

Implementation Of Curriculum 2013 In Primary School Sleman Yogyakarta

Wiji Hidayati

Faculty Tarbiyah & Teaching State Islamic University 'Sunan Kalijaga' Yogyakarta

Abstract: *Background of this research is the Indonesian government has made changes to the curriculum of primary and secondary education from curriculum 2013 to curriculum in 2006. It is happen because of internal challenges regarding eight national education standards and external challenges such as the achievement of children Indonesia since 1999 have not been successful participation in the study International Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). This study aims was to describe the implementation of the curriculum 2013 in an elementary school in Sleman Yogyakarta. It was a kind of field research using a qualitative approach, with research subjects teachers and school's principals, the object of the research is a thematic integrative learning of grade one and grade four which have been implemented since learning in 2013 / 2014. The collection of data was by the method of observation, interview and documentation, data analysis was by Matthew B. Miles and A. Michael Huberman with flow models, include: data collection concurrent data reduction with the electoral process, focusing and simplification, abstraction and transformation of raw data; Data analysis in the form of presentation of data, compiling information; and drawing conclusions or data verification. The result of the research 'Thematic integrative learning' implemented by the Interdisciplinary was done by teachers grade one and four by integrating the dimension of attitudes, knowledge, and skills into a unified whole; integrated core competencies, core competencies in respect of the first spiritual attitude; The second core competence in respect of social attitudes; The third core competencies with respect to knowledge; and a fourth core competency with the skills and inter-disciplinary done by combining basic competencies lesson three and four first- and four; including for the first class on the theme of family sub-themes of family members with the integration of basic competencies (BC) and indicators of three subjects namely Indonesian, Civic education. For the fourth year, of which the theme always save energy sub theme of force and motion, their integration and Indicators Basic Competence four science subjects, Indonesian, and civic education. thus related others subjects in one with a single theme, can be mutually reinforcing, to avoid overlapping, and maintain alignment of learning. This integrated thematic learning provide opportunities for learners to develop three domains of educational objectives simultaneously realm of attitudes, knowledge and skills. Enable learners to integrate information and topics in a variety of learning experiences.*

Key Words: *Implementation, Curriculum 2013, Thematic – Integrative Learning in Elementary School.*

I. Introduction

The Indonesian government has made changes to the curriculum of primary and secondary education from the curriculum to the curriculum 2013, this is due to their internal and external challenges, among internal challenges associated with eight educational standards of the National and external challenges such as has not managed to Indonesia's participation in the study: International Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) since 1999 also showed the achievements of Indonesian children were not encouraging in a couple of times a report issued TIMSS and PISA, due among other many test material being asked in TIMSS and PISA material math is not on the Indonesian curriculum (Regulation of Ministry of Education 67: 2013) for the fourth grade of the Elementary School as follows:

Comparison of Curriculum of Math of fourth grade and Material of TIMSS

Perbandingan Kurikulum Matematika SD Kelas IV dan Materi TIMSS

Domain	Topics
Number	<ol style="list-style-type: none"> 1. Concepts of whole numbers, including place value and ordering 2. Adding, subtracting, multiplying, and/or dividing with whole numbers 3. Concepts of fractions 4. Adding and subtracting with fractions 5. Concepts of decimals, including place value and ordering 6. Adding and subtracting with decimals 7. Number sentences 8. Number patterns <p style="text-align: right; color: red; font-weight: bold;">Merah: Belum Diajarkan di Kelas IV</p>
Geometry Shapes and Measurement	<ol style="list-style-type: none"> 1. Lines: measuring, estimating length of, parallel and perpendicular lines 2. Comparing and drawing angles 3. Using informal coordinate systems to locate points in a plane 4. Elementary properties of common geometric shapes 5. Reflections and rotations 6. Relationships between two-dimensional and three-dimensional shapes 7. Finding and estimating areas, perimeters, and volumes
Data Display	<ol style="list-style-type: none"> 1. Reading data from tables, pictographs, bar graphs, or pie charts 2. Drawing conclusions from data displays 3. Displaying data using tables, pictographs, and bar graphs

