

Primary School Teachers Problems in Implementation of Curriculum 2013

Mansuridin

Elementary School Teaching Learning
Universitas Negeri Padang, Indonesia
mansuridin@fip.unp.ac.id

Yullys Helsa

Elementary School Teaching Learning
Universitas Negeri Padang, Indonesia
yullys@fip.unp.ac.id

Desyandri

Elementary School Teaching Learning
Universitas Negeri Padang, Indonesia
desyandri@fip.unp.ac.id

Abstract: This research is motivated by the many problems of teachers in implementing the 2013 curriculum. The purpose of this study is to find out the problems of elementary school teachers in implementing the 2013 curriculum. This research is a qualitative study using observation sheets and questionnaires as a data collection tool. The results showed that there were problems faced by primary school teachers in implementing the 2013 curriculum in the form of learning planning, learning implementation, and learning assessment. The implication of this research is as a foundation in the development of learning models following the characteristics of teachers and elementary school students.

Keywords: primary school, teacher problem, curriculum 2013, learning model

I. INTRODUCTION

The Minister of Education and Culture Regulation in Indonesia Number 67 of 2013 concerning the basic framework and structure of the elementary school changes the curriculum of primary school education in Indonesia from KTSP (The School-Based Curriculum) to the 2013 curriculum. 2013 curriculum is a curriculum applied in Indonesia to make students have the ability to live as individuals and citizens with faith, creative, productive, innovative, and effective and can apply their knowledge in social life, nation and state [1]. The 2013 curriculum is expected to build student characters, develop thinking skills and other abilities used in everyday life using a thematic approach [2]. The 2013 curriculum is curriculum made by the government to improve the nation's cultural character through the learning process [3]. Curriculum 2013 is expected to improve social, spiritual, creativity, curiosity, knowledge, and psychomotor competency in collaboration [4] [5]. Based on the understanding and objectives of the 2013 curriculum, it can be concluded that the 2013 curriculum is a curriculum of change to improve the quality of student's life through the education system.

Implementation of the 2013 curriculum aims to improve the quality of education in Indonesia, including the quality of primary school education. To implement a successful curriculum there are three factors of success, namely the people involved, the type of program, and the process of implementation [6]. The people involved are meant to be teachers. In their application, teachers must apply the 2013 curriculum properly and correctly thus the expected objectives can be achieved [7] [8] [9]. Teachers have an important role in the process of implementing the 2013 curriculum in elementary schools [10] [11]. Teachers must teach students by preparing teaching materials, learning models, learning media, and learning assessment.

But along with the implementation many teachers experienced problems in implementing the 2013

curriculum [12] [13] [14] [15] [16]. Problems occur in the form of learning planning processes, learning implementation processes and learning assessment processes. This problem also occurs in elementary schools in Padang City. To align the results of previous research with the situation in the field, researchers conducted interviews with several elementary school teachers in the Padang city.

The following is a piece of the researchers' interview with one of the school principals in Padang.

Researcher : Peace be upon you, Mrs. Principal, how are you?
Headmaster : I am very well, sir. Thank you
Researcher : thank you for your time. On this occasion, I would like to know how the 2013 curriculum is implemented in this elementary school.
Headmaster : Yes sir, actually the implementation of the 2013 curriculum in elementary schools is still not running optimally, there are still many problems occur in the implementation process.
Researcher : if you don't mind, May I know what is the problem you mentioned?
Principal : The problem is that the teacher still teaches learning separately even though the teacher knows that learning is carried out thematically

That was one of the researchers' interviews with several school principals. The results of interviews with other school principals are the same. All school principals stated that the implementation of the 2013 curriculum experienced many problems. To deepen the problems regarding the 2013 curriculum, the researchers interviewed several elementary school teachers. Here is an interview with one of the elementary school teachers.

Researcher : Good morning ma'am, let me introduce myself, I am a lecturer in Padang University. Previously, I would like to thank you for the time you gave me to interview you.
Teacher : Morning sir, yes sir, no problem, it's an honor for me to help you. What can I help you with sir?

