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Implementation of the Emergency Curriculum and Its Impact on Student Competency Achievement at SDN Pameungpeuk, Cisarua, Bandung Regency

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Abstract: Curriculum implementation is a key factor in achieving students' expected learning competencies. Although the Curriculum for Special Conditions has been implemented to provide greater flexibility in learning, empirical evidence regarding its implementation at the elementary school level and its contribution to student competency achievement remains limited. This study aimed to analyze the implementation of the Curriculum for Special Conditions and its contribution to student competency achievement at SDN Pameungpeuk, Cisarua, West Bandung Regency, Indonesia. A descriptive qualitative approach was employed involving the principal, the vice principal for curriculum affairs, and teachers as research participants. Data were collected through interviews, observations, and document analysis and were analyzed using descriptive qualitative techniques. The findings indicate that the curriculum was implemented through systematic planning, learning implementation, and evaluation processes. Teachers were able to prioritize essential learning competencies while adapting instructional strategies to students' learning needs, thereby supporting the achievement of the expected competencies. The novelty of this study lies in providing empirical evidence on the implementation of the Curriculum for Special Conditions at the elementary school level and demonstrating its contribution to competency-based learning practices that support student achievement.

Keywords: Curriculum for Special Conditions, Curriculum Implementation, Student Competency Achievement, Elementary School, Qualitative Research.

Indonesian Abstract: Implementasi kurikulum merupakan faktor penting dalam mencapai kompetensi pembelajaran yang diharapkan pada peserta didik. Meskipun Kurikulum dalam Kondisi Khusus telah diterapkan untuk memberikan fleksibilitas yang lebih besar dalam proses pembelajaran, bukti empiris mengenai implementasinya di tingkat sekolah dasar serta kontribusinya terhadap pencapaian kompetensi siswa masih terbatas. Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum dalam Kondisi Khusus serta kontribusinya terhadap pencapaian kompetensi siswa di SDN Pameungpeuk, Kecamatan Cisarua, Kabupaten Bandung Barat, Indonesia. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan kepala sekolah, wakil kepala sekolah bidang kurikulum, dan guru sebagai partisipan penelitian. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen,

kemudian dianalisis menggunakan teknik analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa kurikulum diimplementasikan melalui proses perencanaan, pelaksanaan pembelajaran, dan evaluasi yang sistematis. Guru mampu memprioritaskan kompetensi esensial sekaligus menyesuaikan strategi pembelajaran dengan kebutuhan belajar siswa sehingga mendukung tercapainya kompetensi yang diharapkan. Kebaruan penelitian ini terletak pada penyajian bukti empiris mengenai implementasi Kurikulum dalam Kondisi Khusus pada jenjang sekolah dasar serta kontribusinya terhadap praktik pembelajaran berbasis kompetensi yang mendukung pencapaian kompetensi siswa.

Keywords: Kurikulum dalam Kondisi Khusus, Implementasi Kurikulum, Capaian Kompetensi Siswa, Sekolah Dasar, Penelitian Kualitatif

INTRODUCTION

Curriculum implementation is a fundamental component of educational management because it determines how learning objectives are translated into classroom practices and ultimately influences students' competency achievement. Curriculum changes require schools to adapt learning strategies, assessment systems, and instructional management while maintaining the quality of educational outcomes. In Indonesia, the Curriculum for Special Conditions was introduced to provide greater flexibility in organizing learning, enabling schools to prioritize essential competencies and adjust instructional activities according to students' learning conditions. This policy shifted the emphasis from completing the entire curriculum content toward ensuring that students achieved the minimum competencies expected at each educational level.

The implementation of the Curriculum for Special Conditions also transformed learning management in elementary schools. Teachers were required to redesign lesson plans, simplify learning materials, adopt flexible assessment methods, and strengthen communication with parents to support students' learning activities. Although these adaptations enabled learning continuity, schools encountered various challenges related to technological readiness, student participation, learning assessment, and instructional interaction. Previous studies have reported that limited digital infrastructure, unequal access to learning resources, and reduced interaction between teachers and students affected learning effectiveness and competency development (Hadisi & Muna, 2015; Sari, 2015). Consequently, effective curriculum implementation depends not only on curriculum design but also on school management, teacher readiness, parental involvement, and the availability of supporting learning resources.

