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Curriculum Review Of Fun School Movement

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Abstract

Some individuals of education have agreed to state that the heart of education is in the curriculum. A curriculum contains many constructive elements so the learning runs optimally. A national curriculum that is the basic guidelines for a task force to develop a curriculum that allows educational programs to adapt to the local needs and potential. This main goal of this research was to know extensively and describe the curriculum of fun School movement. This research have used qualitative description method that can give result of in- depth- theoretically analysis. Through the fun school movement implementation, Muhammadiyah Bausasran Yogyakarta elementary school compiled a regular school curriculum combined with curriculum 2013. The application of GSM curriculum impacts to subtraction of bullying cases dan embodiment of fun learning atmosphere.

Keywords: fun school movement, curriculum, GSM curriculum application

INTRODUCTION

Through education and learning, the ability to think creatively can be improved for the better (Arifin 2017; Sariningsih and Kadarisma 2016; Andiyana, Maya and Hidayat 2018; Sanders 2016). The development of an increasingly rapid era requires the wider community to have the ability. Therefore, the ability can to improve by implication of curriculum. The curriculum is the key to control in education, usually termed as the heart of education. The existence of the curriculum determines the direction, content and process of education which in turn will determine the quality of human resources as an output of educational institutions. Three main elements of achieving an educational success are the curriculum, educational resources and the quality of learning. The curriculum ranks first so that it is the spirit of an education. As a spirit in curriculum education has an important role that needs to be studied and studied. Therefore the curriculum is a qualitative measure of three types of competencies that must be mastered namely cognitive, affective and psychomotor aspects to achieve the desired educational and learning goals (Raisul 2017).

The issue of education goes hand in hand with changing times with all its demands and characteristics. The more advanced the civilization of one nation, the more complex the challenges that must be faced. Based on data in research of Masykur and etc, states that student learning outcomes in Indonesia are still low compared to international student learning outcomes. this is based on the use of a curriculum that is compatible with the learning system (Maskur et al. 2020). To that end, the education system in Indonesia continues to experience changes as an effort to improve quality which then has an impact on curriculum changes from time to time. The curriculum change is thus a very fundamental change in the national education system and will change other educational components (Nurmalasari et al. 2016). In other words, the curriculum is dynamic and open to innovation. This means that the curriculum has the opportunity to experience changes according to the demands of the times, so it takes strategic steps through educational innovations.

Therefore, curriculum changes need to be understood and responded by all parties intelligently and wisely so that they are constructive and have a positive impact on education. Firmness of curriculum and its implementation is needed to improve the quality of education that is far behind other countries in the world. The results of the 2018 PISA Indonesia score are the same as the 2000 results for reading ability. Thus, our literacy ability goes back 18

years. Similarly, the achievement of mathematical and scientific ability, based on the average PISA assessment score shows a decrease (OECD 2018)

Reality shows that most educational processes that occur in formal schools have not been able to provide a safe, comfortable, fun and exciting atmosphere for students to develop their talents, interests and personal potential optimally. The conventional methods applied in formal schools tend to treat various characteristics of students uniformly. Every child or student likes or dislikes, interests are not interested in reality they must still follow the uniform rules with a patterned and systematic learning schedule complete with time limits that must be taken uniformly with the implementation of uniform examinations as well.

The atmosphere of formal education in the form of school institutions should indeed be an exciting learning arena for children's curiosity. But unfortunately the atmosphere of formal schools today is dominated by erroneous thinking, so that it turns children who are basically very creative into rigid robots that are very obedient (Seto Mulyadi 2007). This atmosphere finally made formal schools that were supposed to be fun become "prisons" that were full of pressure for the development of creative ideas of every child in it. As a result, children become unhappy with the learning process that takes place at school.

Several studies have examined the curriculum 2013 for optimal the education. The examples of those related studied are The Implementation Of The Scientific Approach Through 5ms Of The Revised Curriculum 2013 In Indonesia (Suyanto 2018), The Implication Of Curriculum Renewal On Elt In Indonesia (Putra 2014), The Perspective of Curriculum in Indonesia on Environmental Education (Prihantoro 2014), Vocational High School Teachers' Difficulties in Implementing the Assessment in Curriculum 2013 in Yogyakarta Province of Indonesia (Retnawati, Hadi, and Nugraha 2016). Based on the previous article the renewal from this research is how to implication curriculum of fun school movement.

RESEARCH METHODS

Research on curriculum review of fun school movements in SD Muhammadiyah Bausasran requires in-depth theoretical analysis, clear conceptual exposures and requires data on logical correlations with real conditions. For this reason, descriptive qualitative is the choice of the right method for this research. This method focuses on a deep theoretical analysis and the strength of the concepts presented in the current events. This method also reveals a logical correlation between theory and reality that is happening now.

That reality is the background of SD Muhammadiyah Bausasran formulating curriculum innovation and learning through the Fun Schooling Movement (GSM). Muhammadiyah Bausasran Elementary School which is domiciled in the Danurejan sub-district area, precisely at Jl Ronodigyan number 60, declared it to be a school that implemented a fun school movement last year. Bullying behavior that unsettles teachers and principals is a strong incentive to reform the grand design of school management, especially those related to classroom management. No matter how good a curriculum is conceptualized, but teachers are not good at implementing it according to the needs of students, there will be no meaningful impact on their development. (*Interview* from Principal of Muhammadiyah Bausaraan Elementary School).

