

**KOMPETENSI DIGITAL GURU DALAM IMPLEMENTASI  
KURIKULUM 2013 PADA PEMBELAJARAN DARING  
(STUDI DESKRIPTIF DI SMP MUHAMMADIYAH 8 BANDUNG)**

**TESIS**

*Diajukan untuk memenuhi sebagian syarat memperoleh gelar  
Magister Pendidikan Pengembangan Kurikulum*



**Oleh:**

**Sarip Hidayat**

**NIM 1802991**

**PROGRAM STUDI PENGEMBANGAN KURIKULUM  
SEKOLAH PASCASARJANA  
UNIVERSITAS PENDIDIKAN INDONESIA  
2020**

**KOMPETENSI DIGITAL GURU DALAM IMPLEMENTASI  
KURIKULUM 2013 PADA PEMBELAJARAN DARING: STUDI  
DESKRIPTIF DI SMP MUHAMMADIYAH 8 BANDUNG**

Oleh  
Sarip Hidayat  
NIM 1802991

Tesis ini diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Program Studi Pengembangan Kurikulum

© Sarip Hidayat 2020

Universitas Pendidikan Indonesia

Agustus 2020

Hak Cipta dilindungi undang-undang.

Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis

**HALAMAN PENGESAHAN**  
**KOMPETENSI DIGITAL GURU DALAM IMPLEMENTASI**  
**KURIKULUM 2013 PADA PEMBELAJARAN DARING: STUDI**  
**DESKRIPTIF DI SMP MUHAMMADIYAH 8 BANDUNG**

**TESIS**

Oleh:

SARIP HIDAYAT  
NIM. 1802991

Telah disetujui oleh:

**Dosen Pembimbing Tesis**



Prof. Dr. Dinn Wahyudin, MA.  
NIP. 19540206197803100

Mengetahui,  
Ketua Program Studi Pengembangan Kurikulum  
Sekolah Pascasarjana  
Universitas Pendidikan Indonesia



Dr. Rusman, M.Pd  
NIP. 197205051998021001

## **PERNYATAAN**

Dengan ini saya menyatakan bahwa tesis dengan judul "**KOMPETENSI DIGITAL GURU DALAM IMPLEMENTASI KURIKULUM 2013 PADA PEMBELAJARAN DARING: STUDI DESKRIPTIF DI SMP MUHAMMADIYAH 8 BANDUNG**" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, 28 Agustus 2020

Yang membuat pernyataan



Sarip Hidayat

NIM 1802991

**KOMPETENSI DIGITAL GURU DALAM IMPLEMENTASI  
KURIKULUM 2013 PADA PEMBELAJARAN DARING: STUDI  
DESKRIPTIF DI SMP MUHAMMADIYAH 8 BANDUNG**

**ABSTRAK**

Mulai dari pertengahan Maret 2020, penyebaran dan penambahan kasus pandemi COVID-19 yang terjadi memaksa pemerintah menutup sekolah-sekolah dan memberlakukan belajar dari rumah atau pelaksanaan pembelajaran daring. Akibatnya implementasi kurikulum 2013 dituntut untuk melakukan penyesuaian. Penelitian terdahulu mengungkapkan bahwa pelaksanaan pembelajaran daring yang baik dalam kondisi biasa dipengaruhi oleh peran penting kompetensi digital yang dimiliki guru. Namun bagaimana pelaksanaan pembelajaran daringnya pada kondisi darurat COVID-19 masih belum diketahui. Penelitian ini bertujuan mendeskripsikan sejauh mana kompetensi digital guru mendukung dalam implementasi kurikulum 2013 pada pembelajaran daring. Kompetensi digital dapat guru dilihat pada tugas pokok guru diantaranya dimensi perencanaan, pelaksanaan, dan penilaian pembelajaran. Untuk memperoleh tujuan tersebut digunakan metode penelitian deskriptif dengan pendekatan *mixed methods*. Subjek yang dijadikan sampel penelitian adalah seluruh guru di SMP Muhammadiyah 8 Bandung, sebanyak 25 orang. Angket *self assessment* kompetensi digital guru dan implementasi kurikulum 2013 pada pembelajaran daring didistribusikan ke seluruh guru, sebanyak 23 guru memberikan responnya. Sampel pada pendekatan kualitatif secara *purposive sampling* ditetapkan sebanyak 5 responden. Hasil penelitian menunjukkan bahwa kompetensi digital guru sebagian besar guru memiliki tingkat kemampuan *integrator* (B1). Tingkat kemampuan B1 dominan pada area *digital resources*. Sedangkan implementasi kurikulum 2013 pada pembelajaran daring oleh guru-guru SMP Muhammadiyah 8 Bandung dikategorikan baik pada dimensi perencanaan, pelaksanaan, dan penilaian pembelajaran daring. Sehingga penelitian ini menemukan bahwa dimilikinya kompetensi digital yang tinggi, memberikan pengaruh yang baik terhadap kegiatan implementasi kurikulum pada dimensi perencanaan, pelaksanaan, dan penilaian pembelajaran daring yang dilakukan sebagian besar guru-guru. Meskipun pada sebagian kecil responden lainnya tidak menunjukkan pengaruh. Pada sebagian kecil responden, kompetensi digital yang dimiliki belum sepenuhnya diaplikasikan pada kegiatan implementasi kurikulum yang dilakukan oleh guru. Meskipun demikian, dalam keterbatasannya dalam kondisi pandemi COVID-19, guru-guru tetap mengupayakan penyesuaian dalam melaksanakan pembelajaran daring sesuai dengan kurikulum 2013.

