

## **Curriculum Changing in Indonesia: Impacts and Solutions for Natural Science Teachers in Islamic Secondary School at Rejang Lebong Regency**

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### **Abstract**

Curriculum is a set of course or resources that useful to increase teaching and learning process. The national school curriculum has undergone many changes in the history of Indonesian education, including in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and the most recent is 2013. The shift in the curriculum is targeted at improving schooling. The goal of this research is to recognize the issues of shifting education and address them namely impact of changing curriculum and solutions. This research was a qualitative study. The samples of this study were 10 Natural Science Teachers in Islamic Secondary School at Rejang Lebong Regency. The data was collected by using interview and analyzed by using qualitative way. The findings of this study were: Natural Science Teachers have difficulties in designing material, lesson plan, and assessment for the students. They are also having difficulties in doing and handling their administration job in the school. These problems can be solved by government and Natural Science Teachers itself. Government is hoped can make a new policy so Natural Science Teachers can do their job in classroom easily and effectively. For, Natural Science Teachers is hoped can learn about using ICT optimally in preparation, while teaching, and evaluation.

**Keywords:** *Curriculum Changing, Islamic Secondary School, Natural Science Teachers, Impact, Solutions*

### **Abstrak**

Kurikulum adalah seperangkat mata pelajaran atau sumber daya yang berguna untuk meningkatkan proses belajar mengajar. Kurikulum sekolah nasional telah mengalami banyak perubahan dalam sejarah pendidikan Indonesia, antara lain pada tahun 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, dan yang terakhir adalah 2013. Pergeseran kurikulum tersebut ditargetkan untuk meningkatkan kualitas sekolah. Tujuan dari penelitian ini adalah untuk mengenali isu-isu pergeseran dalam dunia pendidikan dan mengatasinya, yaitu dampak dari perubahan kurikulum dan solusi apa yang efektif untuk masalah tersebut. Jenis penelitian ini yaitu kualitatif. Sampel dalam penelitian ini adalah sebanyak 10 Guru IPA di Madrasah Ibtidaiyah Kabupaten Rejang Lebong. Pengumpulan data dilakukan dengan wawancara dan dianalisis secara kualitatif. Temuan penelitian ini adalah: Guru IPA mengalami kesulitan dalam merancang materi, RPP, dan penilaian bagi siswa. Mereka juga mengalami kesulitan dalam melakukan dan menangani pekerjaan administrasi mereka di sekolah. Permasalahan tersebut dapat diselesaikan oleh pemerintah dan Guru IPA itu sendiri. Pemerintah diharapkan dapat membuat kebijakan baru agar Guru IPA dapat melakukan tugasnya di kelas dengan mudah dan efektif walaupun dengan perubahan kurikulum yang cukup seeing. Sementara itu, Guru IPA diharapkan dapat belajar menggunakan TIK secara optimal dalam hal persiapan, pelaksanaan, dan penilaian pembelajaran.

**Kata kunci:** Perubahan Kurikulum, Madrasah Ibtidaiyah, Guru IPA, Dampak, Solusi.

### **PENDAHULUAN**

Education is very important in human' s life. Good education can change human' s life and make them to be better people. To create good education, there are many things should be prepared and should be done. One important aspect is good curriculum. The aim

or the purpose of making the curriculum is to make the similarities to all people, and to make sure that the objectives of our education is related to the aim of the country Indonesia which is based on Pancasila and Constitution 1945. Dharma (2008), Director of the Staff Education and Training Centre, Ministry of National Education, Republic of Indonesia, states that, among other things, the effective implementation of the basic education program relies heavily on trained teachers to handle the learning experience of their students based on a well-developed curriculum.

The Ministry of National Education historically plays a central role in Indonesia's curriculum growth. They aim to make recommendations for all Indonesian schools or organisations. The participation of schools (teachers) plays only a limited practical part in curriculum growth. Teachers are required to follow all the directions neatly prepared by the Ministry of National Education, which is well recognized as the National Curriculum, for the execution of the curriculum. The activities that teachers should do in instructional preparation are to organize a subject's lesson plan based on feasibility and technical guidance.

There are several tasks behind Indonesia's new policy or curriculum reform, one of which is to encourage teachers to create learning experiences that are important to the needs of the learners, the actual state of the classroom, as well as the need to relate it to the environment. In designing the competency base school level curriculum, the central government provides guidelines.

