

A Descriptive Study on the English Teachers' Perception and Implementation of Curriculum 2013 at SMP Lab Hamzanwadi Pancor Lombok Timur

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Abstarct

This study aims to determine how the English teachers implement Curriculum 2013 in the teaching and learning process in the classroom. The implementation of Curriculum 2013 requires teachers to organize effective learning. There are at least five things that need to be considered with regard to the organization of learning in the implementation of Curriculum 2013, the implementation of learning, procurement and development experts, utilization of expertise and resources of the community, as well as the development and structuring policy. The successful learning in the implementation of the Curriculum 2013 is the entire process of learning, competence and character formation of students is planned. For this purpose, the core competencies, basic competencies, material standards, indicators of learning outcomes, and time should be set in accordance with the interests of learning so that learners are expected to have the opportunity and the optimal learning experience. This study was a descriptive qualitative research. Descriptive because it describes about the characteristics of a phenomenon being studied, and this study described about the English teachers' perception and implementation in the Curriculum 2013. There were two variables in this study, the first one were the English teachers' perception and the second one was implementation of the 2013 curriculum. The participants in this study there were two English teachers' in SMP Lab. Hamzanwadi Pancor. The data of the study used documentation of Curriculum 2013, interview, and observation. Descriptive qualitative data analysis used in this study was adopted from the qualitative data analysis techniques of Huberman (1994) that was data reduction, data display, and verification. The result of the study shows that the English teachers' perception at SMP Lab. Hamzanwadi found difficulties to implement the Curriculum 2013 before they followed the socialization and after they followed the socialization the English teachers have been trying to be professional in designing affective and meaningful learning process, learning organizations, learning approach, procedure and establishing effective competencies, as well as setting criteria for success. Besides, the implementation of Curriculum 2013 has been done by the English teachers at SMP Lab. Hamzanwadi Pancor.

Keywords: *Descriptive, Perception, Implementation, Curriculum 2013.*

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INTRODUCTION

Education cannot be separated from our life. Lodge (1974, p. 23), says, “in this sense, life is education, and education is life”. It means that life has educational values, because life gives the effect to education for a person or society. According to Freire (2007, p. 18), education should be oriented to the reality of human being. Therefore, when education is expected to achieve the goal of human life, it is arranged methodically as in the form of curriculum. Curriculum is made based on learners’ needs and is developed to achieve certain aims of education. Because of the development of the human needs, especially in education field, many governments always try to make better standards for teaching and learning process. Echoing this, Nunan (2003, p. 5), argues that “For many years, the goal of language pedagogy was to find the right method”. For example, in Indonesia the government develops a new curriculum as the new standard for teaching and learning process.

In relation to a National Curriculum, we still face various problems. One of the problems of our education is still prevalent today is the presence of a rotating curriculum overload the kid with no direction of development is actually implemented in accordance with the desired changes in the curriculum. The problems that arise at SMP Lab Hamzanwadi Pancor are the teachers give more emphasis on cognitive aspect. In fact, the teacher should also pay attention on the affective and psychomotor aspects proportionally. The teachers are required to continue to add their knowledge and broaden their horizons, especially after the implementation of Curriculum 2013. Because this curriculum requires teachers to be more creative and innovative in teaching and learning process, i.e. the teachers must be a human learner.

However, this purpose is not always easy. It is undeniable that the curriculum changes always lead to the improvement of the education system. The changes were made because they are not in accordance with the desired expectation that the need for the revitalization of the curriculum. The effort must be done for the sake of today generation character, who understand the identity of his nation and create a superior child, is able to compete internationally curricula are dynamic because it is always changing according to the development and challenges of the times. The more advanced the civilization of a nation, the more severe are also the challenges it faces. Competition intensified science done by the international community, so that Indonesia is also required to be able to compete globally to raise the dignity of the

nation. Therefore, in order to face the challenges that are coming to our education, curriculum rigor and implementation is needed to improve education performance is far behind the developed countries in the world.

Recently, under the government regulation number 32/2013, the National Education Ministry of Indonesia has launched Curriculum 2013. The Curriculum 2013 is a school-based curriculum, which is constructed, developed, and implemented by each education unit (school). The purpose of Curriculum 2013 is to nurture the young generations of Indonesia in turn to be religious, productive, creative, and innovative citizens who could contribute for the social life of Indonesia and social life in all over the world (Permendikbud Number 68/2013).

Based on the observation in SMP Lab Hamzanwadi Pancor, there was several problems that English teachers' face in their teaching and learning conditions to implement the Curriculum 2013, which changes the learning process from teacher centered to student centered, lack of spiritual moral, cultural reading and research is still low, the lack of mastery of the administration, and that teachers more emphasize on cognitive aspects.