**Kata Kunci:** Kompetensi Digital Guru, Implementasi Kurikulum 2013, Pembelajaran Daring

# **DIGITAL COMPETENCE TEACHER'S IN THE IMPLEMENTATION OF THE CURRICULUM 2013 ON *ONLINE* LEARNING: DESCRIPTIVE STUDY IN SMP 8 MUHAMMADIYAH BANDUNG**

## **ABSTRACT**

Starting from mid-March 2020, the spread and addition of COVID-19 pandemic cases that occurred forced the government to close schools and impose learning from home or the implementation of *online* learning. As a result, the implementation of the curriculum 2013 is required to make adjustments. Previous research has revealed that the implementation of good online learning in ordinary conditions is influenced by the important role of digital competencies that teachers have. But how the implementation of online learning in emergency conditions COVID-19 is still unknown. This study aims to describe the extent to which the digital competence of teachers supports the implementation of the 2013 curriculum in online learning. Digital competence can be seen by teachers in the main tasks of the teacher, including the dimensions of planning, implementation, and learning assessment. To obtain this objective, a descriptive research method with mixed methods approach is used. The subjects used as research samples were all teachers at SMP Muhammadiyah 8 Bandung, as many as 25 people. The self-assessment questionnaire on the digital competence of teachers and the implementation of the 2013 curriculum in online learning was distributed to all teachers, as many as 23 teachers responded. The sample in the qualitative approach using purposive sampling was determined as many as 5 respondents. The results showed that the digital competence of most teachers had an integrator ability level (B1). The level of ability of B1 is dominant in the digital resources area. Meanwhile, the implementation of the 2013 curriculum in online learning by teachers of SMP Muhammadiyah 8 Bandung is categorized good in the dimensions of planning, implementation, and assessment of online learning. So this research finds that having high digital competence has a good influence on curriculum implementation activities in the dimensions of planning, implementation, and assessment of online learning carried out by most of the teachers. Although a small number of other respondents showed no influence. For a small number of respondents, the digital competence that they possess has not been fully applied to the curriculum implementation activities carried out by the teacher. Even so, given their limitations in the COVID-19 pandemic conditions, teachers are still trying to make adjustments in implementing online learning according to the 2013 curriculum.

**Keywords:** Teacher Digital Competence, Implementation of The Curriculum 2013, *Online* Learning

## UCAPAN TERIMA KASIH

Alhamdulillah, puji serta syukur penulis panjatkan pada Allah SWT. Karena berkat izin-Nya dan segala rahmat serta karunia-Nya, penulis diberikan kekuatan dan kesempatan untuk menyelesaikan tesis ini. Dalam penulisan tesis ini, ucapan terima kasih penulis sampaikan kepada semua pihak yang telah turut serta membantu menyelesaikan setiap tahapan yang dijalani. Terlebih penulis mengucapkan terima kasih yang setulus-tulusnya kepada:

1. Kedua orang tua penulis, Ibu Isah dan Bapak Miskam yang senantiasa memberikan kasih sayang, dukungan dalam kondisi dan situasi apapun, semangat dan doa kepada penulis selama masa perkuliahan dan masa penulisan. Semoga dengan ini, penulis dapat memberikan sedikit kebahagiaan untuk Ibu dan Bapak.
2. Bapak Prof. Dr. Dinn Wahyudin, MA selaku dosen pembimbing yang senantiasa membimbing, memberikan arahan, saran, dan mendukung penulis selama proses penelitian dan penyusunan tesis.
3. Bapak Dr. Rusman, M.Pd. selaku Ketua Program Studi Pengembangan Kurikulum SPs UPI yang juga senantiasa memberikan dukungan dan motivasi selama perkuliahan hingga pada penyusunan tesis sebagai tugas akhir.
4. Bapak Taofik Yusmansyah, S.Th.I selaku Kepala Sekolah SMP Muhammadiyah 8 Bandung yang telah memberikan dukungan dan kesempatan untuk melakukan penelitian di instansi yang dipimpin.
5. Seluruh Bapak dan Ibu dosen di Program Studi Pengembangan Kurikulum yang telah memberikan banyak ilmu dan pengalaman yang berguna sebagai bekal hidup penulis.
6. Keluarga besar Pengembangan Kurikulum 2018 yang telah memberikan berbagai pengalaman selama masa perkuliahan.
7. Semua kerabat, sahabat dan pihak-pihak yang tidak dapat disebutkan satu per satu yang telah memberikan doa dan dukungan kepada penulis semoga segala amal kebaikannya dibalas oleh Allah SWT.

