

STUDENTS' CHARACTERS BUILDING IN THE 2013 ENGLISH CURRICULUM AND ITS PRACTICES IN THE CLASSROOM: A CASE STUDY

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Abstract : The aim of the study is to identify the teachers' perception about the students' characters building in the 2013 English curriculum and its practices in the classroom at the first grade students in a public Senior High School in Nganjuk regency academic year 2016/2017 which have been using the 2013 English curriculum at the first year. This study is a qualitative case study conducted by involving two English teachers and students at the first grade of that school, academic year 2016/2017. Data of this study mainly obtained through some qualitative techniques, such as curriculum documents analysis, interview, observation, questionnaire, and case reports as well, and analyzed by using comparative method of Glaser and Strauss. Finding of the research are: (1) the English teachers' perceptions about the students' characters building as their translation of their knowledge in the 2013 English curriculum are same in general, but they still need to have a precise perception toward the C-2013 and mastering its information better; (2) the English teachers implementation of the 2013 English curriculum in developing the students' good characters in the teaching learning practices in the classroom are: (a) needs some strategies and creativity to make the students enjoy the lesson, (b) scientific approach recommended as an appropriate approach for the students (c) collaboration learning is highly required in the C-2013 classroom. The finding of the research shows that a good perception of the C-2013 strongly influences to the teaching activity to increase characters building for the students. For that reason the English teachers are expected to extend their knowledge of the C-2013 and have a precise perception as the result of a good understanding in C-2013 to create more effective, joyful, and meaningful teaching learning process as well to maximize the characters' value for them.

Keywords: *teachers' perception, characters building, the 2013 English curriculum, case study.*

INTRODUCTION

English is used as a foreign language in Indonesia. As a means of communication, English is very practical to get information, absorb knowledge, learn other cultures, or even to have fun. That's why English is taught in school from elementary to university. To teach English for the students in all education levels we need a curriculum.

A curriculum is the soul of an educational system. It represents a very important

component, because it not only concerns on the targets and instructions in an education, but also concerns in the learning experiences which must be owned by the students. Furthermore, a curriculum also regulates all the instructions into a good way. A curriculum is more than putting together a set of academically required subjects. Several things must be considered, such as the learning needs of students; the consensus of teachers and administrators; the expectations of the community; and current breakthroughs in academic fields. In an educational system, there are three generic character competencies to be expanded into 3 domains to the learners, namely attitude, knowledge and skill. The attitude domain is then to be classified into social attitude and spiritual attitude. In order to fulfill the main purpose of the System of National Education law which is needed to create citizens who have a good spiritual attitude, social attitude, knowledge, and skill-as well as to fulfill the demand of the globalization era where science have to access easily whenever and wherever-hence the change of curriculum is very possible done. A curriculum is surely developed, revised, changed, altered, improved, repaired, or completed depending on the society's needs. The curriculum which has never been revised will be left by the science's development and technological progresses.

Theoretically, the needs to change curriculum are influenced by several factors. Richards (2001: 25) contends that curriculum may change as result of the shift of paradigm in education. The new curriculum, C-2013, is the development of the Competences Based Curriculum and C-2006 which emphasizes the character building. The stakeholders believe that it is important to launch a new curriculum which also set the rules about character building, as the new topic in education and offers a practical solution.

The ambiguities in understanding to apply the newest curriculum always happen in every changes of curriculum in Indonesia. In order to know whether the curriculum changing has beneficial to the teachers or makes them still in their style of their old way of teaching, in this study English teachers was being interviewed. Most research on such programs has focused on the effectiveness of the intervention, rather than on the effectiveness of the implementation process or the relationship between implementation and the achievements. There are so many factors that can be studied along with the responses provided by the teacher as curriculum implementers in the field. Start from the lack of socialization for the implementation of it. Continued with the different perceptions about how to understand, and how to implement this curriculum in the field. The differences in learning approach from the previous curriculum that uses Genre Based Approach into a Scientific Approach in the C-2013 is very difficult for teachers. As well as teacher' IT mastery that is still minimal at most teachers is also a reason why the C-2013 still raises the pros and cons on the implementation at its practices.