- Researcher : I would like to know the problems in implementing the 2013 curriculum, ma'am. Did you run it according to the rules in force?
- Teacher : Mmmm, actually we have not fully implemented learning according to the 2013 curriculum sir.
- Researcher : May I know an example of the problem's ma'am?
- Teacher : We still use The School-Based Curriculum learning system, namely by studying the subjects separately.
- Researcher : Okay ma'am, thank you

That is an interview with one of the teachers in elementary school. The results of interviews with other teachers are the same. Based on the analysis of the interviews of principals and elementary school teachers, it can be concluded that there are problems faced by elementary school teachers in implementing the 2013 curriculum. Then this research aims to find out the problems in applying the 2013 curriculum in elementary schools.

II. METHODS

This research is descriptive qualitative research. The subject of this research is elementary school teachers in the city of Padang. The object of this research is the problems faced by teachers in implementing the 2013 curriculum. This study uses questionnaires, interviews, and observations as data collection tools.

Questionnaire method is a list that contains a series of questions regarding an issue to be investigated [17]. To obtain data, questionnaires are distributed to respondents (people who answer questions), especially in survey research. In this case, the researchers make written questions then answered by the respondent. The form of the questionnaire is a closed questionnaire, which is using a multiple-choice technique and a short entry. The questionnaire technique used to find out the problems faced by elementary school teachers in implementing the 2013 curriculum. The questionnaire in this study aims to find out the opinions of teachers regarding the problems in implementing the 2013 curriculum.

Observation method is a data collection method used to collect research data observed by researchers [18]. The role of researchers in this study as observers. This observation is carried out by researchers through the participation of learning activities in the classroom. Observation in this study aims to look directly at the problems faced by the teacher.

An interview is a verbal question and answer process, where two or more people face to face listen directly to information [19]. Data collection technique with interviews is used when someone wants to get data or verbal information from respondents. Interview technique is done by making interview guidelines following the problems experienced by respondents. This interview is used to complete the data previously obtained through the observation process. Interviews conducted in this study were semi-structured interviews. By using semi-structured interviews, researchers are expected to be able to obtain information from informants. Therefore, an interview guide is needed which contains several related questions, but later the questions can also be developed to produce findings. The interview in this study aims to find out the

problems experienced by teachers regarding the implementation of the 2013 curriculum.

The qualitative data analysis technique is a process of searching and compiling data systematically obtained from interviews, field notes, and questionnaires by organizing data into categories, describing them into patterns, choosing what is important and what will be studied, and making conclusions thus it is easy to be understood. Furthermore, the collected data is analyzed using the Miles and Huberman model, namely data reduction, data presentation, and drawing conclusions/verification [20].

A. Data reduction

Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns and removing unnecessary data. Data reduction in this study will focus on the problems faced by teachers in implementing the 2013 curriculum.

B. Data Presentation

Data presentation is a process of compiling information systematically to obtain conclusions as research findings and taking action. Data presentation is carried out in the context of preparing narrative texts from pieces of information collected from data reduction, thus it can be possible to draw a conclusion

C. Drawing Conclusion

Drawing conclusions aim to provide conclusions on the results of data analysis and activities evaluation including searching for meaning and providing an explanation of the data obtained. Conclusions in qualitative research are new findings that have never existed before. The findings can be a description of an object that is previously still ambiguous, but after examination it becomes clear, it can be a causal or interactive relationship, a theoretical hypothesis

III. RESULT AND DISCUSSION

The first step taken to find the problem is to compile an instrument sheet in the form of questions for the questionnaire sheet. The questionnaire is part of a data collection tool with a survey method to obtain respondents' opinions [21].

To clarify the problems in the study, the discussion was divided into several main areas such as the implementation of the 2013 curriculum, the time of the 2013 curriculum implementation, the understanding of 2013 curriculum learning, the ability to make learning tools, the ability to carry out 2013 curriculum learning and the assessment of 2013 curriculum learning. The results and discussion are as follows:

Based on questionnaires distributed that 100% of teachers said they have implemented the 2013 curriculum. This is confirmed by an interview with one of the instructors of the National Curriculum for the West Sumatra region named Dra. Yetti Ariani as follows:

- Researchers : Ma'am, has the 2013 curriculum been fully implemented in the elementary schools in Padang city?
- Yetti Ariani : yes, it has, sir. All elementary schools in Padang city have implemented the 2013 curriculum

The interview was conducted with the national instructor in West Sumatra, who is also a lecturer in Elementary School Teacher Education in West Sumatra.