Penulis

## DAFTAR ISI

HALAMAN PENGESAHAN .....	iii
PERNYATAAN .....	iv
ABSTRAK.....	v
ABSTRACT.....	vi
UCAPAN TERIMA KASIH.....	vii
DAFTAR ISI.....	viii
DAFTAR TABEL.....	xi
DAFTAR GAMBAR .....	xii
BAB 1 PENDAHULUAN .....	1
A. Latar Belakang Masalah.....	1
B. Rumusan Masalah .....	10
C. Tujuan Penelitian .....	10
D. Manfaat Penelitian .....	11
E. Definisi Operasional .....	12
BAB II KAJIAN PUSTAKA.....	13
A. Kompetensi Digital Guru .....	13
1. Pengertian Kompetensi .....	13
2. Pengertian Kompetensi Guru.....	14
3. Pengertian Kompetensi Digital .....	18
4. Kompetensi Digital dalam Keterampilan Abad ke-21 .....	20
5. Kompetensi Digital untuk Guru.....	21
B. Implementasi Kurikulum 2013 .....	30
1. Pengertian Implementasi Kurikulum .....	30
2. Tahapan Implementasi Kurikulum .....	33
3. Kurikulum 2013 .....	34
C. Pembelajaran Daring atau E-learning .....	36
1. Pengertian Pembelajaran <i>E-learning</i> .....	36
2. Karakteristik Pembelajaran <i>E-learning</i> .....	38

3. Fungsi dan Manfaat Pembelajaran <i>E-learning</i> .....	41
4. Pelaksanaan Pembelajaran Daring dalam Masa Darurat Pandemi COVID-19.....	43
D. Kerangka Berpikir.....	44
 BAB III METODE PENELITIAN .....	46
A. Desain Penelitian .....	46
B. Partisipan dan Tempat Penelitian.....	47
1. Partisipan Penelitian.....	47
2. Tempat Penelitian .....	48
C. Instrumen Penelitian .....	48
D. Teknik Pengujian Instrumen .....	50
E. Teknik Analisis Data.....	51
1. Teknik Analisis Data Kualitatif .....	51
2. Teknik Analisis Data Kuantitatif .....	52
 BAB IV TEMUAN DAN PEMBAHASAN .....	56
A. Temuan Penelitian .....	56
1. Gambaran Umum Responden .....	56
2. Deskripsi Kompetensi Digital Guru SMP Muhammadiyah 8 Bandung ...	57
3. Kompetensi Digital Guru dalam Implementasi Kurikulum 2013 Pada Dimensi Perencanaan Pembelajaran Daring .....	60
4. Kompetensi Digital Guru dalam Implementasi Kurikulum 2013 Pada Dimensi Pelaksanaan Pembelajaran Daring .....	70
5. Kompetensi Digital Guru dalam Implementasi Kurikulum 2013 Pada Dimensi Penilaian Pembelajaran Daring .....	82
B. Pembahasan.....	87
1. Deskripsi Kompetensi Digital Guru SMP Muhammadiyah 8 Bandung ....	88
2. Kompetensi Digital Guru dalam Implementasi Kurikulum 2013 Pada Dimensi Perencanaan Pembelajaran Daring .....	94
3. Kompetensi Digital Guru dalam Implementasi Kurikulum 2013 Pada Dimensi Pelaksanaan Pembelajaran Daring.....	97

4. Kompetensi Digital Guru dalam Implementasi Kurikulum 2013 Pada Dimensi Penilaian Pembelajaran Daring .....	103
BAB V SIMPULAN, IMPLIKASI, DAN REKOMENDASI .....	108
A. Simpulan .....	108
B. Implikasi.....	111
C. Rekomendasi.....	112
DAFTAR PUSTAKA .....	114

## DAFTAR TABEL

Tabel 2.1 <i>Framework Kompetensi Digital untuk Pendidik</i> .....	26
Tabel 3.1 Skala Tingkat Kemahiran Kompetensi Digital .....	53
Tabel 3.2 Skala Tingkat Kemahiran Kompetensi Digital Per-Area.....	53
Tabel 3.3 Skala Persentase Kategori.....	54
Tabel 4.1 Kondisi Guru Berdasarkan Usia .....	56
Tabel 4.2 Kondisi Guru Berdasarkan Masa Kerja .....	56
Tabel 4.3 Data <i>Self Assement DigCompEdu</i> Responden .....	57
Tabel 4.4 Data <i>Self Assement DigCompEdu</i> Responden Pada Tiga Area .....	58
Tabel 4.5 Data Perhitungan Angket Pada Dimensi Perencanaan Pembelajaran Daring.	61
Tabel 4.6 Matriks Tingkat Kemampuan Kompetensi Digital dengan Dimensi Perencanaan.....	65
Tabel 4.7 Langkah-langkah Pembelajaran Daring Pada RPP Responden .....	68
Tabel 4.8 Data Perhitungan Angket Pada Dimensi Pelaksanaan Pembelajaran Daring .	70
Tabel 4.9 Matriks Tingkat Kemampuan Kompetensi Digital dengan Dimensi Pelaksanaan .....	78
Tabel 4.10 Data Perhitungan Angket Pada Dimensi Penilaian Pembelajaran Daring ....	82
Tabel 4.11 Matriks Tingkat Kemampuan Kompetensi Digital dengan Dimensi Penilaian Pembelajaran .....	85