The Curriculum Center at the Office of Educational Study and Development of the Ministry of National Education enables schools to construct their own curriculum by providing curriculum models, known as KTSP, that can be implemented at the school level. The Ministry of National Education's training centers held training sessions for principals of schools and teachers in the creation of the competency base school level program prior to its extension to schools and students. Many changes in the history of Indonesian education have taken place in the national school curriculum, including in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013.

The reform in the curriculum is aimed at improving education, but education in Indonesia is already left behind by other countries. Indonesian school is low performing with high equity, according to the Program for International Student Assessment (PISA, 2018). Indonesia's ranking was 371,379,389 in reading, math, and research. Indeed, the fact is not good news for Indonesian people, especially educators and teachers. The changing of our curriculum is giving the low improvement for our education quality. The improvement of education quality is dependent on educator and students. A good educator can create a good student.

The highest aspect affect PISA scoring is natural science. Natural science in junior and senior high school consists of math, chemistry, physic, and biology. Based on the pre-observation in Rejang Lebong Regency, the researcher got the data about natural science teacher perception and problems about the changing of curriculum. All the natural science teacher agree that they have some problems in every changing curriculum. They have a new job, new assessment, new materials, new books, etc. it makes them so busy in preparing that equipment so make them not optimal in teaching and learning process.

Based on the data above, the researcher must know more about the impact of changing curriculum for natural science teacher. The researcher also wants to know about the good solution to solve that problems or impacts. This paper tells us about the history of changing curriculum, the impact of changing curriculum, and the solution of changing curriculum for natural science teacher in Rejang Lebong Regency.

## **THEORITICAL FRAMEWORK**

### **Curriculum in Indonesia**

Before the Europeans came to Indonesia, schooling in Indonesia had already begun. In Indonesia, there are at least three periods of education history, including the period before the coming of Europe, the era when the European and Japanese arrived, and the era after independence. In conjunction with this, Pidarta (2007:125) claimed that education has a long

history in Indonesia, since the influence of the Hindust and Buddhist, the Islamic age, the colonial era and the era of independence, the ancient education had been founded.

Dewey (1916) noted that "The need for formal or intentional teaching and learning increases as societies become more complex in structure and resources." In addition, Bagley (1907) added that "The curriculum is a storehouse of organized experience of race, preserved (until) necessary in the constructive solution of new and untried problems." Olivia (1982) claimed that the curriculum is the strategy or program for all encounters faced by the learner under the guidance of the school in relation to schooling.

### **History of Curriculum Changing**

In 1947, the first Indonesian curriculum was adopted. It was named the 1947 Subject Programme, which was intended to replace the Dutch educational system. The curriculum, which emphasizes the forming of the character of the Indonesian people, was developed as a conformist creation. Reforms to the curriculum were implemented in Indonesia in 1952. In 1952, the Indonesian curriculum was renamed the Unravel Subject Programme 1952. This applies to the curriculum of the national school system. The curriculum of 1952 is that the consistency of everyday life-related subjects must be taken into consideration in every lesson plan.

Indonesia enhanced the national curriculum for education in 1964, which is known as the 1964 Education Programme. The 1964 curriculum is critically concerned with science, such that Pancawardhana (Hamalik, 2004) is the subject of the learning program, including the development of spiritual, academic, emotional/artistic and physical skills. The soul of Pancasila, knowledge base, and a special ability, written in the 1968 Curriculum, are modified in the form of the educational curriculum Pancawardhana. Curriculum 1968 seeks to build a real, solid, and balanced physical human Pancasila, to improve physical, moral, moral, and religious abilities and acumen.

In 1975, a new curriculum was implemented in Indonesia. It was created to replace the 1968 program. In this new curriculum, there are some improvements made. Four new methods were used in this program, namely: (a) Goal-oriented approach; (b) integrative approach in the sense that every lesson will be relevant and will be functional to facilitate the achievement of more interrelated goals; (c) stressing resource and time quality and efficiency; (drill).