Based on these interviews it appears that the 2013 curriculum is fully implemented at the elementary school level. This is also reinforced by the observation of researchers to several elementary schools in Padang. From the analysis, it concludes that elementary schools in Padang have used the 2013 curriculum entirely thus the research can be carried out without information overlapping. The 2013 curriculum is implemented hence there is an increase in elementary education quality in Indonesia. This quality improvement needs to be supported by every element of education, especially teachers [22]. Teachers as drivers of the 2013 curriculum must conduct the 2013 curriculum well, therefore, curriculum goals can be achieved. The 2013 curriculum had been implemented in 2013 but not all schools implemented it entirely [23]. The appointed elementary school will implement the 2013 curriculum and then will teach it to other schools.

Time of the 2013 curriculum implementation. Based on the questionnaire, 14% of teachers have implemented the 2013 curriculum for 4 years, 62% said they have implemented the 2013 curriculum for 3 years, and 24% stated that they have already implemented the 2013 curriculum for 2 years. This is consistent with interviews conducted with Ms. Dra. Yetti Ariani, M.Pd as follows :

Researchers : Ma'am, how long has the 2013 curriculum been held in elementary school?

Yetti Ariani : The government established the 2013 curriculum in 2013 and applied it directly to elementary schools, but not all primary schools directly used the 2013 curriculum, only a few schools were designated to use the 2013 curriculum, other primary schools gradually used the 2013 curriculum.

Based on the transcript above, it can be seen that the implementation of the 2013 curriculum in elementary schools was carried out gradually by the government. Consequently, the duration of implementation of each elementary school is different. This is also reinforced by the observation results. Based on the analysis, it is concluded that elementary schools in Padang had carried out the 2013 curriculum since long time ago. The implementation of the 2013 curriculum began in Indonesia in 2013 [24]. But overall the 2013 curriculum was simultaneously implemented in 2017.

This happened because there were still many curriculum improvements made by the government. This improvement aims to improve the curriculum that has been made. Therefore, the government held training to socialize this 2013 curriculum to elementary schools. Until 2017, there were still improvements to the 2013 curriculum [25]. Therefore, there is a time difference in the implementation of the 2013 curriculum in elementary schools, but finally, in 2018 all primary schools have implemented the 2013 curriculum.

Understanding the nature of 2013 curriculum learning. Based on the questionnaire, 16% of teachers stated that they understood the nature of 2013 curriculum learning, 68% of teachers expressed doubt in understanding the nature of 2013 curriculum learning, and as many as 16% of teachers stated that they did not understand the nature of 2013 curriculum learning. To strengthen the findings, the

researcher conducted interviews with several teachers, as follows:

Interview 1

Researcher : Do you understand the nature of 2013 curriculum learning?

Teacher : Sorry sir, actually I am still unsure of this 2013 curriculum.

Researcher : which part do you doubt?

Teacher : I do not yet understand the origin of this 2013 curriculum.

Researcher : Have you ever attended the 2013 curriculum training?

Teacher : No sir, before there was training but only for school representatives.

Interview 2

Researcher : Do you understand the nature of 2013 curriculum learning?

Teacher : Still hesitant sir.

Researcher : Which part sir?

Teacher : I don't know how to teach it, sir.

Researcher : Have you ever taken the 2013 curriculum training?

Teacher : I used to, but the training was held enmasse, thus I was not too focused.

Interview 3

Researcher : Sir, do you understand the nature of learning the 2013 curriculum?

Teacher: : Not all of them, sir

Researcher : Why sir?

Teacher : I still doubt about many things' sir

Researcher : have you ever attended the 2013 curriculum training?