Ada beberapa topik yang tidak terdapat pada kurikulum saat ini, sehingga menyulitkan bagi siswa kelas VIII yang mengikuti TIMSS

Similarly, changes in the demands of a globalized world , it is necessary to do a SWOT analysis and Labour Market Signals to the curriculum in force , in the current global situation , where the acceleration changes occurred in all sectors , it will be difficult for the people to restrain the development of science , technology and art , also has been a paradigm shift in education that implies a paradigm shift of the curriculum . it is anticipated on the curriculum in 2013 .

Changes of learning at the level of primary school on curriculum 2006 eLearning thematic for class 1 , II and III and learning based on the subjects of class IV , V 's and VI (Permendikbud 65 : 2013) study based on subjects that separate between the subjects with subjects others partially and often overlaps , in 2013 implemented into the learning curriculum thematic integrative whole class (Permendikbud 81 A : 2013) thematic learning integrative themes packaged in an integrated manner competence some subjects .

Determination of integrated thematic learning in primary school is inseparable from the development of an integrated approach to the concept itself , because basically thematic learning is applied from an integrated learning . The integrated approach starts from the concept of an integrated interdisciplinary curricula proposed by Jacob (1989) in Isniatun Munawaroh (t.t) . Integrated curriculum tends to be the view that a subject should be unified (integrated) thoroughly . The integration can be achieved through the convergence of lessons on one specific problem with alternative solutions through a variety of disciplines or subjects are required . So that the boundaries between subjects can be eliminated . Integrated curriculum provides opportunities for learners to learn in groups or individually by empowering the community as a learning resource , allowing individual learning is met.

Thematic integrative learning in Primary Schools in Indonesia should be implemented with integrated manner, by providing the strengthening of character education that has been compiled by ministry of education (2010) in the national action plan for the years 2010 to 2014 and brought the 18-character value that comes from religion, Pancasila, culture, and national education goals, namely : Religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, respect for the achievements, friends / communicative, peace-loving, fond, reading, caring environmental, social care, responsibility (ministry of education, 2010), which was developed to support the three pillars of family, school and community education. In the development of materials and Cultural and National Character is realized in an attitude of love, want to have, and want to make the values as the basis for action in the behavior of the lives of learners daily (ministry of education, 2010) is an initial requirement, which must be done to achieve the success of cultural education and national character.

Elementary School teacher in Indonesia to implement the policy above, is needed academic qualifications, competence and educator's certificate, healthy physically, spiritually as well as having the ability to achieve national goals (government regulation no74 : 2008) noticed also Bloom's taxonomy to develop three cognitive, affective and psychomotor potential of faith, spiritual, also considering the views of the findings of multiple intelligences Gardner (Multiple Intelligence), nine kinds of intelligence that was published in a book called Frames of Mind : the Theory of Multiple intelligence (1983). The nine types of intelligence is ; linguistic, logical-mathematical, visual, kinesthetic, musical, interpersonal, intrapersonal, naturalist, and existential. Multiple intelligences preceded the discovery of intelligence, emotional intelligence, spiritual intelligence, ma'rifat intelligence, it is important to be developed in learning. In the implementation of Curriculum 2013 the central government has set up four national standards with the publication ministry of education 2013 called outcome standard, process standards, assessment standards, basic frameworks and curriculum structure syllabus and textbooks for teachers and students, has organized training both principals, supervisors, teacher core, teacher trainers and mass teacher training, eventually returning to the teachers at the elementary school to want to change (willingness to change) in learning.