The English standard competences in the Curriculum 2013 are developed to achieve three domains of educational aims. They are affective, cognitive, and psychomotor aspects (Amri 2013. p. 39). The affective aspect is related to emotions, feelings and attitudes. The cognitive aspect is related to knowledge and understanding. The psychomotoric aspect is related to motoric skill. As the main foreign language in this country, English has become a compulsory subject in junior high school until the university. Indonesian government has implemented English into the academic curriculum. The government has developed English standard competence stated in curriculum as the standard of teaching and learning English process. In this study analyzed the English teachers' perception and implementation of the Curriculum 2013 in the classroom.

In the Curriculum 2013, teachers are required to be professionally designing effective and meaningful learning, organizing learning, choosing the right learning approach, determining the learning procedure and the establishment of effective competencies, as well as setting criteria for success. The implementation of Curriculum 2013 is the actualization of curriculum, learning and competence and character formation of students. It requires the activity of teachers to create and grow a variety

of activities in accordance with the plans that have been programmed. Teachers should be aware that learning has properties very complex because it involves aspects of pedagogical, psychological and didactic simultaneously.

The implementation of Curriculum 2013 requires teachers to organize effective learning. There are at least five things that need to be considered with regard to the organization of learning in the implementation of Curriculum 2013, the implementation of learning, procurement and development experts, utilization of expertise and resources of the community, as well as the development and structuring policy. The implementation of Curriculum 2013 is competency-based learning can be done with a variety of approaches. Such approaches include contextual teaching and learning, role play, participative teaching and learning, mastery learning, and constructivism teaching and learning.

The successful learning in the implementation of the Curriculum 2013 is the entire process of learning, competence and character formation of students is planned. For this purpose, the core competencies, basic competencies, material standards, indicators of learning outcomes, and time should be set in accordance with the interests of learning so that learners are expected to have the opportunity and the optimal learning experience. In this case, learning is essentially a process of interaction between the learners and the environment, resulting in a change of behavior towards the better. Effective implementation is the result of interaction between the implementation strategy, the structure of the curriculum, the purpose of education, and school leadership. Therefore, optimizing the implementation of the Curriculum 2013 required a strategic effort to synergize these components, especially teachers and principals to cultivate the curriculum. Cultivating the curriculum can be interpreted that the implementation of the curriculum into the school culture, which reflect the dominant values, norms, and beliefs of all citizens of the school, both students, teachers, principals, and other education personnel.

Based on the elaboration above, I have done a research on the English teachers' perception and implementation of the Curriculum 2013 at SMP Lab. Hamzanwadi Pancor.

METHOD

This study was a descriptive qualitative research. There were two variables in this study, the first one was the English teachers' perception and the second one was

implementation of the 2013 curriculum. The participants in this study were the two English teachers' in SMP Lab. Hamzanwadi Pancor because I only to do a research especially for English teachers' in order to know how their perception and implementation of the Curriculum 2013 in their teaching and learning.

The techniques of collecting data were chosen in order to collect the expected data for this study, these include:

1. Documentation of Curriculum 2013 and teachers' teaching documents. The main component of Curriculum 2013 is syllabus that is a learning plan on a lesson. The Curriculum 2013 components are: a. Component of Interest, b. Component of Content and Program Structure, c. Components of Media, d. Components of Teaching and Learning Strategies, and e. Components of Teaching and Learning.

2. Interview is a conversation where questions are asked and answers are given, with the English teachers of SMP Lab. Hamzanwadi Pancor about teachers' perception and implementation of Curriculum 2013. Interview refers to a one on one conversation with the one person acting in the role of the interviewer and the other in the role of interviewee. The interviewer asks questions, the interviewee responds, with participants taking turns talking. The interviewee in this study was the English teachers' at SMP Lab Hamzanwadi Pancor. There were two English teachers' in this school that was interviewed.

3. Classroom observation usually means the action or process of observing something or someone carefully or in order to gain information (Hylander, 2000). It is different from other methods in that data occur not necessarily in response to the researcher's stimulus. I was observed how the English teachers' implementing the Curriculum 2013 in English lesson by record the data. The preparation in this classroom observation was make the ordinances of observation, do the observations carefully, and making the notes of observations. Classroom observation has many valid and important educational purposes. This section summarizes three important purposes or areas where systematic classroom observation has been widely used: (1) description of instructional practices, (2) investigation of instructional inequities for different groups of students, and (3) improvement of teachers' classroom instruction based on feedback from individual classroom or school profiles.