Things influence of the implementation of the 2013 curriculum is teachers's perception. Grice (1961: 123) says perception is a process by which someone attaches meaning to sensory information received. That definition distinguishes between sensation (for example, vision, hearing, olfaction), or the receiving of sensory information, and another process, perception, which makes sense of that sensory information. A goal of perception is to estimate true properties of the world. A goal of categorization is to classify its structure. A eons of evolution have shaped human senses to this end. These three assumptions motivate much

work on human perception. The concept of perception and interpretation in this research was the combinations of what the teachers believe, what the teachers know, what the teachers believe that they know, what was happening in their mind when they perceived the stimulus, and what they described was regarded as their interpretation. In teaching and learning process, a good perception of the teacher is much needed. Teachers should always perceive and aware to their class condition as a whole. Teacher should understand the condition of their students' needs to study, and understand the strategies they should use in order to get a good achievement.

Teacher should think about the effective methods for effective teaching. Teachers are responsible to design their study, collect the data, reflect the result of the study, and change their instructional system which is necessary. Teachers should prepare themselves to be a good decision maker for teaching. In teaching, teachers make countless decisions all day long in an effort to promote the student's learning. Burden and Byrd (2007), breaking down the decision in teaching into three categories: planning, implementing, and assessing. Some decisions are made at the desk when preparing lesson or unit plans, designing instructional activities. Other decisions are made on the spot during the dynamic interactions with students when delivering a lesson. Those steps also to raise the good characters of the students through learning process. English syllabus in the C-2013 have been regulated by the government through the appendix of the Regulation of the Minister of Education and Culture No. 59 year 2014 page 730-858. There mentions the English syllabus of the C-2013 in general. It means that every school at the same grade in Indonesia only has one syllabus in applying the C-2013 in the classroom. It is guide the English teachers how to teach implicitly/explicitly the core competencies, basic competencies, learning materials, properly as well as how to make an assessment, split the time allocation, and determining the learning sources. English teachers only need to translate and to interpret what the syllabus means through their own lesson plan. It's really different with the syllabus from the previous curriculum (C-2006), where the syllabus and lesson plan created by the teachers based on the content standard from the government.

This new curriculum explicitly claims that SA is a paramount to the better quality of teaching and learning (Kemdikbud 2013). SA supposed to be more effective in increasing students' learning outcomes than the traditional one. This approach is considered relevant with the idea that learning is a scientific process in the classroom. Thus, how learning takes place should be scientific-based, meaning that all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and networking. SA is also believed to be able to develop students' affection, skills, and knowledge. It is not a model of teaching, but a set of fixed steps that can be used in teaching. Therefore it cannot replace the existing approaches and methods in ELT. According to Ashcroft & Lee (2005: 126) in Slamet Setiawan (2014), scientific approach enables students to gain confidence to stimulate their curiosity, to foster their desire and abilities to learn and to develop a range of skills, interest, and conceptual knowledge.

In accordance with the regulation of the minister of education and culture No. 69 of 2013 which is enhanced by the Regulation of the Minister of Education and Culture No. 59 of 2014 Article 3, states that the curriculum structures are organizing the core competencies, the

basic competencies, learning load, subjects, and the burden learning. Core competence is a translation or Graduation Standard Operationalization in the form of quality that must be owned by those who have completed specific training in the educational unit or a certain education level. This is a description of the core competencies that are grouped into aspects of attitudes, knowledge, and skills (affective, cognitive, and psychomotor) which should be studied learners to a school level, classes and subjects. Core competencies increases with age learners expressed with increasing grade. Core competencies should describe the quality of the balance between the achievement of hard skills and soft skills. The core competence serves as an element organizer (organizing element)

Basic Competence. As an organizer element, Core Competence is a binder for vertical organization and horizontal organization basic competency. Basic Competence vertical organization is the link between the content of the Basic Competence or education class to class / level on it so it meets the principles learned that there is a continuous accumulation of the content learned. Horizontal organization is the link between the Basic Competence content of the subjects with the Basic Competence content of different subjects in the weekly meetings and the same class so that a process of mutually reinforcing. Core competence is a binder competency that should be generated by studying each subject. Core competencies are designed in four inter-related groups, namely with regard to religious/spiritual attitudes (KI 1), social attitudes (KI 2), knowledge (KI 3), and application of knowledge (KI 4). The fourth group was the reference of basic competencies and should be developed in any event integrative learning. Competence with respect to religious and social attitudes developed indirectly (indirect teaching) that at the time the students learn about the knowledge (KI 3) and the application of knowledge (KI 4).