## **DAFTAR GAMBAR**

Gambar 2.1 <i>Digital Competence Framework for Educators (DigCompEdu)</i> .....	22
Gambar 3.1 <i>Output Reliability Statistics Instrumen</i> .....	51
Gambar 4.1 Diagram <i>Self-Assesment Kompetensi Digital Pada Tiga Area</i> .....	60

## DAFTAR PUSTAKA

- Abdulhak, I., & Riyana, C. (2017). *E-Learning: Konsep & Implementasi*. Bandung: UPI Press.
- Ali, M. (2014). *Memahami Riset Perilaku dan Sosial*. Jakarta: PT. Bumi Aksara.
- Almerich, G., Orellana, N., Suárez-Rodríguez, J., & Díaz-García, I. (2016). Teachers' information and communication technology competences: A structural approach. *Computers and Education*, 100, 110–125.  
<https://doi.org/10.1016/j.compedu.2016.05.002>
- Amhag, L., Hellström, L., & Stigmar, M. (2019). Teacher Educators' Use of Digital Tools and Needs for Digital Competence in Higher Education. *Journal of Digital Learning in Teacher Education*, 35(4), 203–220.  
<https://doi.org/10.1080/21532974.2019.1646169>
- Anderson, L. (2020). ‘Smiles Are Infectious’: What a School Principal in China Learned From Going Remote. Retrieved June 7, 2020, from <https://www.edsurge.com/news/2020-03-20-smiles-are-infectious-what-a-school-principal-in-china-learned-from-going-remote>
- Andiyanto, T. (2017). Peran Guru dalam Implementasi Kurikulum 2013: Studi Pada Tk Mentari Kec. Abung Selatan Kab. Lampung Utara. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 3(1), 73.  
<https://doi.org/10.32332/elementary.v3i1.790>
- Ansyar, M. (2015). *Kurikulum: Hakikat, Fondasi, Desain, dan Pengembangan*. Jakarta: Kencana Prenadamedia Group.
- Appana, S. (2008). A Review of Benefits and Limitations of Online Learning in the ... *International Journal on E-Learning*, 7(1), 5–22.
- Archambault, L., Kennedy, K., & Bender, S. (2013). Cyber-truancy: Addressing issues of attendance in the digital age. *Journal of Research on Technology in Education*, 46(1), 1–28. <https://doi.org/10.1080/15391523.2013.10782611>
- Arikunto, S. (2010). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta.

- Bao, W. (2020). COVID -19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113–115. <https://doi.org/10.1002/hbe2.191>
- Blayone, T. (2018). Reexamining digital-learning readiness in higher education: Positioning digital competencies as key factors and a profile application as a readiness tool. *International Journal on E-Learning: Corporate, Government, Healthcare, and Higher Education*, 17(4), 425–451.
- Blayone, T. J. B., Mykhailenko, O., vanOostveen, R., Grebeshkov, O., Hrebeshkova, O., & Vostryakov, O. (2018). Surveying digital competencies of university students and professors in Ukraine for fully online collaborative learning. *Technology, Pedagogy and Education*, 27(3), 279–296. <https://doi.org/10.1080/1475939X.2017.1391871>
- Bungin, B. H. M. (2003). *Penelitian Kualitatif: Komunikasi, Ekonomi, Kebijakan Publik, dan Ilmu sosial*. Jakarta: Kencana Prenama.
- Chen, R. J. (2010). Investigating models for preservice teachers' use of technology to support student-centered learning. *Computers and Education*, 55(1), 32–42. <https://doi.org/10.1016/j.compedu.2009.11.015>
- Cho, M.-H., & Cho, Y. (2014). Instructor scaffolding for interaction and students' academic engagement in online learning: Mediating role of perceived online class goal structures. *The Internet and Higher Education*, 21, 25–30. <https://doi.org/10.1016/j.iheduc.2013.10.008>
- Clark, R. C., & Mayer, R. E. (2008). E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning, 2nd ed. In *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*, 2nd ed. San Francisco, CA, US: Pfeiffer/John Wiley & Sons.
- CNNIndonesia. (2020, April 27). Survei KPAI: Guru Tak Interaktif selama Belajar dari Rumah. *CNN Indonesia*. Retrieved from <https://www.cnnindonesia.com/nasional/20200427160228-20-497716/survei-kpai-guru-tak-interaktif-selama-belajar-dari-rumah>

- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, California: Sage Publications.
- Darmawan, D. (2014). *Pengembangan E-learning: Teori dan Desain*. Bandung: PT Remaja Rosdakarya.
- Daryanto. (2010). *Media Pembelajaran: Peranannya Sangat Penting dalam Mencapai Tujuan Pembelajaran*. Yogyakarta: Gava Media.
- Engen, B. K. E., & Engen, B. K. (2019). Understanding social and cultural aspects of teachers' digital competencies. *Comunicar. Media Education Research Journal*, 27(2), 9–18. [https://doi.org/https://doi.org/10.3916/C61-2019-01](https://doi.org/10.3916/C61-2019-01)
- European Council. (2006). Recommendation of the European Parliament and the Council on key competencies for lifelong learning. *Official Journal of the European Union*, (March 2002), 10–18. Retrieved from <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2006:394:0010:0018:en:PDF>
- Ferrari, A., Punie, Y., & Redecker, C. (2012). *Understanding Digital Competence in the 21st Century: An Analysis of Current Frameworks*. 79–92. [https://doi.org/10.1007/978-3-642-33263-0\\_7](https://doi.org/10.1007/978-3-642-33263-0_7)
- From, J. (2017). Pedagogical Digital Competence—Between Values, Knowledge and Skills. *Higher Education Studies*, 7(2), 43. <https://doi.org/10.5539/hes.v7n2p43>
- Gallardo-Echenique, E. E., de Oliveira, J. M., Marqués, L., & Esteve-Mon, F. (2015). Digital competence in the knowledge society. *Journal of Online Learning and Teaching*, 11(1), 1.
- Geith, C., & Vignare, K. (2008). Access to Education with Online Learning and Open Educational Resources: Can They Close the Gap?. *Journal of Asynchronous Learning Networks*, 12(1), 105–126.
- Ghomi, M., & Redecker, C. (2019). Digital competence of educators (DigCompedu): Development and evaluation of a self-assessment instrument for teachers' digital competence. *CSEDU 2019 - Proceedings of the 11th*

- International Conference on Computer Supported Education, 1*(June), 541–548. <https://doi.org/10.5220/0007679005410548>
- Gilinsky Jr, A., & Lawson, N. D. (2016). Digital Case Projects: Helping Students Achieve Digital Literacy and Content Mastery. *Case Research Journal*, 36(2).
- Glatthorn, A. A., & Glatthorn, A. A. (2012). *Curriculum leadership: Strategies for development and implementation*. Thousand Oaks, California: Sage Publications.
- Google, & Temasek. (2018). e-Economy SEA 2018: Southeast Asia's Internet Economy Hits An Inflection Point. Retrieved from <https://www.thinkwithgoogle.com/intl/en-apac/tools-resources/research-studies/e-economy-sea-2018-southeast-asias-internet-economy-hits-inflection-point/>
- Gunawan, I. (2015). *Metode Penelitian Kualitatif: Teori dan Praktik*. Jakarta: PT Bumi Aksara.
- Guzmán-Simón, F., García-Jiménez, E., & López-Cobo, I. (2017). Undergraduate students' perspectives on digital competence and academic literacy in a Spanish University. *Computers in Human Behavior*, 74, 196–204. <https://doi.org/10.1016/j.chb.2017.04.040>
- Hakim, A. (2015). Contribution of Competence Teacher (Pedagogical, Personality, Professional Competence and Social) On the Performance of Learning. *The International Journal Of Engineering And Science (IJES) ||*, 4(2), 1–12.
- Hamalik, O. (2006). *Pendidikan Guru, Berdasarkan Pendidikan Kompetensi*. Jakarta: Bumi Aksara.
- Hamalik, O. (2013). *Kurikulum dan Pembelajaran*. Jakarta: Bumi Aksara.
- Hänze, M., & Berger, R. (2007). Cooperative learning, motivational effects, and student characteristics: An experimental study comparing cooperative learning and direct instruction in 12th grade physics classes. *Learning and*