The formulation of the problem in this research: (1) How do teachers prepare lesson preparation of thematic integrative Elementary School in the implementation of the curriculum 2013 in Sleman Yogyakarta?; (2) How does the teacher carry out thematic integrative learning in primary schools in the implementation of the

curriculum 2013 in Sleman Yogyakarta Sleman?; (3) How does the teacher carry out thematic integrative learning evaluation in elementary schools in the implementation of the curriculum 2013 in Sleman, Yogyakarta?.

II. Curriculum Implementation

Definition of implementation as language in Oxford Advance Learner's Dictionary quoted Mulyasa E. (2003) and Bint Maunah (2009) is a "put some thing the info effect" (Application of something that gives the effect or impact). While the definition of the term as the opinion of Majone and Wildavsky (1979) cited Bint Maunah (in Pressman and Wildavsky, 1984) suggests the implementation of the expansion of the activities adjust to each other, the implementation is defined as a process of applying ideas, concepts. The curriculum is defined curriculum documents (curriculum potential), then the implementation of the curriculum is the application of the idea, the concept of potential curriculum (in the form of curriculum documents) into the actual shape of the learning curriculum.

Teachers as the practice in the implementation of the curriculum, an elementary school teacher in Indonesia, must have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to achieve national education goals (government regulation no. 74, 2008: chapter III, 2). In general Indonesian dictionary defined competency authority, the authority to determine or decide a case. Understanding the basic competencies (competency) is the ability and prowess (Moh. Uzer Usman, 2006: 4), the notion of Competence in (government regulation no.78: 2008), is as a set of knowledge, skills, behaviors must be owned, lived, ruled, and actualized teachers to carry out the task of professionalism, the competence of teachers can perform their duties in a professional manner.

III. Thematic Integrative Learning

Learning is the core curriculum implementation, in Indonesia learning is an educational process that provides opportunities for learners to develop the potential of attitudes, knowledge, and skills needed him to live and to society, nation, then learning geared to empower all students to become competence expected (Ministry of Education 81 A: 33).

Thematic in language as in the Great Dictionary of Indonesian, thematic means as issues related to the theme (Ministry of education, 1989). Whereas in The Oxford pocket Dictionary of Current English, thematic means having or relating to subjects or a particular subject the orientation of this ontology is essentially thematic (The Oxford pocket Dictionary of Current English, 2009) Thematic is related or related to the subject or part of subject.

In the opinion of Carole Cook Freeman and Harris J. Sokolof in a study published in 1995 in the e-journals and Carole and Haris titled "Pet and me" explained the theory of thematic curriculum that can generate thematic learning (Carole and Harris, 1995) thematic learning unit designed through collaboration between schools for children of pre-school and elementary school students up to grade 5. the data analysis showed that the curriculum as a static list of facts that can be learned or topics that can be mastered. Reflection of differentiation that there are three different constructions as follows: first the facts and information, both topics and third themes. All three are an important element of the curriculum thematic (Carole and Harris, 1995) gives a different role in children's learning can be explained as follows: facts and information focused on ideas narrowly defined; topic to give context facts and information, how to organize the information and questions existential themes interpreted broadly, beyond disciplines, enabling learners to integrate information and topics in a variety of human experience.

Integrated thematic learning in Isniatun Munawaroh (t.t) is influenced by three schools of philosophy Progressivism, Constructivism, and Humanism, which saw students from the uniqueness, potential and motivation has. The flow of progressivism view the process of learning should be emphasized formation of creativity, giving a number of activities, natural ambience and attention to the student experience, learning should occur naturally and not artificially. Learning happens in schools today do not like the situation in the real world that does not give meaning to most students. Progressivism is present as a form of dissatisfaction with the formalism that is both traditional and seem very stiff and lacking in depth. Progressivisme promoted by figures such as Francis W. Parker that led to the birth of reform school and John Dewey who founded the Progressive Education Association. Progressivism view that education is always in the process of development is dynamic, always ready to modify the methods and policies when dealing with a variety of new knowledge and changes in the environment / society. And also a student-centered education (child-centered) rather than focusing on the teacher or the field of cargo.