RESEARCH METHOD

The study carried out in a public school which was accredited in 2014 as Grade A. It was conducted in the second semester of academic year 2016/2017, on January 2017 to May 2017.

The participants of the study are the English teachers in X grade of that school, and the students at the first level of the academic year 2016/2017 who have been using the C-2013 in their teaching learning process. This study want to identify how the English teachers planting the good characters (characters building) in the rule of the C-2013 in the classroom, as well as to identify their perception about the C-2013 as the basic knowledge they have been worked with.

The approach of the research is case study research which was carried out through the following steps below:

Table 1. the Stages of Case Study Research

Stage	Activity to do in the process
1	<p>Planning</p> <ol style="list-style-type: none"> 1. Identifying the research as an issue, problem, or hypothesis. 2. Reviewing the literatures 3. Specifying a purpose 4. Designing case study to apply 5. Preparing for data collection, and 6. Developing the instruments.
2	Asking research questions and drawing up ethical guidelines.
3	<p>Collecting and storing data. The data for evidence might be collected from multiple sources.</p> <ol style="list-style-type: none"> 1. Observation: Teaching Learning Process and other related data to best practice. 2. Interview: Curriculum development, supporting facilities, school policy 3. Document: Government Policy and Curriculum. 4. Questionnaire: teacher’s knowledge of the C-2013, their difficulties on English teaching learning process in the classroom, and their effort to overcome the difficulties .
4	Generating and testing analytical statements. The data were analyzed qualitatively through Constant Comparative Method.
5	Interpreting or explaining the analytical statements.
6	Deciding on the outcome and writing the case report.
7	Finishing and publishing.

The qualitative data was arranged from the curriculum documents analysis, interview, observation, questionnaire, and case reports as well, and analyzed as well as the teacher’s knowledge of the C-2013, their difficulties on English teaching learning process in the classroom, and their effort to overcome the problems raised.

The observation technique used in this research was full participant observation in which the researcher blended with the participants during the teaching and learning process. Observation data obtained were dealing with the implementation of the lesson plan in the classroom. The observation covered not only the learning activities, but also the class management and the communication happened there. It was participants’ behavior, feeling, as well as interpretation found in implementing the 2013 English curriculum. In this research, observation was done four times; the first and second cycles were held in the class X social program, and the third and fourth cycles were held in the class X Science 2 program. In each cycle, the researcher observed the teacher-students activity during the classroom implementation of characters building in the C-2013 and its difficulties that might be raised in each step.

The interviews consisted of questions which were used to analyze the school’s-teachers’ general opinion toward the C-2013. It consists of questions formulated in order to

gather data for answering the research question. The researcher provided list of questions before the interview session began. The interview was intended to find out the teacher's background, the school policy, and all things related to the implementation of the characters building in the curriculum, the difficulties arose in the implementation, and their overcome difficulties in the implementation of the C-2013. It was carried to all teachers of first grade to find the different method used in the same curriculum. It was also arranged to the school principal. The results of the interviews were analyzed to answer the research questions. In this research, the researcher adopted standardized open-ended interview in order to get more complicated information about the topic under study. By this kind of interview, it is assumed that individual participants define the world in unique ways, and the purpose is not to put things in someone else mind but rather to access the perspective of the person being interviewed. The researcher got some information from the headmaster and also the English teachers of the first grade, searched some school policy through interview with the headmaster, school support toward the implementation of the C-2013 especially in English lesson and also some efforts to improve the teacher's knowledge about the C-2013 itself . While from the teachers, the researcher was curious to find out the way to improve the implementation of the C-2013 in teaching and learning process possessed by the English teachers, the media and method applied by the teachers. Meanwhile, for further information about some aspect dealing with best practices, the data would be collected by interview and questionnaire. All of the data was validated in several ways during and after data collection. The results also helped in making the analysis more.