- Instruction*, 17(1), 29–41. <https://doi.org/10.1016/j.learninstruc.2006.11.004>
- Hatlevik, O. E., Gudmundsdóttir, G. B., & Loi, M. (2015). Examining factors predicting students' digital competence. *Journal of Information Technology Education*, 14(1), 123–137. <https://doi.org/10.28945/2126>
- Herliani, A., & Wahyudin, D. (2019). Pemetaan kompetensi teknologi informasi dan komunikasi (TIK) guru pada dimensi pedagogik. *Jurnal Penelitian Ilmu Pendidikan*, 11, 134–148. <https://doi.org/10.21831/jpipfp.v11i2.19825>
- Hidayah, R., Salimi, M., & Susiani, T. S. (2017). Critical Thinking Skill: Konsep Dan Inidikator Penilaian. *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 1(2), 127–133.
- Hung, M.-L., & Chou, C. (2015). Students' perceptions of instructors' roles in blended and online learning environments: A comparative study. *Computers & Education*, 81, 315–325. <https://doi.org/10.1016/j.compedu.2014.10.022>
- Ilomäki, L., Kantosalo, A., & Lakkala, M. (2011). *What is digital competence ? 2 . Digital competence is an evolving concept*. 1–11. Retrieved from <https://www.semanticscholar.org/paper/Digital-competence-in-the-Norwegian-teacher-and-Krumsvik/07e8f7c1d96c1b7d82a98869c1b1f6ae61682383>
- Ilomäki, L., Paavola, S., Lakkala, M., & Kantosalo, A. (2016). Digital competence – an emergent boundary concept for policy and educational research. *Education and Information Technologies*, 21(3), 655–679. <https://doi.org/10.1007/s10639-014-9346-4>
- Instefjord, E. J., & Munthe, E. (2017). Educating digitally competent teachers: A study of integration of professional digital competence in teacher education. *Teaching and Teacher Education*, 67, 37–45. <https://doi.org/10.1016/j.tate.2017.05.016>
- Irwansyah, I. (2018). Penyelenggaraan Sistem Pendidikan Tinggi Jarak Jauh Di Perguruan Tinggi Swasta. *JAS-PT (Jurnal Analisis Sistem Pendidikan Tinggi Indonesia)*, 2(1), 39–50.

- Iwarsson, S., & Ståhl, A. (2003). Accessibility, usability and universal design - Positioning and definition of concepts describing person-environment relationships. *Disability and Rehabilitation*, 25(2), 57–66.  
<https://doi.org/10.1080/dre.25.2.57.66>
- Jerald, C. D. (2009). *Defining a 21st century education*. Center for Public Education. <http://www.centerforpubliceducation.org/Learn-About/21st-Century/Defining-a-21st-Century-Education-Full-Report-PDF.pdf>
- Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory Into Practice*, 38(2), 67–73.  
<https://doi.org/10.1080/00405849909543834>
- Kemenkes. (2020). COVID-19. Retrieved from <https://covid19.kemkes.go.id/>
- Kim, K. J., Liu, S., & Bonk, C. J. (2005). Online MBA students' perceptions of online learning: Benefits, challenges, and suggestions. *Internet and Higher Education*, 8(4 SPEC. ISS.), 335–344.  
<https://doi.org/10.1016/j.iheduc.2005.09.005>
- Kim, K., Trimi, S., Park, H., & Rhee, S. (2012). The Impact of CMS Quality on the Outcomes of E-learning Systems in Higher Education: An Empirical Study. *Decision Sciences Journal of Innovative Education*, 10(4), 575–587.  
<https://doi.org/10.1111/j.1540-4609.2012.00360.x>
- Koh, J. H. L. (2013). A rubric for assessing teachers' lesson activities with respect to TPACK for meaningful learning with ICT. *Australasian Journal of Educational Technology*, 29(6), 887–900. <https://doi.org/10.14742/ajet.228>
- Krumsvik, R. (2009). Situated learning in the network society and the digitised school. *European Journal of Teacher Education*, 32(2), 167–185.  
<https://doi.org/10.1080/02619760802457224>
- Krumsvik, Rune J. (2011). Digital competence in Norwegian teacher education and schools. *Högre Utbildning*, 1(1), 39–51.
- Krumsvik, Rune Johan. (2014). Teacher educators' digital competence. *Scandinavian Journal of Educational Research*, 58(3), 269–280.

<https://doi.org/10.1080/00313831.2012.726273>

Kunandar. (2007). *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta: PT. Raja Grafindo Persada.

Kunandar. (2011). *Guru Profesional (Implementasi Kurikulum Tingkat Satuan Pendidikan dan Sukses dalam Sertifikasi Guru)* (Cetakan Ke). Jakarta: PT. Raja Grafindo Persada.

Lim, K., & Lee, D. Y. (2008). A comprehensive approach to the teacher's role in computer supported learning environments. *Society for Information Technology & Teacher Education International Conference*, 4208–4213. Retrieved from <https://www.learntechlib.org/primary/p/27916/>

Litt, E. (2013). Measuring users' internet skills: A review of past assessments and a look toward the future. *New Media & Society*, 15(4), 612–630.  
<https://doi.org/10.1177/1461444813475424>

Lund, A., Furberg, A., Bakken, J., & Engelien, K. L. (2014). What does professional digital competence mean in teacher education? *Nordic Journal of Digital Literacy*, 2014(4), 281–299.

Maderick, J. A., Zhang, S., Hartley, K., & Marchand, G. (2015). Preservice Teachers and Self-Assessing Digital Competence. *Journal of Educational Computing Research*, 54(3), 326–351.  
<https://doi.org/10.1177/0735633115620432>

Magen-Nagar, N., & Shonfeld, M. (2018). The impact of an online collaborative learning program on students' attitude towards technology. *Interactive Learning Environments*, 26(5), 621–637.  
<https://doi.org/10.1080/10494820.2017.1376336>

Mannila, L., Nordén, L.-Å., & Pears, A. (2018). Digital competence, teacher self-efficacy and training needs. *Proceedings of the 2018 ACM Conference on International Computing Education Research*, 78–85.