Meanwhile, according to the flow of constructivism that knowledge is formed by Individuals and experience is a key element of meaningful learning. This flow view firsthand experience constructed by the students is the key to learning. knowledge is the result of construction or human formation through interaction with objects, phenomena, experiences and environment. Knowledge can not be transferred away from a teacher

to students, but should be interpreted solely by each, for students to truly understand and can apply the knowledge they have to work to solve problems, find something for himself, trying with various ideas (Slavin, 1994). The essence of the constructivist theory, the idea must be found by the students and transform itself an update of the information if want to be his.

Viewed in terms of its significance, integrated thematic learning more meaningful if the material being studied can be beneficial. Thematic learning will be very likely to take advantage of the knowledge that has been gained directly. Thematic learning also provides opportunities for students to develop three domains of educational objectives simultaneously. The third domain of educational goals include cognitive, affective and psychomotor.

The thematic integrative learning to elementary school in Indonesia, based on an integrated thematic curriculum 2013 is an integration of intra-disciplinary, inter-disciplinary, multi-disciplinary and trans-disciplinary. Intra-disciplinary done by integrating the dimension of attitudes, knowledge, and skills into a coherent whole in each lesson; Inter-disciplinary integration is done by combining the competencies of a few basic lesson to be related to one another, so as to be mutually reinforcing, to avoid overlapping, and maintain alignment of learning. The integration of multi-disciplinary done without combining the core competencies of each lesson so that each lesson still has its own basic competencies. Trans-disciplinary integration is done by linking various subjects that exist with the problems that were found in the vicinity so that learning becomes contextual.

Learning includes the preparation of the lesson plan developed by teachers, either individually or in groups refer to the syllabus. Then the learning process is a learning activity consists of activities: Introduction, Core, and Closing. Core activities are the details of the activities of exploration, elaboration, and confirmation, which consists of five learning experience: observe, ask, gather information, to associate and communicate (Ministry of education 65 : 2013) and assessment of learning, assessment on thematic learning - integrated with reference to indicators of basic competencies each subject that is integrated into a unified thematic.

IV. Research Methods

This research type of field research with a qualitative approach to obtain data curriculum implementation 2013 in Primary Schools. Research Subjects was elementary school teachers in the district of Sleman, Yogyakarta, namely State Experimental Elementary School 3 in Pakem Sleman and State Elementary School Nogopuro Depok Sleman Yogyakarta, places of research thematic integrative conducted classroom teachers grade 1 and 4, the data collection form of words, the activity of teacher and student interaction in integrative thematic learning focus of this research (Matthew B. Miles and A. Michael Huberman, 1992: 1-2) with observation, interview and documentation. An observation method for observing thematic learning integrative teachers do in the classroom the teacher grade one and four, determined class one and four because it has implemented the lessons learned from the 2013 2014 and 2015 when the research was conducted, with the instruments observation form of observation sheet learning methods interview form question and answer to the principal and teachers. Method of documentation in the form of a copy of the document attachment ministry of education related curriculum 2013, Essential competence, basic competence, syllabus, lesson plans and handbooks for teachers and students in grade one and four.

Analysis of qualitative data with flow models, includes three components, data collection concurrent data reduction is performed electoral process, focusing and simplification of abstraction and transformation of raw data; Data analysis in the form of presentation of data comprising a set of information that has been arranged and conclusion or verification of data (Matthew B. Miles and A. Michael Huberman, 1992: 15-20) applied in this analysis with thematic integrative learning theory.