The form of documents used in the study were the documents using in the implementation of the core competencies in teaching learning activity by using the 2013 English curriculum, government policy about the curriculum and the curriculum applied in that school. There was also including the headmaster's, teachers', and students' statements during the interviews and questionnaires, syllabus documents, lesson plans, and observations in teaching learning process. In this research, the researcher used questionnaire to find out the teachers' difficulties in implementing the C-2013 as the result of the teachers' knowledge in it.

The questionnaires used in this research were acquiring social data. There were about teachers' background, knowledge and perception questions. It was designed to answer the questions of the research.

RESULTS AND DISCUSSION

Teaching English in Indonesian classroom especially in the formal school cannot be separated with a curriculum, because it is the soul of an educational system. It represents a very important component, because it not only concerns on the targets and instructions in an education, but also concerns in the learning experiences which must be owned by the students. The 2013 English curriculum is designed to fulfill those all need in an education institution. It also Says by the National Education System of Indonesia (2003: art 20) “ *the curriculum is a set of plans and arrangements regarding the purpose, content, teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals.*” The documents include aims, contents, learning materials, and

the methods which are proposed by the government and it has been developed according to the local needs. Based on that situation, the structure of group subjects in every school might be different. Based on the documents analysis and principal-teachers interviews known that English Curriculum has explained in the teaching learning documents used in that school. There were in the form of a curriculum set consisting of annual program, semester program, weekly program, daily program, minimum criteria point in each subject, and syllabus. Those documents refer to the guidance of the implementation of the C-2013 issued by government “*Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun Ajaran 2014/2015.*” (Kementrian Pendidikan dan Kebudayaan, 2014). One of the differences between the 2013 curriculum and the previous curriculums had been used in Indonesia is about the Syllabus. The C-2013 syllabus guided the teaching learning process in whole. As guidance, it consists of the core competencies, basic competencies, learning materials, the way of learning, the way of assessment, time allocation, and the learning sources. The learning process touches three domains, namely: attitudes, knowledge, and skills. Those process covered by the core competencies. The processes aimed that students will be a productive, creative, innovative, and affective through the strengthening of attitudes, skills, and knowledge are integrated.

The English teachers’ knowledge of the 2013 is same in general. It was supported by the teachers’ education background, teaching experiences, and their perception on the 2013 and its implementation in the teaching learning process in the classroom. The result of the interviews conducted with three respondents, two of them teach in the first and second grade reveals as follow:

Table 2. Teachers Experience Description

No	Teacher Identity	Teacher Experience Description
1	Teacher A	He teaches at the third grade for science programs, graduated from Education Faculty. He admitted that he has known about the core competencies in the 2013 English Curriculum, but he has not practiced it yet, due to his grade of teaching. The twelve grade students in that school were still using the 2006 English curriculum at that time. As the most experienced teacher, he has been teaching for 27 years at 2015
2	Teacher B	She teaches at the first grade for science programs, graduated from Education Faculty. This year is her first year to teach by using the 2013 English curriculum. She has been teaching for 17 years at 2015
3	Teacher C	She teaches at the first grade for social programs, She graduated from Education Faculty and still on her ongoing for her graduate program at the same faculty. It is also her first year to teach by using the 2013 English curriculum. At 2015 she has been teaching for 10 years

They have got the knowledge of the C-2013 from some workshops, trainings, and reinforcements for the teachers periodically from their school. The school also makes controlling for its implementation in every last semester and in the end of academic year. Once in two months all the teachers have a teacher session. Even though that session just seems like a discussion forum, it gives a big contribution to lead the teachers to prepare their learning media within the 2013 curriculum concept for next two months ahead.

As the result of the interview from two English teachers, teacher B explained that in the 2013 English curriculum, the two different points in curriculum changing from the 2006 English curriculum into the 2013 English curriculum are focused in learning approach and character building. She explained that in the 2013 English curriculum, the learning approach has been recommended is scientific approach. They covered Observing, Questioning, Associating, Experimenting, and Networking activities. Besides the different approach used, the implementation of the character building or making students to have a good deed are the newest thing that she found as the implementation of the 2013 English Curriculum.