Margono, S. (2009). *Metode Penelitian Pendidikan*. Jakarta: Rineka Cipta.

- Marsh, C. J., & Willis, G. (2007). *Curriculum: Alternative approaches, ongoing issues*. Upper Saddle River, N.J: Pearson/Merrill Prentice Hall.
- Maudiarti, S. (2018). Penerapan E-Learning Di Perguruan Tinggi. *Perspektif Ilmu Pendidikan*, 32(1), 51–66. <https://doi.org/10.21009/pip.321.7>
- McGarr, O., & Mcdonagh, A. (2019). *Digital Competence in Teacher Education*.
- McGorry, S. Y. (2000). Measurement in a cross-cultural environment: survey translation issues. *Qualitative Market Research: An International Journal*.
- Mitchell, B. (2016). Curriculum Construction and Implementation. *International Journal of Liberal Arts and Social Science*, 4(4), 45–56.
- Moheriono. (2009). *Competency-Based Performance Measurement*. Surabaya: Ghalia Indonesia.
- Morgan, H. (2015). Online Instruction and Virtual Schools for Middle and High School Students: Twenty-First-Century Fads or Progressive Teaching Methods for Today's Pupils? *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 88(2), 72–76.  
<https://doi.org/10.1080/00098655.2015.1007909>
- Morgan, H. (2020). Best Practices for Implementing Remote Learning during a Pandemic. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 93(3), 134–140. <https://doi.org/10.1080/00098655.2020.1751480>
- Moyer, L. A., Wells, J. G., Ernst, J., Jones, B., & Parkes, K. (2016). *Engaging Students in 21 st Century Skills through Non-Formal Learning*. Retrieved from  
[https://vttechworks.lib.vt.edu/bitstream/handle/10919/70949/Moyer\\_LA\\_D\\_2016.pdf;sequence=1](https://vttechworks.lib.vt.edu/bitstream/handle/10919/70949/Moyer_LA_D_2016.pdf;sequence=1)
- Mulyadi, M. (2011). Penelitian kuantitatif dan kualitatif serta pemikiran dasar menggabungkannya. *Jurnal Studi Komunikasi Dan Media*, 15(1), 128–137.
- Mulyasa, E. (2008). *Standar Kompetensi dan Srtifikasi Guru*. Bandung: PT Remaja Rosdakarya.

- Mulyasa, E. (2010). *Kurikulum Berbasis Kompetensi: Konsep, Karakteristik, dan Implementasi*. Bandung: Remaja Rosdakarya.
- Nasbi, I. (2017). Manajemen kurikulum: Sebuah kajian teoritis. *Idaarah: Jurnal Manajemen Pendidikan*, 1(2).
- Nguyen, T. (2015). The Effectiveness of Online Learning : Beyond No Significant Difference and Future Horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309–319.
- Noonoo, S. (2020). Students are lonely:’ What happens when coronavirus forces schools online. Retrieved June 7, 2020, from EdSurge website: <https://www.edsurge.com/news/2020-03-02-students-are-lonely-what-happens-when-coronavirus-forces-schools-online>
- OECD. (2005). The Definition and Selection of Key Competencies. Executive Summary. Retrieved January 21, 2020, from The DeSeCo Project website: <http://www.oecd.org/dataoecd/47/61/35070367.pdf>
- Olofsson, A. D., Lindberg, J. O., & Fransson, G. (2017). What do upper secondary school teachers want to know from research on the use of ICT and how does this inform a research design? *Education and Information Technologies*, 22(6), 2897–2914. <https://doi.org/10.1007/s10639-017-9590-5>
- Ornstein, A. C., & Hunkins, F. P. (2016). *Curriculum: Foundation, principles and issues, 7th edition*.
- Ottestad, G., Kelentrić, M., & Gudmundsdóttir, G. B. (2014). Professional digital competence in teacher education. *Nordic Journal of Digital Literacy*, 2014(4), 243–249.
- Permadi, D. (2018). [Featured Commentary] Kesenjangan Talenta Digital Indonesia. Retrieved from <http://cfds.fisipol.ugm.ac.id/article/353/kesenjangan-talenta-digital-indonesia>
- Rappel, L. (2017). *Self-Direction in On-line Learning*. 1(1), 6–14.
- Redecker, C. (2017). *European Framework for the Digital Competence of*