Research data analysis was the data on the aspect of English teachers' perception and implementation in Curriculum 2013. The data functions to know how

English teachers implement the Curriculum 2013. Descriptive qualitative data analysis used in this study was adopted from the qualitative data analysis techniques of Huberman (1994), which includes:

1. Data reduction means summarizing, choose the basic things, focusing on the things that are important, look for themes and pattern. In this technique the writer summarize the direct data contact with the participants, events and situation on the place of research. And also in this data reduction the writer make note and save the data.
2. Data display by presenting the data it will be easier to understand what happens, plan the next work, based on what was understood. In this technique, the writer involved in presenting the data collected considering that many qualitative research compose a narrative text.
3. Verification was a conclusion of the study that were drawn from the results of the data reduction and data display which is a temporary conclusion. These tentative conclusions still can be changed if the writer found the other strong evidence during the process of data verification in the field. So the data verification process carried out by writer falls back on the field to collect data possible re going to obtain other strong evidence that could alter the results of the tentative conclusions are drawn. If the data obtained with the data before so it can be concluded that raw and subsequently published in research reports.

The data obtained through the study of documentation (Curriculum 2013 and teachers' teaching documents), interview, and classroom observation.

1. The study of documentation Curriculum 2013 and teachers' teaching documents

Retrieving data from the book is one of the qualitative data collection techniques. This study used data coming from a specific page of a book. Data from the book's pages are used in data processing together with the other data. In addition to obtaining data through Curriculum 2013 documents, the writer also obtain data from the English teachers' document in their teaching where the contents are the steps in the teaching and learning process. The learning process was learning activities by teachers and students in developing the knowledge, the ability to think and act as well as psychomotor skills by interacting directly with learning resources. The learning resource has been designed by syllabus. The learners in learning activities such as observing, asking questions, gathering information, associates, to analyze, to

communicate what has been the discovery of the analytical work. And also the English teachers' document was included examining student learning outcomes assessment documents from English teachers'.

2. Interview

This interview took place face to face and in person in SMP Lab. Hamzanwadi Pancor. Interview was used as a technique to find the problems that must be investigated and to know the things of respondents in more deeply and usually this technique was for few respondents number. According to Sugiono (2011, p. 322), there were several steps to do the interview in this qualitative data, that are: 1. Interview done to two participants because there were only two English teachers in this school, 2. Setting up the main points that become the talk, 3. Open the interview, 4. Inform summaries and interview, 5. Write the interview into the record field, 6. Identify the interview result. This interview were adapted from Badan Standar Nasional Pendidikan (BSNP) in a group of scoring guides English subject.

3. Classroom observation

Classroom observation was one of the qualitative data collection techniques. In this study observations used to obtain data requires precision and attention to listen carefully and detailed on what is seen. It observed how the learning process between teachers and students in the classroom happen, as well as how teachers implement the Curriculum 2013 to students during teaching. In this classroom observation used handwriting, video recorder, and picture to collect and complete the data There were several steps to do the classroom observation in this qualitative data, that are: 1. Determine the object that observed, 2. Determine the data which need to observed, 3. Determine where the object to observed. The purpose of this classroom observation was to collect the data needed to answer a specific question was how the English teachers' implement the Curriculum 2013. The aim of this classroom observation to process the data that was valid and reliable. Then this data processed to answer research questions or test hypotheses.

C. DATA DESCRIPTIONS AND FINDINGS

1. Teachers' Perception of Curriculum 2013

Observation and interview was conducted for teachers of grades 1, 2, and 3 in the school that implement Curriculum 2013. The observed teacher consists of two

people. This observation was carried out by using direct observation to obtain data. The observation and interview had been carried for a month and had been held for three times meeting for every teacher with the duration of each meeting was twice to three times forty minutes.

According to English teachers' perception in SMP Lab. Hamzanwadi about Curriculum 2013 it is quite heavy in terms of teaching and lesson hours denser than the previous curriculum. Here students are required to study harder. And every pattern of thought or intelligence of each child is different, surely the result of the teaching was not optimal. Curriculum 2013 is good because students are more active and independent in solving a case. But not a few people who complain about this curriculum. Many students do not understand about the Curriculum 2013.

Curriculum 2013 was very difficult, time study previously only 2 hours now can reach 3-4 hours. Assessing was obtained from all aspects and not on test scores alone. In this Curriculum 2013 required students active in class, students are also required to seek their own material. And the task given to the students is also not easy, mostly looking for on the internet. Learning materials are too heavy, so the learning time in school too long.