On the other side, teacher C stated there are three big points that make the 2013 English curriculum looks different with the previous curriculum. They are character building, assessment, and students' creativity in the teaching learning process.

In implementing the 2013 curriculum at school, the school has some efforts to help the teachers. One of the school efforts is by holding "In House Training" program. It has a main

goal to make the same understanding about the frame of the 2013 English Curriculum in whole. Thus, activities in IHT direct to give the same perception to the teachers about the newest curriculum and its characteristics, also its differences with the previous curriculum. The teachers' perception about the 2013 curriculum will bring them into a good implementation for the successful learning. The concept of perception and interpretation is the combinations of what the teachers believe, what the teachers know, what the teachers believe that they know, what was happening in their mind when they perceived the stimulus, and what they described was regarded as their interpretation. All the teachers, especially the English teachers also have their own teaching learning documents which have been prepared at least two months before. In creating the teaching documents they did it some individually, and some other did in group of school teachers' forum

The implementation of the 2013 English Curriculum by the English teachers in in developing the characters building in the teaching learning practices in the classroom needs some strategies and teacher's creativity to make the students enjoy the lesson. It forces the teachers to be more creative and active to imply some strategies in teaching practices through learning model with scientific approach.

There are 3 kinds of learning models that suitable with the scientific approach recommended by the Government which are relevant or appropriate with the students' levels and needs are: project- based learning (PjBL), problem- based learning, and discovery learning which also called as Inquiry learning or Problem Solving. Scientific approach enables students to gain confidence to stimulate their curiosity, to foster their desire and abilities to learn and to develop a range of skills, interest, and conceptual knowledge. Selecting a suitable learning media which is familiar with the student's previous experience is very helpful in delivering the material. A good learning media would lead students to find their own answer in every question raised during the teaching learning process. The diversity of answers as a manifestation of the students' diversity way of thinking was awarded as student's creativity. Because of the awareness, the students became very confident with their respective abilities.

The difficulties have been encountered by the teachers in implementing the characters building of the C-2013 are:

1. Internal factors: are the factors as mainly placed at the teacher's own perception about the meaning of the 2013 English Curriculum and the core competencies included in it. Some difficulties find at this factors are:
 - mastering information of the C-2013 for the teachers, based on their comprehension level.
 - mixed of the teacher's problem as a person and as a teacher in the school. Sometime she can't control the mood she has got at home into the school situation.
 - teacher's creativity in creating a good design of activities and teaching plan suitable with the approach suggested in the 2013 English Curriculum.
2. External factor: are the factors come from teachers-school surrounding which have painted the implementation of the C-2013. They are:
 - transition period from the 2006 English Curriculum into the 2013 English Curriculum where one teacher should teach at the two different levels by using different

curriculum. Her main set has not fully led to the 2013 English Curriculum yet. Sometimes they still used teacher center method in learning process besides used students' center method as requested in the C-2013.

- The students' comprehension level in English. Based on the research finding, the using of three languages in teaching learning process is unnecessary practiced. It means that teacher must encourage direct and spontaneous use of the foreign language in the classroom. So it is depend on the teacher's creativity to create an interesting activity based on the students' need. Teacher should think about the effective methods for effective teaching. Teachers are responsible to design their study, collect the data, reflect the result of the study, and change their instructional system which is necessary. Teachers should prepare themselves to be a good decision maker for teaching. In teaching, teachers make countless decisions all day long in an effort to promote the student's learning. A good implementing will cause a good result.
- the scoring system which is more difficult to implement due to the limited time of learning. Based on *Permendikbud RI (59: 2014)* about C-2013 for Senior High School/ Madrasah Aliyah, English teaching time for Senior High School is two-forty five minutes in a week. Teacher's decisions about planning, implementing, and assessing matter are very important. These must be considered by the teachers before, while, and after the teaching and learning process to promote student learning. In this case, teacher needs to know how to convey the material using scientific approach and create joyful and meaningful learning activities. Sometimes the teacher seems lack her time to handle the assessment in every meeting.
- the difference students' comprehension level to receive the material. English teaching time for Senior High School is two-forty five minutes in a week. Teacher's decisions about planning, implementing, and assessing matter are very important. These must be considered by the teachers before, while, and after the teaching and learning process to promote student learning. In this case, teacher needs to know how to convey the material using scientific approach and create joyful and meaningful learning activities. The C-2013 explicitly claims that SA is a paramount to the better quality of teaching and learning.