Teacher : Once sir, but the training was not conducive, the program was like a seminar

From the interview, it can be concluded that teachers do not fully understand the nature of learning the 2013 curriculum. This is caused by teachers not participating in the socialization carried out by the government. They said that the socialization only consisted of classical seminars thus they did not understand the essence of learning the 2013 curriculum as a whole.

Besides, it was found that the teacher did not teach thematic learning. This indicates the teacher did not understand the process of learning the 2013 curriculum correctly. Thus, it is likely elementary school teachers are still unsure of the nature of learning the 2013 curriculum. As a driver of curriculum implementation, teachers must understand and implement the curriculum properly and correctly [26]. In implementing the 2013 curriculum, teachers must understand the nature thus teachers can carry out learning well. The 2013 curriculum has the characteristics to develop a balance of attitudes, knowledge, and skills; make schools part of the community used as learning resources; provide broadest opportunities to develop competency attitudes, knowledge and skills; and clarify the competencies that must be achieved by students [27]. If the teacher understands this nature, the teacher can connect the characteristics of elementary school students with the characteristics of the 2013 curriculum to achieve national education goals.

The ability to make learning devices. Based on the questionnaire, 10% of teachers can make learning devices following the 2013 curriculum, 80% of teachers express hesitation in making learning devices following the 2013 curriculum and 10% of teachers cannot make learning

devices according to the 2013 curriculum. From the observation, it is found that teachers have complete learning tools such as syllabus, semester programs, annual programs, and lesson plans. However, there are irregularities such as taking an example from the internet. This happens in schools observed by researchers. Therefore, researchers conducted interviews with several teachers as in the transcript below:

Interview 1

Researcher : Do you have complete learning tools?
 Teacher : yes sir. Before the new school year begins, all teachers must complete the learning kit, sir.
 Researcher : Good ma'am. Did you make this device yourself?
 Teacher : No sir, I took it from the internet and I changed its identity.
 Researcher : Why don't you make it yourself?
 Teacher : I have not been able to make a complete learning device sir

Interview 2

Researcher : Do you have complete learning tools?
 Teacher : yes sir
 Researcher : Great ma'am. Did you make this device yourself?
 Teacher : No sir, I ask the operator to search for it on the Internet.
 Researcher : Why don't you make it yourself?
 Teacher : I don't understand how to make it, sir

Interview 3

Researcher : Do you have complete learning tools?
 Teacher : yes sir
 Researcher : Did you make this device yourself?
 Teacher : No sir, I took it from the internet.
 Researcher : Why don't you make it yourself?
 Teacher : I don't understand how to make it sir

Based on the interview, teachers stated that they did not fully understand the 2013 curriculum learning tools. Teachers did not understand the new components in making the 2013 curriculum learning tool. This proves that more than half of elementary school teachers are still unable to make learning tools. Learning tools are some materials, tools, media, instructions, and guidelines used by teachers and students in the learning process in the classroom [28]. Learning tools can be in the form of syllabus, lesson plans, student worksheets, student books, learning media and learning outcomes tests [29] [30]. The learning device must be prepared by the teacher before conducting the learning process [31] [32]. A learning tool is one way to achieve learning objectives [33]. Learning tools can also improve the quality of learning in the classroom. Therefore, the teacher must overcome the learning device well.

Ability to carry out the 2013 curriculum learning. Based on the questionnaire, 20% of teachers cannot perform the 2013 curriculum learning thematically, 74% of teachers feel unsure to perform the 2013 curriculum learning thematically and 6% of teachers cannot perform the 2013 curriculum learning thematically. The results of observations show that many teachers do not carry out thematic learning. Besides, teachers still teach conventionally. To strengthen the findings, researchers conducted interviews with several teachers, as in the interview transcript below

Interview 1

Researcher : Sorry ma'am, I saw you teaching using conventional methods and separately. Do you

know that 2013 curriculum learning is performed thematically?

Teacher : Yes sir, learning should be done thematically but I still cannot bring the thematic learning because it is still rigid

Interview 2

Researcher : Sorry ma'am, I just saw that you taught the material separately. Do you know that 2013 curriculum learning is performed thematically?