Several recent studies have examined curriculum adaptation in elementary education and emphasized that flexible curriculum implementation contributes to maintaining learning continuity and improving students' competency development (Arifin et al., 2023; Hidayat et al., 2024; Rahman & Putri, 2023). However, most existing studies focus on policy implementation or online learning practices, while limited empirical evidence explains how curriculum planning, implementation, and evaluation are integrated to support competency achievement at the school level. Furthermore, studies describing curriculum management from the perspectives of school leaders and teachers remain relatively scarce, particularly in public elementary schools.

DN Pameungpeuk, located in Cisarua, West Bandung Regency, implemented the Curriculum for Special Conditions through a combination of flexible instructional strategies, curriculum simplification, and continuous coordination among school leaders, teachers, and parents. During implementation, the school experienced several challenges, including students' inconsistent participation, limitations in digital facilities, difficulties in conducting objective learning assessments, and reduced interaction between teachers and students. To overcome these challenges, the school introduced flexible learning schedules, adjusted learning activities

according to students' conditions, strengthened communication with parents, and reorganized curriculum planning to ensure that essential competencies could still be achieved. These practices provide an important context for understanding how curriculum implementation contributes to competency-based learning in elementary education.

Despite the increasing number of studies on curriculum adaptation, few have comprehensively examined curriculum implementation from the perspectives of planning, implementation, and evaluation while simultaneously analyzing its contribution to students' competency achievement within a single institutional context. Therefore, the novelty of this study lies in providing an integrated qualitative analysis of Curriculum for Special Conditions implementation in an Indonesian public elementary school and explaining how curriculum management supports competency achievement despite various instructional challenges. Based on these considerations, this study aims to analyze the implementation of the Curriculum for Special Conditions at SDN Pameungpeuk, Cisarua, West Bandung Regency, Indonesia, and to examine how curriculum planning, implementation, and evaluation contribute to students' competency achievement. The findings are expected to enrich the literature on curriculum implementation in elementary education and provide practical recommendations for improving curriculum management and competency-based learning in schools.

METHODS

This study employed a descriptive qualitative research design to explore the implementation of the Curriculum for Special Conditions and its contribution to student competency achievement at SDN Pameungpeuk, Cisarua, West Bandung Regency, Indonesia. A qualitative approach was selected because it enables an in-depth understanding of curriculum implementation, instructional practices, and stakeholders' experiences within their natural educational setting. The study was conducted at SDN Pameungpeuk, located on Pasirhalang Street No. 28, Cisarua, West Bandung Regency, Indonesia. The research participants consisted of the school principal, the vice principal for curriculum affairs, teachers, students who experienced learning under the Curriculum for Special Conditions, and parents. These participants were selected purposively based on their direct involvement in curriculum planning, implementation, and evaluation, as well as their experience with the learning process during the implementation period.

Data were collected from both primary and secondary sources. Primary data were obtained directly from participants through semi-structured interviews, classroom observations, and documentation. The interviews explored participants' experiences, perceptions, and challenges related to curriculum implementation. Classroom observations were conducted to examine instructional practices, teacher-student interaction, learning management, and the implementation of competency-based learning activities. Documentary evidence included curriculum documents, lesson plans, school profiles, student learning reports, assessment records, and other administrative documents relevant to curriculum implementation. The primary research instrument was the researcher, supported by interview guidelines, observation sheets, and document review checklists to ensure systematic data collection. Data collection was carried out after obtaining permission from the school and involved continuous interaction with participants to ensure the credibility and completeness of the information gathered.