In 1983, it was no longer considered that the 1975 curriculum was compatible with the demands and requirements of research and technology within the society. In total, the fundamental adjustment to the 1984 curricular in the 1975 curricular year was as follows: 1) there was a conflict in study curriculum with student skills; 2) there was a disparity between the program and the curriculum implementations in classrooms; 3) there was so much detail on curriculum to be learned; and 4) new classroom acquisition, such as high school, was done. The curriculum 1984 is focused on students with an active learning approach, the course material is packed by a spiral approach, the principle of science before exercises is presented, the material is offered based on the level of maturity or preparation of the students as the basis of the knowledge and ability of the method. It is geared towards the purposes of teaching. Centered on the view that students are very confined to studying in school, learning in the classroom must then be practical and efficient. Therefore, whether the target should be accomplished by students is before selecting or setting teaching materials that must first be specified. The teaching method is focused on learners and an involved learning framework for pupils. CBSA is a teaching method that offers students the chance to interact entirely mentally, socially, spiritually, emotionally, and with the hope that students can have the full learning experience, both in perceptual, affective, and psychomotor terms. CBSA is a teaching approach which enables students to engage in physical, physiological, academic, social, emotional, and emotional aspects effectively. The lesson material is paired with a spiral technique. Spiral is the approach based on the width and depth of instructional materials used in packaging. The more qualified the tools and lessons given are the higher the standard of schooling and class. Send scientific philosophy prior to practice. Concepts must rely on learning and, after the training given, comprehension. To promote understanding, instruments are used to help students understand the term. Depending on the level of sophistication or

preparation of students, the content is offered. Using skills while studying. The approach that stresses how to gain information and convey outcomes are abilities in the learning process. To accomplish the target lessons, this strategy should be carried out successfully.

The learning method stresses the philosophy of learning in the 1984 program, and little emphasis is given to the quality of courses. The 1994 curriculum was developed as the completion of the 1984 curriculum and in compliance with the 1989 National Education System Law No. 2. This adjustment changes the time schedule for schooling, which is the transition between the six months and the fourth method. During the implementation of the 1994 initiative, few difficulties occurred, primarily due to the incorporation of the content-oriented approach. There is too much student pressure and it is too much for each subject's number and substance.

In 2002 and 2004, we got acquainted with the competence-based curriculum. (KBK). (KBK). The skill-based instruction focuses on conjunction with definable success requirements on the development of the ability to serve (competence) functions. Curriculum based on competencies is an instruction to train people with proven job skills (Scharg in Hamalik, 2000: 89). It indicates that attempts to equip the specific instrument worthy of practicing the credentials have been determined. The consequence is the need to build a competence-oriented curriculum as a learning roadmap. Education in the school is completed by means of packages of expertise, consistent with the vision of education that contributes to the growth of each, namely, to meet the needs of present and future needs.

Understanding, knowledge, and convictions, embodied in the central models of thinking and actions, are competence. The habit of reasoning and acting appropriately and consistently helps people to be professional in the sense of possessing basic knowledge, abilities, and values to do something. (1) Competencies in relation to students' ability to do assignments in different contexts are the fundamental concepts for using the concept of competence in the classroom; 2) Competency defines the learning process; 3) is a trained study result (learning results) that outlines what has been learned after students by their learning process; and 4) the readiness of trusted students to do something has to be identified and tested precisely in a wide way, and successfully achieved (Puskur, 2002).

Three key elements should be included in the competency-based curriculum program, namely: (1) the collection of relevant competencies; (2) the specification of assessment metrics to assess the progress of competency attainment; and (3) the implementation of the learning system. The competency-based program has characteristics as follows: focus on pupil and classical student skills; results-oriented learning (learning outcomes) and diversity; various techniques and strategies are used in the learning process; not only teachers, but also other learning outlets that satisfy the instructional elements; and Emphasis on the assessment process and results of study to control or achievement of a competency (Puskur, 2002).

In 2006-2007, Law No 22, 23 and 24 on the content standard, the Alumni Competency Standard, and the introduction of the content standard and the Alumni Competency Standard were issued by our government. Those items were like responding to the introduction of KBK, which already did not have the status of a permanent statute. School Based Curriculum is the term for skill-based program improvement. National education should be able to provide equal educational opportunities, to enhance the uniformity, importance and effectiveness of education administration. Equity understood the possibility of education programs in nine years of compulsory schooling. The goal of raising the education level is to improve Indonesian efficiency.

Several laws define the application of Law No. 20 of 2003 on the National Educational System, including Government Rule No. 19 of 2005 on National Educational Standards. The Government Legislation outlines the need to have standardized and applied eight national education requirements, namely: (1) the contents of criteria; (2) a single procedure; (3) graduate standards of expertise; (4) teacher/employee standards; (5) the quality of equipment and facilities; (6) the management standard; the funding standard; and (7) the assessment of standards of instruction.