V. Results And Discussion

The change of curriculum in Indonesia, directed that education is always dynamic, always ready to modify education policies when dealing with various developments Science, technology and new art and changes in the environment or society. Changes thematic learning integrative curriculum in 2013, the themes of learning has been determined from the central government in government regulation no. 67 of 2013 on the basic framework and curriculum structure Elementary School / Islamic elementary schools. Scene one elementary school class consists of 9 themes: myself, my passion, my activities, my family, my experience, environmentally clean, healthy and beautiful, objects, animals and plants around me, natural events, and preserving the environment (ministry of education regulation 67: 2013). This theme for the two-meter deep, odd semester and second semester. While the theme of the fourth grade elementary school comprises eight themes include: The Beauty of togetherness, always save energy, caring for sentient beings, various jobs, appreciate the services of the hero, the beauty of my country, my ideals, my neighborhood (ministry of education regulation 67: 2013) for two semesters, the odd semester and second semester.

Thematic integrative learning was implemented by elementary school teachers first- and fourth grade; Learning includes the preparation of the lesson plan which was developed by a group of teachers at teacher's group activity refers to the syllabus. Then the learning process is a learning activity consists of: Introduction, core and cover. Core activities are the details of the activities of exploration, elaboration, and confirmation, which consists of five learning experience : observe, ask, gather information, to associate and communicate (ministry of education regulation 65: 2013) and assessment of learning, assessment at-integrated thematic learning refers to the indicator of basic competencies each subject that is integrated into a unified thematic, can be explained as follows.

Lesson Plan Preparation of the Thematic Integrative Curriculum 2013

The first stage in an integrated thematic learning teachers write implementation of lesson plan (LP). For one of them on LP class family theme and sub-theme in my family for four classes, including LP theme always save energy sub theme of force and motion, lesson plans developed by teachers include: school data, lesson, and class / half; theme sub theme; Time Allocation; Essential Competence (EC), learning objectives, basic competence and indicators of achievement of competencies; learning materials; learning methods; media, tools and learning resources; measures of learning activities; and assessment.

In LP class family theme and sub-themes of family members, the theme is the integration of basic competencies and Indicator Indonesian subjects, civic education and culture; For fourth grade lesson plans on the theme always save energy sub theme of force and motion, their integration Basic Competencies and Indicators for teaching science, Indonesian, culture and civic education. Also integrated core competencies, core competencies in respect of the first spiritual attitude; The second core competence in respect of social attitudes; The third core competencies with respect to knowledge; and a fourth core competencies with respect to skills (ministry of education regulation no. 69: 2013) Development of an integrative thematic learning the lesson plan teachers do in groups so that LP can be provided at the beginning of each school year.

Learning Process of Thematic Integrative Curriculum 2013

The second stage of learning is the learning process of thematic integrative curriculum, 2013 in grade one and grade four, explained that learning activities refers to the LP which has developed a teacher, learning activities comprises: Introduction, core, and Closing. Core activities detailed in the activities of exploration, elaboration, and confirmation, namely: observe, ask, gather information, to associate and communicate.

On the theme of family sub-themes of family members their integrasi Basic Competency (BC) and Indicators subjects Indonesian, PPKn and SBdp, the learning process of students were asked to collect family photos, then students are asked to observe a family photo of each, to be matched on the card incomplete picture inscribed my father, mother, brother and sister by the teacher. Learners create straight lines and curved to complement the image of picture cards and then colored, then associate or analyze the meaning of the word "brother" by the students were asked to make the question of who the big brother? Then the students collect information from handbooks students, and communicate the results "sister" is a family member who is older, the teacher asks students to discuss the group with teacher-directed to the student can be concluded with associate or analyze, and communicate what has been the discovery in group activities "sister" are siblings who were older than me.

Of the learning process directly generate knowledge about the concept of family and family members "big brother" and questioning skills, students are trained to use questions, learners still need help the teacher to ask a question to the level of the students were able to ask questions independently. Through asked developed curiosity, getting trained in asking the curiosity increasingly be developed, deliver information in the form of oral transmission is also in the form of writing within the competence of Indonesian Language, competence of culture on the ability of learners to make curved lines and color picture cards family.