Teacher : Yes sir, but I'm still not used to carrying out the learning process, I'm afraid I can't connect a concept with others.

Interview 3

Researcher : Excuse me ma'am, do you still use conventional methods and teach the material separately? why is that ma'am? Do you know that 2013 curriculum learning is carried out thematically?

Teacher : yes sir, I still can't teach thematically sir, it's hard to bring the thematic learning, sir.

Based on interviews, it was concluded that teachers are still unable to implement the 2013 curriculum learning thematically. This proves that teachers have not fully implemented 2013 curriculum learning in elementary schools. The 2013 curriculum learning is supposed to be conducted thematically. Thus, it can be concluded that the teacher is not familiar with the thematic learning process. Thematic learning is learning that involves several subjects to provide meaningful experiences to students [34]. Thematic learning combines several subjects into a subject discussed in one theme. Thematic learning has many characteristics such as being student-centered, contextual, and flexible [35]. Thematic learning is a characteristic of the 2013 curriculum learning because it matches the characteristics of elementary school students.

Assessment of the 2013 curriculum learning. Based on the questionnaire, 18% of teachers can perform the 2013 curriculum learning assessment, 76% of teachers feel hesitant in implementing the 2013 curriculum and 6% of teachers cannot perform the 2013 curriculum assessment. This is supported by the finding that teachers only focus on cognitive assessment. Teachers do not conduct attitudes and skills assessments. To strengthen the findings, researchers conducted interviews with several elementary school teachers with the following sample interview transcript:

Interview 1

Researcher : Sorry ma'am, did you carry out authentic assessments?

Teacher : yes sir, but not completely done.

Researcher : Why ma'am?

Teacher : It's difficult to do, sir.

Interview 2

Researcher : Sorry ma'am, did you carry out authentic assessments?

Teacher : yes, but rarely sir

Researcher : Why ma'am?

Teacher : It is difficult to carry out three assessments at once sir

Interview 3

Researcher : Sorry ma'am, did you carry out authentic assessments?

Teacher : yes, occasionally sir

Researcher : Why ma'am?

Teacher : It's hard to evaluate a lot of children and do it simultaneously sir

It can be concluded that teachers still do not fully use authentic assessment. There are still many elementary school teachers doubt the 2013 curriculum assessment process. 2013 curriculum assessment is also called authentic assessment. Authentic assessment is an assessment conducted as a whole both in terms of knowledge, attitudes, and skills [36]. Self-assessment needs to be understood by the teacher in basic schools. This is because the authentic assessment is one indicator of the success of the 2013 curriculum [37].

From the explanation above, we can conclude that elementary school teachers still experience problems in the process of implementing the 2013 curriculum. These problems include planning the implementation of 2013 learning, implementing the 2013 curriculum learning, and evaluating the 2013 curriculum learning process. This problem is a very crucial issue considering the journey the 2013 curriculum has entered its fifth year of implementation. This problem must be overcome immediately.

The problem arises because of the lack of teacher's ability in the thematic learning process in the 2013 curriculum. The learning process consists of the planning, implementation and assessment process. If the teacher can plan, implement and assess the learning process well, the learning objectives will be achieved.

Based on the Minister of Education and Culture Regulation No. 67 of 2013 concerning the basic framework and structure of the elementary school curriculum states that the learning approach used in the 2013 curriculum is thematic learning. Therefore, the solution is to develop thematic learning models that fit the characteristics of teachers and students without having to change the education system set by the government.

The learning model is a systematic procedure or pattern used as a guideline to achieve learning objectives including strategies, techniques, methods, materials, media and learning assessment tools [38]. This means that the learning model has governed the learning process including planning, implementing and evaluating. Then, there is a match between the problem with the characteristics of the learning model. Finally, in this study, the researchers recommend the development of thematic learning models to overcome these problems.

IV. CONCLUSION

In this study, there were 3 problems found in the implementation of the 2013 curriculum, namely in the process of planning, implementing and evaluating the 2013 curriculum. In this study, the researcher recommended the need to develop a thematic model in the 2013 curriculum.