The curriculum is interpreted as a set of plans and the setting of targets, content and methods of study and used as a guide to delivering learning experiences to meet such

educational objectives, prompted by Government Regulation No 19 in 2005, which guided the government to introduce the curriculum of education in the form of the level of the curriculum of education, the curriculum established by the operation.

Substantially, to better enforce the current rules, including PP No. 19/2005, the School-Based Curriculum (KTSP). The nature and substance of the course of growth, however, is still defined by the achievement of competency packages (and not on a thoroughly non-subject matter), namely: 1) emphasis on individual and conventional student skills, 2) results (learning outcomes) and diversity in learning, 3) the use of technique and methods differs in learning, 4) learning sources not only for students but also for other learning sources which align with the elements. The fact that schools have absolute authority to plan for education according to their set goals, beginning with the aim, vision, structure and freight curriculum, the tension at the learning stage, the timetable, the establishment of the curriculum are deeply shifting compared to the previous competency-driven program.

The final curriculum is Curriculum 13. After 2013, the Indonesian government has implemented Curriculum 2013 on the national education system to increase the quality of education. The 2013 curriculum differs from the previous curriculum, especially about the approach to the methods of learning and assessment used. In the 2015/2016 academic year, the Ministry of Education and Culture of the Republic of Indonesia's Vocational High School Directorate helped services to assist schools in adopting the 2013 Curriculum. Curriculum 2013 (K-13) is a curriculum that is replaced by the Curriculum 2006 (KTSP). K-13, which has four meaning dimensions, is awareness, ability, attitude, and actions. It's a very sensational educational program in Indonesia.

## RESEARCH METHOD

This study is a qualitative design. There were 10 (ten) Natural Science Teachers in Islamic Secondary School at Rejang Lebong Regency as sample of this study. There are 3 biology teachers, 2 physic teachers, 3 match teachers, and 2 chemistry teachers. The sample is chosen by using random sampling technique. The researcher use interview to get the data about the problems of changing curriculum. Interview guidelines is validated by experts from

University of Bengkulu, University of Sriwijaya, and State Islamic Institute of Madura. The result of validation form is valid and reliable to use as the instrument of this research. The data is analyzed by using qualitative analysis. They are collecting data, coding data, reflecting data, organizing data, and interpreting data.

## FINDING AND DISCUSSION

### Finding

Based on the interview, the researcher found the data about Natural Science Teachers Problems of changing curriculum in Rejang Lebong Regency. They were: (1) Natural Science Teachers have difficulties in students assessment because there are so many assessments that will do by teacher: affective, cognitive, and psych motoric for all students in the classroom; (2) Natural Science Teachers have difficulties in designing lesson plan based on new curriculum. There are so many stuffs that will be prepared before teaching and learning process; (3) Natural Science Teachers is also doing many tasks in administration job, such as PROTA, PROSE, etc; (4) Natural Science Teachers have difficulties in choosing strategies and methods to teach in the classroom with so many aspects that will evaluated; (5) Natural Science Teachers have limitation knowledge to use ICT in teaching and learning process and in doing evaluation for students; and (6) The changing of Natural Science textbook based on the new curriculum makes teachers and students must be preparing big cost to buy new book.

### Discussion

#### The Impact of the Changing of Curriculum to the Natural Science Teachers

When there is new government there will be new rules including in education. The innovations which often occur in our curriculum can cause misunderstanding and confusing among teachers and students. Our students need to adapt to the new way of learning, and

the teachers need to be able to apply the new methods and strategies which is relevant to the new rules. This is of course can create ineffective in learning process.

Another problem will be happening about the sustention of the new curriculum itself. There are many materials that should be taught are not taught and vice versa. There are many schools in Indonesia which are not ready yet to apply the new curriculum, so sometimes we still find schools which still apply curriculum 1994 but with new label KBK or KTSP. The last Curriculum is Curriculum 2013. There will always come up new problem whenever new curriculum introduced.