The Curriculum 2013 has advantages and disadvantages according to English teachers in this school. The advantage is with the globalization of education Indonesia should follow the development, by developing the curriculum so that it prints the nation capable of competing at international level globally. And the disadvantage, curriculum change is too sudden for just a few years ago changing the curriculum, it will change again. And in this curriculum changes other than to confuse teachers and students which methods and learning materials will be many changes, the government had to spend quite a lot to print books to suit the new curriculum.

Curriculum 2013 makes socializing difficult because students become more preoccupied with the task, all students could not gather with family. They really do not have the free time to rest, because the sign at 07.00 and return at 15.00, monday to saturday school. Teachers always give the task at each meeting. According to them, this should be applied on the curriculum in 2013 from elementary school so as not to be surprised later. Both pupils and teachers they are very tired.

However, Curriculum 2013 was also exciting because learning are always in groups so the students do not feel burdened. Assessment was obtained from all

aspects, no development of character, and character education. Competency-based curriculum, competency domains holistically describe the attitudes, skills and knowledge. Standard assessment leads to competency-based assessment (attitudes, skills and knowledge proportionally) requires remediation regularly, do not require a more detailed curriculum documents, the nature of contextual learning, improve motivation teaching, books and documents prepared complete.

The weakness of the Curriculum 2013 that many teachers assume that is teachers do not need to explain, many teachers are not yet ready, the concept approach is scientific is still not dealt with, the skill of designing lesson plan and authentic assessment is not fully controlled by the teacher, the task of analyzing SKL, KI, KD, student books and books teachers have not fully done, the teacher never directly involved in the Curriculum 2013 development process, there is no balance between the orientation of the learning process and results, Curriculum 2013 stipulated without evaluation, preparation of teaching materials have not been coherently-stage thinking students, content Curriculum 2013 is too crowded, the material is too broad, lacking depth, and changes in the curriculum is a necessity.

2. English Teachers' Implementation of Curriculum 2013

The decree of the Minister of Education and Culture on the implementation of the Curriculum 2013, as follows: The implementation of the Curriculum 2013 at elementary schools, junior high schools, high schools and vocational high schools done in stages starting in the academic year 2013/2014.

The implementation of Curriculum 2013 is a joint effort between the government and labor learners. The implementation of Curriculum 2013 in English lessons consist of implementing effective and meaningful learning that begins with the planning of making syllabus and lesson plan. Then organizing learning Curriculum 2013 includes socialization, use of the environment for learning, and the development of school policies. Then implement the learning process in the classroom, which consists of observing, collecting information, associates, and communicate the material. In terms of setting criteria for mastery learning in the implementation of Curriculum 2013, students can follow the lesson well and the teachers have been able to carry out the study in accordance with the curriculum.

The implementation of Curriculum 2013 is equipped with student books and teacher guidelines provided by the government. This strategy provides a guarantee of

the quality of content and teaching materials as well as the presentation of books and materials for the training of teachers in the process of learning and skills assessment and student learning outcomes.

In the Curriculum 2013, teachers are required to professionally designing affective and meaningful learning, organizing learning, choosing the right learning approach, determining the learning procedure and the establishment of effective competencies, as well as setting criteria for success. Regarding this matter will be further explained as follows:

1. Teacher designing effective and meaningful learning.

The implementation of Curriculum 2013 is the actualization of curriculum, learning and competence and character formation of students. It requires the activity of teachers to create and grow a variety of activities in accordance with the plans that have been programmed. Teachers should be aware that learning has properties very complex because it involves aspects pedagogic, psychology, and didactic simultaneously.

2. Teacher organizing learning.

The implementation of Curriculum 2013 requires teachers to organize effective learning. There are at least five things that need to be considered with regard to the learning organization in the implementation of the Curriculum 2013, namely the implementation of learning, procurement and development experts, utilization of expertise and resources of the community, as well as the development and structuring policy.

3. Teacher choose approach to learning.

The implementation of Curriculum 2013 of competency-based learning can be done with a variety of approaches. Such approaches include contextual teaching and learning, role play, participative teaching and learning, mastery learning, and constructivism teaching and learning.

4. Teacher conducting learning, the formation of competence, and character.

The successful implementation in learning of the curriculum in 2013 is the entire process of learning, competence and character formation of students is planned. For this purpose, the core competencies, basic competencies, material standards, indicators of learning outcomes, and time should be set in accordance with the interests of learning so that learners are expected to have the opportunity and learning

experience optimally. In this case, learning is essentially a process of interaction between students with the environment, resulting in a change of behavior towards the better. In general, learning activities or opening covers initial activities, the core activity or formation of competence and character, as well as the final activity or cover.