REFERENCES

- [1] N. A Ningsih, "The Issues of the Implementation of 2013 Curriculum in Teaching English at Junior High School Level." *Proceedings The 4th International Conference Language, Society, and Culture in Asian Contexts (LSCAC 2016)*, vol. 1, no.1, pp. 1- 10, 2016.
- [2] K. A. Putra, "The Implication Of Curriculum Renewal," vol. 4, no. 1, pp. 63–75, 2014.
- [3] Z. Ilma and R. K. Pratama, "Transformation in Indonesian Language and Curriculum 2013 in Indonesia," vol. 4, no. 1, pp. 2013–2016, 2015.
- [4] Kemendikbud, "Peraturan Menteri Pendidikan dan Kebudayaan Nomor 69 Tahun 2013 Tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Atas/Madrasah Aliyah," Jakarta: Kemdikbud, 2013.
- [5] D. Purwanti and A. A. Musadad, "The Effect of Local-Based 2013 Curriculum Implementation on Students ' Environmental Awareness," vol. 4, no.1, pp. 65–75, 2019.
- [6] A. C. Omstein and F. P. Hunkins, "Curriculum, Foundations, Principles, and Issues," Singapore: Pearson, 2009.
- [7] S. Arbie, R. Talib dan T. F. Mohammad, "The English Teachers Perception of the Implementation Curriculum 2013 in SMK Negeri 1 Limboto," vol. 3, no.3, pp. 1-10, 2015.
- [8] I. Gunawan, "Instructional management in indonesia: a case study," vol. 8, no.1, pp. 99-110, 2017.
- [9] D. E. Kusumaningrum, I. Arifin and I. Gunawan, "Pendampingan Pengembangan Perangkat Pembelajaran Berbasis Kurikulum 2013," vol. 1, no.1, pp. 1-10, 2017.
- [10] Sariono, "Kurikulum 2013: Kurikulum Generasi Emas, E-Jurnal Dinas Pendidikan Kota Surabaya," vol. 3, no.1, pp. 1-9, 2013.
- [11] F. R. E. Z. K. I, "Survei tentang persepsi dan kesiapan konselor terhadap bimbingan dan konseling berdasarkan kurikulum 2013 di SMA Surabaya Selatan," vol. 4, no.3, pp. 1–10, 2014.
- [12] M. P. Rusman, "Curriculum Implementation at Elementary Schools: A Study on "Best Practices" Done by Elementary School Teachers in Planning, Implementing, and Evaluating the Curriculum," vol. 4, no.3, pp. 1-10, 2014.
- [13] D. Rumahlatu, E. K. Huliselan and J. Takaria, "An Analysis of the Readiness and Implementation of 2013 Curriculum in the West Part of Seram District, Maluku Province, Indonesia," vol. 11, no.12, pp. 5662-5675, 2016.
- [14] H. Retnawati and A. C. Nugraha, "Vocational High School Teachers ' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia," vol. 9, no. 1, pp.33-48, 2016
- [15] A. Bentri and U. Rahmi, "Analyzing the Issues in the Implementation of Authentic Assessment in the 2013 Curriculum," vol. 4, no. 1, pp. 53–59, 2017
- [16] L. W. Artapati and C. A. Budiningsih, "Pelaksanaan pembelajaran Kurikulum 2013 di SD Negeri Serayu Yogyakarta," vol. 4, no.2, pp. 185-200, 2017.
- [17] P. Lietz, "Research into questionnaire design A summary of the literature," vol. 52, no. 2, pp. 249–273, 2010.
- [18] S. Jamshed, "Qualitative research method-interviewing and observation ," vol. 5, no.4, pp. 87-91, 2019.
- [19] S. Q. Qu and J. Dumay, "The qualitative research interview," vol. 8, no.3, pp. 238-264, 2011.
- [20] A. J. Onwuegbuzie and W. B. Dickinson, "Mixed Methods Analysis and Information Visualization : Graphical Display for Effective Communication of Research Results," vol. 13, no. 2, pp. 204–225, 2008.
- [21] I. Pujihastuti Abstract, "Prinsip Penulisan Kuesioner Penelitian," vol. 2, no. 1, pp. 43–56, 2010.
- [22] Y. M. Hidayati and T. Septiani, "Studi Kesiapan Guru Melaksanakan Kurikulum 2013 Dalam Pembelajaran Berbasis Tematik Integratif di Sekolah Dasar Se Kecamatan Colomadu Tahun Ajaran 2014/2015," vol. 2, no.1, pp. 49-58, 2016.
- [23] P. N Sinambela, "Kurikulum 2013 dan Implementasinya dalam Pembelajaran," vol. 6, no.2, pp. 17-29, 2017.
- [24] C. R. Prihantoro, "The perspective of curriculum in Indonesia on environmental education," vol. 4, no.1, pp. 77–83, 2015.