Problems faced by the Natural Science Teachers also about making the syllabus, lesson plan, etc. Actually, teachers are instructed to make it by themselves, but most of them just download it from the internet or copy paste from other teachers and modify it. This is not good, because syllabus, and lesson plan include the materials should be taught to students, the objectives, the scoring system, etc which different from students in one school to another (Apriani et al, 2020). Teachers are required to make it by themselves to meet their own students need. By seeing those phenomena, no wonder our education is still low compared by other countries. The improvement of curriculum and high standard of passing grade still do not bring the high quality of our education.

When the innovation comes before the previous one has already been understood by the people, of course there is new government rules, there will be new rules including in education. The innovations which often occur in our curriculum can cause misunderstanding and confusing students. The impact for the students itself is if the teachers need to be able to apply the new methods and strategies which is relevant to the new rules, our students should need to adapt to the new way of learning and of course can create ineffective in learning process (Apriani et.al, 2020). The system in teaching and learning process would change and the book which the students used also changes. So, there are many changes and effect of the changing of curriculum.

### **The Solution of the Changing of Curriculum**

To make future teaching simpler, the government has a curriculum review. For any change of minister, our country will change the curriculum. The influence of this curriculum is felt by teachers and pupils. You may be disappointed when the software is modified. This transition affects the economy too, as the APBN is rising. Any software has a weakness and power. The government would then try to consider another solution for economic circumstances. Changing the program will threaten the unity of our government.

The alternatives to the change in government curricula (1) include professionals, administrators, and students, directly in active curriculum revision processes; (2) the timeline for preparation and revision should be limited, (3) the reform process should be continuous over and beyond the lengthy revision cycle, (4) participants in the revision process should have access to on-going help, regular dialogue opportunities and periodic review throughout the process. The critical "buy-in" which is often described as crucial for successful research change will be increased. (5) In-district experience should be integrated with outside district officials to respond better to curriculum revision requests and demands, and (6) better knowledge of curriculum, curriculum revision and curriculum criteria should be achieved. However, the lack of reform in the classroom curriculum often suggests that more need remains.

The government updates not only the curriculum but also ensures a clearer knowledge of the current curriculum for the teacher and teachers. As we know, the curriculum transition is frustrating because the instructor needs to change the testing format, textbook and course schedule. They have thought like their textbook needs to be updated as well. The government must find a way to boost education without diminishing our economy.

The solutions of the changing of curriculum for Natural Science Teachers are: 1) Natural Science Teachers can use ICT in designing assessment for students; 2) Natural Science Teachers can use ICT optimally in teaching and learning process; 3) Natural Science Teachers can use ICT in designing PROTA, PROSE, and etc (Apriani, et.al, 2020). Using ICT is not also can make teacher jobs become easily but also it can develop their student' s

achievement (Apriani, 2015; Apriani & Hidayah, 2019); and character (Apriani, 2016; Irwan et.al, 2017; Apriani et.al, 2019; Kendiani et al, 2020; Gusmuliana et al, 2020;). Natural Science Teachers must be using ICT optimally in ELT process. ICT hoped can make Natural Science Teachers jobs become easily and optimally.

## CONCLUSION

Based on the findings and discussion above, the researcher concludes some points. They were: 1) Curriculum Changing Problems faced by Natural Science Teachers were in designing lesson plan, designing assessment, doing administration job for teacher, choosing learning strategies and methods, and limited knowledge about using ICT. 2) Solutions of Curriculum Changing can do by government and Natural Science Teachers itself. The solutions of the changing of curriculum for Government are (1) preparing all stuff of curriculum changing such as syllabi, textbook, and ICT; (2) make a policy for Natural Science Teachers so they can design lesson plan and assessment optimally. Natural Science Teachers are Using ICT in designing lesson plan, doing teaching, and learning process, and doing assessment.

## SUGGESTION

Education is relevant, and as a reference for the execution of the learning process, we will need a program to build effective education. National education has undergone many changes in Indonesia, including in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and the most recent is 2013. The transition is a rational product of the political system, social, technological, fiscal, and scientific change. The whole national curriculum is based on the same basis, the Pancasila and the Constitution of 1945, with the focus on the aims of basic education and the approach to implementation being the exception. The purpose of improving or innovating our curriculum is to enhance or improve the standard of our education. The move is made to make Indonesians willing to contend with other nations and not to leave them behind. However, every time new curricula arise, new challenges will occur, such as the execution of the program, the content offered, the socialization problem that allows the learning process to become inefficient. To fix the issues, as they try to introduce new method or new program in our schooling, government should make successful socialization cautious and well organized too.

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