- Educators: DigCompEdu* (Y. Punie, Ed.). <https://doi.org/10.2760/159770>
- Riyana, C. (2019). *Produksi Bahan Pembelajaran Berbasis Online*. Tangerang Selatan: Universitas Terbuka.
- Rosenberg, M. J. (2001). *E-Learning: Strategies for Delivering Knowledge in the Digital Age*. New York: McGraw-Hill.
- Rusman. (2012). *Belajar dan Pembelajaran Berbasis Komputer: Mengembangkan Profesionalisme Guru Abad 21*. Bandung: CV Alfabeta.
- Rusman. (2017). *Belajar & Pembelajaran: Berorientasi Standar Proses Pendidikan*. Jakarta: Prenada Media.
- Sanjaya, W. (2008). *Kurikulum dan Pembelajaran*. Jakarta: Kencana.
- Sanjaya, W. (2011a). *Perencanaan dan Desain Sistem Pembelajaran*. Jakarta: Kencana.
- Sanjaya, W. (2011b). *Strategi Pembelajaran*. Jakarta: Kencana.
- Siemens, G., Gašević, D., & Dawson, S. (2015). *Preparing for the digital university: A review of the history and current state of distance, blended, and online learning*.
- Siregar, S. (2010). *Statistika Deskriptif untuk Penelitian*. Jakarta: Rajawali Pers.
- Snelling, J., & Fingal, D. (2020). 10 strategies for online learning during a coronavirus outbreak. *International Society for Technology in Education*. Retrieved from <https://www.iste.org/explore/10-strategies-online-learning-during-coronavirus-outbreak>
- Spante, M., Hashemi, S. S., Lundin, M., & Alggers, A. (2018). Digital competence and digital literacy in higher education research: Systematic review of concept use. *Cogent Education*, 5(1), 1–21.  
<https://doi.org/10.1080/2331186X.2018.1519143>
- Sudarisman, S. (2015). Memahami Hakikat Dan Karakteristik Pembelajaran Biologi Dalam Upaya Menjawab Tantangan Abad 21 Serta Optimalisasi Implementasi Kurikulum 2013. *Florea : Jurnal Biologi Dan*

- Pembelajarannya*, 2(1). <https://doi.org/10.25273/florea.v2i1.403>
- Sudijono, A. (2010). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press.
- Sugiyono. (2014). *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Bandung: Alfabeta.
- Suharwoto, G. (2020). Pembelajaran Online di Tengah Pandemi COVID-19, Tantangan yang Mendewasakan. Retrieved April 20, 2020, from <https://www.timesindonesia.co.id/read/news/261667/pembelajaran-online-di-tengah-pandemi-covid19-tantangan-yang-mendewasakan>
- Sukardi. (2004). *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*. Jakarta: PT. Bumi Aksara.
- Sukmadinata, N. S. (2013). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- Suyanto, & Jihad, A. (2012). *Bagaimana Menjadi Calon Guru dan Guru Profesional*. Yogyakarta: Multi Pressindo.
- Teo, T., Kabakçı Yurdakul, I., & Ursavaş, Ö. F. (2016). Exploring the digital natives among pre-service teachers in Turkey: a cross-cultural validation of the Digital Native Assessment Scale. *Interactive Learning Environments*, 24(6), 1231–1244. <https://doi.org/10.1080/10494820.2014.980275>
- Tindowen, D. J. C., Bassig, J. M., & Cagurangan, J. A. (2017). Twenty-First-Century Skills of Alternative Learning System Learners. *SAGE Open*, 7(3), 1–8. <https://doi.org/10.1177/2158244017726116>
- Wahyudin, D. (2015). *Manajemen Kurikulum*. Bandung: PT Remaja Rosda Karya.
- Wahyudin, D. (2017). A Model of Education District Curriculum Management: Indonesia Case. *International Journal of Current Advanced Research*, Volume 6;(8), 5176–5183. <https://doi.org/10.24327/ijcar.2017.5183.0666>
- Wahyudin, D. (2020). Belajar dari COVID-19: Menuju Kenormalan Baru” Sistem Sarip Hidayat, 2020  
**KOMPETENSI DIGITAL GURU DALAM IMPLEMENTASI KURIKULUM 2013 PADA PEMBELAJARAN DARING: STUDI DESKRIPTIF DI SMP MUHAMMADIYAH 8 BANDUNG**  
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Pendidikan. Retrieved from Berita UPI website: <http://berita.upi.edu/25352/>
- Wahyudin, D., & Suwirta, A. (2017). The Curriculum Implementation for Cross-Cultural and Global Citizenship Education in Indonesia Schools. *EDUCARE: International Journal for Educational Studies*, 10(1), 11–22.
- Widyoko, E. P. (2013). *Teknik Penyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar.
- Wiggins, G. (2012). 7 Keys to effective feedback. *Educational Leadership*, 70, 10–16.
- WorldMeter. (2020). COVID19 Coronavirus Pandemic. Retrieved from Confirmed Cases and Deaths by Country, Territory, or Conveyance website: <https://www.worldometers.info/coronavirus/>
- Yuniarti, R. D. (2010). *Potensi E Learning Melalui Sistem Kuiah On Line Dalam Meningkatkan Kualitas Pembelajaran Di Prodi Tata Niaga Jurusan Pendidikan Ekonomi Fpeb Upi*. 414(16), 66–77.  
<https://doi.org/10.17509/manajerial.v9i1.1215>
- Zainuddin, H. (2015). Implementasi Kurikulum 2013 Dalam Membentuk Karakter Anak Bangsa. *Universum*, 9(1), 131–139.  
<https://doi.org/10.30762/universum.v9i1.80>