While learning indirectly, in the form of development of core competencies spiritual attitude "Living and practice the teachings of religion" was delivered at the beginning of the learning activities the teacher asked us to pray according to the religion and beliefs of each and greetings, the current core activities "to make straight lines and curved "through the graphics card family, the teacher invites students coloring pictures by saying that God (Allah) Most Beautiful that creates an assortment of colors, as well as the teacher's explanation that "Having a family is a gift that should be appreciated as a form of our gratitude to God who has create a family for us". EC-2, is a core competency of social attitudes "Living and practicing discipline, accountability and responsiveness in completing tasks submitted by teachers. So in an integrated thematic learning can take the form of Intra-disciplinary done by integrating the dimension of attitudes, knowledge, and skills into a coherent whole in each lesson; inter-disciplinary integration is done by combining the competencies of a few basic lesson to be related to one another, so as to be mutually reinforcing, to avoid overlapping, and maintain alignment of learning.

For the fourth grade lesson plans on the theme always save energy sub theme of force and motion, their integration Basic Competencies and Indicators for teaching science, Indonesian, Culture and civic education. Construction material with a cargo science frictional forces, Indonesian students are asked to write observation activities, creative culture made from natural ingredients and civic education a landing on a unified stance.

In the sub-theme of force and motion in the learning activities of students learn individually through playing marbles, playing dice, walk in the shoes of students take turns to play marbles and dice, running shoes are lined rough and bare smooth, and study groups to create works creative form of toy cars from watermelon rind. In the individual lessons students were asked to observe and experience how the force and motion when the marbles and dice that have been played, as well as learners distinguish footwear rough and smooth, then to be written in a report of observations. In this learning process learners construct knowledge, thinking skills and psychomotor skills. Being on the working group makes the creative work in the form of a toy car from watermelon rind learners construct knowledge, thinking skills and psychomotor skills jug training cooperation and united in realizing the works cars In the direct instruction of students going on the formation of creativity, with the provision of a number of activities, atmosphere naturally pay attention to the student experience in an integrated and not partial, of their integration and Indicators Basic Competence four science subjects, Indonesian, culture and civic education.

Assesment of Integrated Thematic Learning

The third phase Assessment thematic learning-integrated Primary School, to determine the achievement of BC is based on indicators developed teacher, referring to the indicator of basic competency class theme family sub-themes of family members, the theme is the integration of basic competencies and Indicators Language subject Indonesia, Civic Education and Culture, for fourth grade lesson plans on the theme always save energy sub theme of force and motion, their integration Basic Competencies and Indicators for teaching science, Indonesian, culture and civic education. Each subject is integrated in the theme composed matter while using test and non-test in the form of written or oral, observation of performance, attitude measurement, assessment of the work in the form of the product.

In carrying out the evaluation of teacher learning and learning outcomes assessment process on aspects of attitude, knowledge and skill. Assesment is directed to measure the achievement of competence, namely CD at EC-3 and EC-4; Assessment using reference criteria; which is based on what can be done learners after the learning process, and not to determine the position of a person to the group; The planned system is a system of continuous assessment. Sustainable in the sense that all indicators were charged, then the results were analyzed to determine the BC who had owned and which have not, and to know the difficulties of learners; The assessment results are analyzed to justify remedy program for students who attainment of competence under the thoroughness and enrichment program for students who have met completeness.

VI. Conclusion

An integrative thematic learning curriculum implementation in 2013 with Intra-disciplinary done by integrating the dimension of attitudes, knowledge, and skills into a unified whole; and inter-disciplinary done by combining the competencies of a basic three and four subject-matter thus related subjects to one another, can be mutually reinforcing, to avoid overlapping, and maintain alignment of learning. This integrated thematic learning provide opportunities for learners to develop three domains of educational objectives simultaneously realm of attitudes, knowledge and skills, enabling learners to integrate information and topics in a variety of learning experiences; curriculum change in Indonesia, that education is always dynamic. Education is always ready to modify the current policy to deal with a variety of new developments in science, technology and art as well as changes in the environment or society.

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