The teachers' effort to overcome the difficulties encountered in implementing the C-2013. It related to the source of the difficulties faced by the English teacher. There are two sources of the difficulties as stated below:

Table 2. Individual difficulty source

No	Kind of individual difficulty source	teachers' effort to overcome the difficulties
1	Teacher's mood Teacher's fatigue	<ul style="list-style-type: none"> • try to manage herself first before goes to the classroom (set the mood control). • change lesson plan with the alternative activity under teacher's control.

From the individual difficulty source, the teacher would try to manage herself first before goes to the classroom. Sometimes the teacher has to change her lesson plan because of such condition. Giving students individual task or group task is the best choice to overcome her problem.

As said by teacher B that as a human being, sometimes she was tired of school activities along the day. At home there is still another activity, even at late night. It sometimes happens for few days. Humanely it becomes a burden for her who was required to always perform maximal in the class while she could not do it. In such condition sometimes her emotions raised. If it were so, she would give her students an independent task to do, but still keep watching the activities. The other difficulty comes from technical source.

Table 2. technical difficulty source

No.	Kind of technical difficulty source	teachers' effort to overcome the difficulties
2	Confusing about method she should use Assessment scoring rubric preparation Teachers' knowledge of the C-2013	<ul style="list-style-type: none"> • discuss the problem with other friends. • Prepare the assessment scoring rubric individually or in a teachers' forum . • maximize the English teacher forum (MGMP) in the school level and also in the regency level

Teacher C explained that sometimes she confused about the method she should use, or about her students' question which she doubt with the answer. At that case, she noted it, and then in the teacher's room she would discuss the problem with her friends whether it's from the same field study, or also from other field studies. From the explanation can be concluded that sharing her problem with her friend is very helpful. Talk to the more experienced teachers is the best way she chooses to overcome the problems.

The school effort to overcome the problem of the teachers in implementing the 2013 curriculum was by strengthen the teachers forum at school to help the teachers to overcome the problem in implementing the 2013 English curriculum in the classroom, school supports the teachers to maximize the English teacher forum (MGMP) in the school level and also in the regency level to discuss the implementation of the 2013 English curriculum in detail. It also tries to equate teachers' knowledge sustainability.

CONCLUSION

English teachers' perceptions about the students characters building as their translation of their knowledge in the 2013 English Curriculum in that school is good enough. As the facts, the teaching learning documents used there consisting of annual program, semester program, weekly program, daily program, minimum criteria point in each subject, and syllabus. Those documents refer to the guidance of the implementation of the C-2013. Every step of teaching learning process is always involves the core competencies, to create good characters as the goal of the C- 2013. They are to create a productive, creative, innovative, and affective ability learner.

All the teachers at that school have implemented the character building in their English lessons. The character building loads are stated in KI1 and KI2 of the 2013 Curriculum. They cover religious attitude and social attitude . The implementation of the characters building in the teaching learning process are integrated in the lesson plans, teaching-learning activities, and the day-to-day activities with the students, and in the assessment.

Some important points of the classroom's implementation need to be highlined are: (1) it needs some strategies and teacher's creativity to make the students enjoy the lesson, (2) the scientific approach recommended by the Government as an appropriate approach for the students, (3).scientific approach enables students to gain confidence to stimulate their curiosity, to foster their desire and abilities to learn and to develop a range of skills, interest, and conceptual knowledge, (4). Collaboration learning is highly required in the C-2013 classroom to foster student's good attitude.

Even though there are some difficulties have been encountered by the teachers in implementing the C-2013 to increase the students' good characters, they have found ways to overcome the difficulties in implementing the characters building of the C-2013. They are: teacher's self-management control before goes to the classroom, fellows' sharing activity, and strengthen the teachers' forum at school in the school level and also in the regency level to discuss the implementation of the 2013 English curriculum in detail.

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