers must pay attention to all aspects of students so that they have intellectual and social intelligence as a provision for life in the future. Cognitive, affective, and psychomotor aspects are pursued through the application of cooperative learning in the classroom. According to Maulyda et al. (2021), the learning process is not optimal, causing student learning outcomes to not be optimal. Each class at PHB Elementary School has two teachers: the teacher or homeroom teacher and a companion teacher. They manage students during learning;

one teacher teaches while the other supervises. Teachers can find out which students are still lacking development and need more guidance. Figure 8 is a portrait of cooperative learning in the classroom.

Figure 8 shows that the teacher continues to innovate learning in the classroom so that students do not get bored, and the learning objectives are achieved. This learning innovation is carried out by paying attention to health protocols. Students work in groups in class during learning but must keep their distance. They keep their distance but do not offend others. A high level of multicultural awareness can be measured by the knowledge and appreciation of teachers packaged through good learning activities, to encourage positive relationships between students and teachers in creating a good classroom climate (Cherng & Davis, 2019).



Figure 8 The implementation of limited face-to-face learning in the new normal era

Conclusion

The conclusion is that the social adaptation strategy carried out by PHB Elementary School students is running well and can be a model for other schools. Students adapt without ignoring health protocols and develop the value of tolerance with students who have different cultures, ethnicities and religions at school. Students' social adaptation strategies are carried out by collaborating between students in learning and developing the value of tolerance in school activities. Obstacles to implementing students' social adaptation strategies at PHB Elementary School are related to the student's age and maturity level. The age range for fifth-grade elementary school students is 10–12 years. Students' age does not have a significant influence on their maturity. Another obstacle occurs in the implementation of learning in the classroom. Teachers must choose various learning models that suit the subject matter. This learning model must be able to develop students' cooperation abilities without involving physical

contact. Here are some recommendations. First, teachers should pay more attention to students' development levels based on age. Teachers assist those who still do not show mature behaviour at school. Teachers must also be more careful in choosing learning models in the classroom. Second, schools should better regulate the duration of activities so that students do not stay at school too long. Activities carried out include learning activities and extracurricular activities. Schools should implement a policy of reducing the duration of student activities at school. Adaptation to the new habit can start by enforcing a rule of only 4–5 hours for students to be active at school. Students should only carry out mandatory activities, not additional ones such as extracurricular activities. Students do not need to stay at school for too long to minimize the transmission of COVID-19. Third, schools should be able to use the emergency curriculum as a guide in implementing learning at school. Schools in Indonesia are allowed to use the emergency curriculum as support in implementing new habits at school. The Ministry of Education and Culture in Indonesia provides three options of curriculum for schools, including the 2013, independence and emergency curriculum.

Conflict of Interest

The authors declare that there is no conflict of interest.

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