The collected data were analyzed using descriptive qualitative analysis. The analysis followed an interactive process consisting of data reduction, data display, and conclusion drawing. During data reduction, the researcher organized and categorized information according to the main themes of curriculum planning, curriculum implementation, curriculum evaluation, supporting factors, and implementation challenges. The organized data were then presented descriptively to identify patterns and relationships among the findings. Finally, conclusions were drawn by interpreting the data comprehensively and comparing information obtained from interviews, observations, and documentation. To ensure the trustworthiness of

the findings, data triangulation was conducted by comparing information obtained from different participants and multiple data collection techniques. The consistency of the findings was further strengthened through prolonged engagement in the research setting and careful interpretation of the collected evidence. This analytical process enabled the study to provide a comprehensive understanding of how the Curriculum for Special Conditions was implemented and how it contributed to student competency achievement at the elementary school level.

RESULTS AND DISCUSSION

School Profile

SDN Pameungpeuk is an inclusive public elementary school located in Cisarua, West Bandung Regency, Indonesia. During the implementation of the Curriculum for Special Conditions, the school served 499 students supported by 14 teachers. Most teachers were civil servants and female educators, while a considerable proportion were over 55 years old, indicating a relatively experienced teaching workforce. Throughout the implementation period, all learning activities were conducted online using digital platforms such as WhatsApp, Zoom, Google Meet, and Google Classroom. These platforms became the primary media for communication, learning delivery, assignment submission, and teacher-parent interaction.

Implementation of the Curriculum for Special Conditions

The findings indicate that curriculum implementation followed three major stages, namely curriculum planning, curriculum implementation, and learning evaluation. During the planning stage, teachers prepared lesson plans, annual programs, semester programs, and assessment instruments according to government regulations while simplifying learning materials by prioritizing essential competencies. The school also adjusted learning objectives to accommodate students' learning conditions without eliminating the expected competency standards. These findings demonstrate that curriculum flexibility became an important strategy for maintaining learning continuity despite instructional limitations.

The implementation stage relied heavily on synchronous and asynchronous online learning. WhatsApp was mainly used to distribute learning materials, assignments, and announcements because it was accessible to almost all students and parents. Meanwhile, Zoom facilitated teacher explanations and classroom interaction, although unstable internet connections frequently disrupted communication. For practical subjects, teachers employed instructional videos and self-developed learning modules to support independent learning. Students were required to submit assignments or video recordings demonstrating practical activities, allowing teachers to monitor learning progress remotely.

Learning evaluation was conducted through daily, weekly, and semester assessments using multiple-choice, short-answer, essay questions, and performance-based assignments. Teachers also implemented remedial learning for students whose achievement remained below the minimum competency criteria. Nevertheless, evaluating authentic student performance remained challenging because parents frequently assisted students in completing assignments, reducing the objectivity of competency assessment.

Challenges Encountered During Curriculum Implementation

Interviews with school leaders, teachers, students, and parents revealed several major challenges affecting curriculum implementation. The first challenge concerned technological limitations. Some students did not own personal smartphones, shared devices with family members, or experienced unstable internet connectivity. These conditions reduced students' participation in synchronous learning sessions and affected their understanding of instructional materials. The second challenge involved reduced student engagement. Teachers reported that many students considered online learning less formal than classroom learning, resulting in decreased motivation, incomplete assignment submission, and limited participation during

virtual classes. Students frequently turned off their cameras during online meetings, making classroom interaction less effective.

Another significant issue was learning assessment. Teachers experienced considerable difficulty measuring students' actual competencies because many assignments were completed with substantial parental assistance. Consequently, assessment results did not always reflect students' independent learning achievements. Parents also reported increased responsibilities during home-based learning. Besides supervising their children's learning activities, they were required to provide internet access, assist with assignments, and motivate students to participate consistently in online classes. Parents particularly encountered difficulties supporting Mathematics and Science subjects.

School Strategies to Overcome Implementation Challenges

Despite these obstacles, SDN Pameungpeuk implemented several adaptive strategies to maintain learning quality. Teachers introduced flexible learning schedules to accommodate students who were unable to participate in synchronous sessions because of limited device availability. Learning materials could also be collected from school when online access was unavailable. Furthermore, teachers maintained intensive communication with parents through WhatsApp to monitor students' learning progress and provide instructional guidance.