Effective implementation is the result of interaction between the implementation strategy, the structure of the curriculum, the purpose of education, and school leadership. Therefore, optimizing the implementation of Curriculum 2013 required a strategic effort to synergize these components, especially teachers and principals to cultivate the curriculum.

Cultivating the curriculum can be interpreted that the implementation of the curriculum into the school culture, which reflect the dominant values, norms, and beliefs of all citizens of the school, both students, teachers, principals, and other education personnel.

3. Findings

Curriculum 2013 is based on the activity of students in the classroom, the teacher is no longer explains all the concepts, but helps students to discover the concepts. The implementation of Curriculum 2013 requires the creativity of teachers in learning activities. Teachers are expected to be the bridge between knowledge and students. Here are the results of the observation of the English teachers' while the teaching and learning process in the classroom:

1. Opening Activities

In the opening activities, there are several steps before teaching and learning process, that are:

1. Teacher preparing the students psychologically and physically for the learning process.
2. Teacher asks questions about the material that has been studied and related to the material to be studied.
3. Teacher lead learners to a problem or task to be carried out to study the material and explain the purpose of learning or basic competence to be achieved.
4. Teacher outlining the range of material and the explanation of the activities that will be carried learners to solve the problem or task.

2. Core Activities

Core activities is a learning process to achieve the objectives performed interactively, inspiring, fun, challenging, motivating learners to actively be seeking information, and provide enough space for innovation, creativity, and independence in accordance with their talents, interests and physical development and psychological learners.

Core activities using methods adapted to the characteristics of learners and the lesson, which includes the observation process, ask, gather information, association, and communication. Learning with respect to the basic competencies that are procedures to do something, the teacher facilitates so that learners can make observations on the modeling / demonstration by teachers or experts, learners imitate, then the teacher checking and providing feedback, and advanced training to learners. In any event the teacher must pay attention to the competencies associated with such attitude honest, conscientious, cooperation, tolerance, discipline, obey the rules, respect the opinions of others listed in the syllabus and lesson plans. The way to collect data collection as far as may be relevant to the type of data to be explored, for example in the laboratory, courts, libraries, museums, and so on.

3. Closing Activities

In the closing activity, the teacher together with the learner makes a summary / concluding lesson, make an assessment and / or reflection of the activities that have been carried out consistently and programmatically, to provide feedback on the process and learning outcomes, planned follow-up activities in the form of learning remedial, enrichment programs, counseling services and / or assign a task both individual and group tasks in accordance with the learning outcomes of students, and deliver the lesson plan at the next meeting.

According to Malik (2008, p. 237), Implementation is a process of applying ideas, concepts, policies or innovations in the form of practical actions that have an impact, whether it can be knowledge, skills, and values and attitudes. The result of this study showed that the implementation of the Curriculum 2013 in English lesson was started by all of teachers had been followed the socialization of Curriculum 2013, make a syllabus and lesson plan, implementing scientific approach for teaching and learning and received a warm welcome from the school demonstrated by efforts to repair and improve school readiness. The findings of this study are consistent with the other studies conducted in the field such as Febriana (2014) with her study about the

implementation of Curriculum 2013 and also with what Luyun (2014) found in her study about the implementation of Curriculum 2013. They stated that the implementation of the Curriculum 2013 has been good enough views of the readiness of teachers in teaching and student learning outcomes are satisfactory.

CONCLUSION

The curriculum is an important part of education in which the quality of a country is determined by the quality of education. In this case, the educator is an important media to organize and develop the potential of students in the school to be more active and creative in developing talents and interests of learners in curriculum development. So that students are able to become productive citizens who participated in the development and progress of the country, especially in the world of education. It will also need the cooperation in the application of a curriculum that is also inseparable from managing education itself to obtain optimal results.

The implementation of Curriculum 2013 is a process of applying the concepts, ideas, programs, or order the curriculum into learning practices or new activities resulting in a change in the group of people are expected to change. The implementation of Curriculum 2013 can also be interpreted as an actualization of the written curriculum in the form of learning. Curriculum 2013 is the form of the development of the previous KTSP curriculum, whose the implementation began in 2013.

The Curriculum 2013 is more emphasis on the competence and character of the learners. Where the goal is to make human beings capable of facing the challenges of the times, educated people who is faithful and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible. Thus, to realize that all the teachers are required to professionally design the affective and meaningful learning strategies, organizing learning, choosing the right learning approach, determining the learning procedure and the establishment of effective competencies, as well as setting criteria for success.

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