- [25] S. Widodo, "Peran Guru Dalam Mengimplementasikan Kurikulum 2013 Edisi Revisi," vol. 1, no.1, pp. 46–54, 2018.
- [26] G. A Davis, "Raising the awareness and concern of e-mail misuse in the workplace (D.Sc.,)" v US: Ann Arbor, 2003
- [27] M. Zainuddin, "Implementasi kurikulum 2013 dalam membentuk karakter anak bangsa," vol. 9, no. 1, pp. 131–139, 2015..
- [28] Hasrawati, "Perangkat Pembelajaran Tematik Di SD," vol. 3, no.1, pp. 37-49, 2016.
- [29] B. Baharuddin, "Pengembangan Perangkat Pembelajaran Matematika Materi Segiempat Berbasis Model Kooperatif Tipe STAD Dengan Metode Penemuan Terbimbing KelaS VII MTs Negeri Model Makassar," vol. 2, no.1, pp. 31-51, 2014.
- [30] R. Kammaruddin, A. Rahman and D. Djaidir, "Pengembangan Perangkat Pembelajaran Matematika Materi Geometri Berbasis Teori Belajar Van Hiele Untukmengembangkan Karakter Siswa Kelas VIII SMP 2 Bulupoddo," vol. 2, no.1, pp. 63-74, 2014.
- [31] I. Malawi, D. Tryanasari and E. Riyanto, "Pengembangan Perangkat Pembelajaran Kurikulum 2013 di Sekolah Dasar," vol. 2, no.1, pp. 63–74, 2017.
- [32] R. Ramadhani and U. P. Utama, "Pengembangan Perangkat Pembelajaran Matematika yang Berorientasi pada Model Problem Based Learning," vol. 7, no. 2, pp. 116–122, 2016.
- [33] D. Santi, T. Sugiarti and A. I. Kristiana, "Pengembangan Perangkat Pembelajaran Matematika Realistik Pada Pokok Bahasan Lingkaran Kelas VIII SMP," vol. 6, no.1, pp. 85-94, 2015.
- [34] N. Suwakul and S.Suwarjo, "Pengelolaan Pembelajaran Tematik Di Sekolah Dasar Negeri Kecamatan Bula Kabupaten Seram Bagian Timur-Maluku," vol. 2, no.1, pp. 81-92, 2014.
- [35] M.Mawardi, "Penerapan Desain Pembelajaran Tematik Integratif Alternatif Berbasis Kearifan Lokal untuk Meningkatkan Hasil dan Kebermaknaan Belajar," vol. 5, no.2, pp. 63-74, 2018.
- [36] W. Wildan, "Pelaksanaan Penilaian Autentik Aspek Pengetahuan, Sikap Dan Keterampilan Di Sekolah Atau Madrasah," vol. 15, no.2, pp. 65–75, 2019.
- [37] I. Machali, "Kebijakan Perubahan Kurikulum 2013 dalam Menyongsong Indonesia Emas Tahun 2045," vol. III, no. 1, pp. 71–94, 2014
- [38] M. Afandi, E. Chamalah and O.P Wardani, "Model dan Metode Pembelajaran Di Sekolah," semarang: UNSSULA Press, 2013.