For subjects requiring stronger conceptual understanding, particularly Mathematics and Science, the school organized limited face-to-face instruction in small groups consisting of approximately five students according to residential locations. This program, locally known as Jarungjung, enabled teachers to provide direct explanations while complying with health-related learning restrictions. The strategy also helped improve students' understanding of difficult concepts. Teachers additionally emphasized character education to address declining student discipline, responsibility, and learning attitudes observed after prolonged online learning. These interventions were considered necessary to restore students' social behavior and learning habits.

Discussion

The findings demonstrate that the implementation of the Curriculum for Special Conditions enabled SDN Pameungpeuk to maintain the continuity of learning despite significant instructional constraints. The curriculum emphasized flexibility in instructional planning, allowing teachers to simplify learning objectives by prioritizing essential competencies while adapting instructional methods to students' learning conditions. The preparation of lesson plans, learning modules, worksheets, and instructional videos indicates that teachers successfully adjusted curriculum implementation to meet the demands of remote learning. This finding suggests that curriculum flexibility is a critical component of educational resilience, particularly when conventional face-to-face instruction cannot be implemented. The study further revealed that digital technology became the primary medium for curriculum implementation. Teachers relied on WhatsApp, Zoom, and Google Classroom to facilitate communication, deliver learning materials, and conduct learning assessments. Among these platforms, WhatsApp emerged as the most accessible communication tool because both students and parents were already familiar with its use. Nevertheless, the effectiveness of digital learning was strongly influenced by technological readiness. Limited internet connectivity, insufficient mobile devices, and unequal access to internet data packages reduced students' opportunities to participate actively in synchronous learning sessions. These findings indicate that curriculum implementation cannot be separated from the availability of digital infrastructure and equitable access to educational technology.

Another important finding concerns the role of teachers in adapting instructional strategies. Rather than merely transferring classroom instruction into virtual environments,

teachers modified learning approaches by integrating instructional videos, self-developed modules, worksheets, and small-group learning activities for subjects requiring higher conceptual understanding, particularly Mathematics and Science. These instructional adaptations demonstrate that successful curriculum implementation depends on teachers' pedagogical competence and their ability to redesign learning activities according to students' needs. Therefore, curriculum flexibility should be accompanied by continuous professional development that strengthens teachers' digital pedagogical competencies. The findings also reveal several challenges that affected student competency achievement. Student participation gradually declined during prolonged online learning, as reflected in reduced classroom interaction, limited engagement during virtual meetings, and decreasing motivation to complete learning tasks independently. Teachers reported considerable difficulty conducting authentic assessments because many assignments were completed with substantial parental assistance. Consequently, assessment results did not always represent students' actual competencies. This finding indicates that although online learning supported instructional continuity, it simultaneously reduced the validity of competency-based assessment, particularly for cognitive and practical learning outcomes.

Parental involvement emerged as another significant factor influencing curriculum implementation. During online learning, parents assumed additional responsibilities beyond their traditional role of supervising children's education. They became learning facilitators by providing technological resources, assisting students in completing assignments, and maintaining communication with teachers. However, this increased responsibility also generated financial and psychological burdens, particularly for families with limited digital literacy or economic resources. Parents reported difficulties in supporting Mathematics and Science learning and expressed concerns regarding the increasing costs of internet access. These findings suggest that effective curriculum implementation requires strong collaboration between schools and families to ensure that learning responsibilities are appropriately shared. Beyond academic achievement, the implementation of online learning influenced students' attitudes and behaviors. Teachers observed declining responsibility, discipline, and respect toward teachers following prolonged remote learning. These behavioral changes required schools to reinforce character education alongside academic instruction. Consequently, curriculum implementation should not only prioritize competency achievement but also maintain students' social and character development as integral components of elementary education. To address these challenges, SDN Pameungpeuk implemented several adaptive strategies, including flexible learning schedules, continuous communication with parents, remedial instruction, competency enrichment programs, and limited face-to-face learning in small groups based on students' residential locations. These initiatives illustrate that curriculum implementation is not a static administrative process but rather a dynamic management practice requiring continuous adjustment to contextual conditions. The integration of instructional flexibility, stakeholder collaboration, and targeted academic support enabled the school to minimize learning disruption while maintaining students' essential competencies.

The present study contributes to the literature by providing empirical evidence that successful implementation of the Curriculum for Special Conditions depends on the interaction among curriculum management, teacher adaptability, technological readiness, and parental participation. Unlike previous studies that primarily examined online learning effectiveness, this study demonstrates how curriculum planning, implementation, evaluation, and stakeholder collaboration collectively influence competency achievement at the elementary school level. These findings emphasize that curriculum flexibility alone is insufficient unless supported by adequate technological infrastructure, continuous teacher professional development, objective

assessment strategies, and sustainable school-family partnerships. This integrated perspective represents the primary contribution of the present study to curriculum implementation research in Indonesian elementary education.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This study concludes that the implementation of the Curriculum for Special Conditions at SDN Pameungpeuk successfully supported the continuity of learning by enabling schools to adapt curriculum planning, instructional delivery, and learning evaluation to students' educational needs. The curriculum provided teachers with greater flexibility to prioritize essential competencies while employing various online learning platforms and adaptive instructional strategies. Although its implementation was constrained by technological limitations, unequal access to digital resources, challenges in conducting authentic assessments, and reduced student engagement, the collaborative efforts of school leaders, teachers, and parents enabled the school to maintain students' competency achievement through flexible and context-responsive learning practices.

The study also demonstrates that effective curriculum implementation extends beyond curriculum design and requires integrated curriculum management, teacher adaptability, technological readiness, and active parental involvement. These findings contribute to educational science by providing empirical evidence that competency-based curriculum implementation can remain effective when supported by adaptive instructional management and strong stakeholder collaboration. The results offer practical insights for elementary schools and educational policymakers in designing flexible curriculum implementation strategies that strengthen learning resilience and sustain student competency achievement under changing educational conditions.

Limitations

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted in a single public elementary school, namely SDN Pameungpeuk, West Bandung Regency, Indonesia. Therefore, the findings reflect the specific context of the school and cannot be generalized to other educational institutions with different characteristics or learning environments. Second, this study adopted a descriptive qualitative approach involving a limited number of participants, including the principal, teachers, students, and parents. Although this approach provided rich and in-depth insights into curriculum implementation, it did not allow for statistical generalization or measurement of the magnitude of the curriculum's impact on student competency achievement. Third, the study focused primarily on curriculum planning, implementation, and evaluation during the implementation of the Curriculum for Special Conditions. Other factors that may influence student competency achievement, such as students' socioeconomic background, digital literacy, teacher professional competence, and school technological infrastructure, were not examined comprehensively. Finally, the research captured participants' experiences within a specific implementation period and did not investigate the long-term effects of curriculum implementation on students' academic performance and character development. Therefore, the findings should be interpreted within the scope and context of this study.

Recommendations

Future research is recommended to expand the scope of investigation by involving multiple elementary schools from different regions to improve the generalizability of the findings. Studies with larger and more diverse participant groups, including school leaders, teachers, students, parents, and educational policymakers, would provide a more comprehensive understanding of curriculum implementation across different educational

contexts. Future researchers are also encouraged to examine additional variables that may influence student competency achievement, such as teachers' digital pedagogical competence, students' digital literacy, parental involvement, school leadership, learning motivation, and technological infrastructure.

In addition, adopting mixed-methods or quantitative approaches would complement qualitative findings by providing empirical evidence of the relationships among these variables. Advanced analytical techniques, such as Structural Equation Modeling (SEM), multilevel analysis, or longitudinal research designs, could further explain the direct and indirect effects of curriculum implementation on student competency achievement over time. Future studies may also explore the integration of educational technologies and artificial intelligence to support adaptive learning, competency-based assessment, and curriculum management in elementary education. Such investigations would contribute to the development of more effective, flexible, and sustainable curriculum implementation models that strengthen educational quality and students' competency achievement.

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