Furthermore, concepts and understandings are related to the meaning of in-depth images of curriculum and innovative learning through fun school movements. In this respect, Moleong stated that descriptive qualitative methods maximize the potential of reading power to explore extensively meaning understanding, and concepts that correlate with the focus of research. The final conclusions written at the end of this paper show the core of the results of the analysis and meaning of concepts that reveal a new understanding of curriculum formulation that is able to create a pleasant ecosystem and climate so that it truly describes the expected conditions (neuman, W.Lawrence 2006)

RESULT AND DISCUSSION

Fun School Movement (GSM)

GSM is a grassroots movement initiated by a small representative of parents in large countries in Indonesia, Muhammad Nur Rizal and Novi Candra who distributed information on the concept of innovation focusing on the awareness of teachers, principals and education policy makers to jointly create a school climate as a place that fun to learn science and provision of life skills so that children become successful learners. PISA and Smeru research has reviewed that the general quality of Indonesian education will not progress, if the education of the poor is never a priority. Transformation of peripheral schools is not the main agenda of education. It also won't be complete if it only fiddles with the link and match curriculum and forgets the mental health of its people. For this reason, GSM targets schools in the suburbs with a focus on how to change the teacher's paradigm in teaching, making schools an enjoyable place to learn, and incorporating social-emotional learning elements in the learning process. GSM based its program on Ki Hajar Dewantara's thinking which makes schools a place for thought, feeling, behavior and intention.

At first this innovation was still the idea of a husband and wife as a form of concern for the condition of education in Indonesia after his return from further studies in Australia. From someone at an institution in a formal school, where he already has knowledge about the fun learning model which is an innovation. With the emergence of awareness that there is innovation there will be an opportunity to use innovation in school. The consideration used by users is positive changes that occur in the school environment as an impact after the implementation of the curriculum and GSM learning model. This gap forms an attitude of wanting to change and accept innovation. Then the users and policy makers conduct an evaluation before making a decision, then try to apply it to several educational institutions both formal and non formal in some peripheral areas which then extends its application to urban areas. GSM innovation amid metamorphosis efforts since the pioneering year, 2013, has been adopted in a large number of educational institutions in Indonesia, not only in the periphery as its main target but has penetrated to large schools in urban areas.

The GSM's visi⁸ hopes to make schools in Indonesia a positive, enjoyable, safe and exciting environment to improve the quality of learning and good character of Indonesian children. To realize this vision, GSM seeks to change the school environment so that it is more conducive and enjoyable for student learning through a movement to change to peripheral schools as its main target. The change is strived to be able to build positive and ethical environmental aspects, aspects of character growth, aspects of problem-based learning and research, and aspects of school connectivity. The following are the school change evaluation instruments compiled by GSM to assist curriculum implementation and learning in schools that implement GSM.

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**Evaluasi Perubahan Sekolah
Gerakan Sekolah Menyenangkan**

Nama Sekolah Model :
Group WhatsApp :
Bulan :
Sekolah Mentor :

Petunjuk Pengisian :

Pada kolom cek diisi dengan memberikan tanda ✓ jika indikator dilakukan..

Pada kolom tanggal pelaksanaan diisi dengan tanggal upload di grup WA sekolah atau tanggal pengecekan lapangan.

Pada kolom aktivitas perubahan diisi dengan penjelasan aktivitas yang dilakukan sesuai dengan indikator, aktivitas yang dimaksud dapat berubah laporan kegiatan yang diupload di grup WA sekolah maupun kegiatan pengecekan lapangan.

Pada kolom foto/dokumentasi diisi dengan bukti perubahan berupa foto yang diupload di grup WA sekolah ataupun foto yang diambil saat pengecekan lapangan.

Pada kolom kategori diisi dengan memberikan tanda ✓ pada kolom yang sesuai:

Ya : Jika indikator terpenuhi

Tidak : Jika indikator tidak terpenuhi

TP (Tidak Pernah) : Jika indikator tidak pernah dilakukan

SJ (Sangat Jarang) : Jika indikator dilakukan 1-2 kali dalam seminggu

KD (Kadang-kadang) : Jika indikator dilakukan >2 kali dalam seminggu

S (Sering) : Jika indikator dilakukan hampir setiap pertemuan

Aspek	Indikator	Cek	Tgl Pelaksanaan	Aktivitas Perubahan	Foto/Dokumentasi	Kategori	
						Ya	Tidak
Aspek Lingkungan Positif dan Etis	Sosialisasi GSM secara berkelanjutan pada internal stakeholder (guru, orang tua dan siswa)						
	Adanya code of conduct (COC) sekolah yang dibuat oleh Kepala Sekolah bersama guru, siswa dan orang tua						
	Adanya zonasi kelas (zona emosi, zona baca/literasi, zona kebaikan, zona kreatifitas, dll)						
	Adanya kesepakatan kelas yang dibuat dan dilaksanakan oleh guru bersama siswa						
	Desain/layout kelas yang dibuat fleksibel untuk mengakomodir kebutuhan belajar siswa						
	Kebersihan sekolah dan sanitasi sekolah						

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Aspek	Indikator	Cek	Tgl Pelaksanaan	Aktivitas Perubahan	Foto/Dokumen ntasi	Skor			
						TP	SJ	KD	S
Aspek penumbuhan karakter	Adanya kegiatan sharing di pagi hari (Pagi Berbagi)								
	Adanya sesi refleksi kelas (circle time) yang dilakukan rutin untuk melatih anak berpikir dan berempati								
	Adanya buku aktifitas yang menghubungkan project/pembelajaran di sekolah dengan kegiatan di rumah								
	Adanya buddy program antara siswa kelas 4,5,6 kepada siswa kelas 1,2,3								
	Adanya bintang kebaikan yang dilakukan di masing-masing kelas atau di setiap hari senin (upacara)								
	Adanya pohon kebaikan yang saling dituliskan oleh teman sekelas								

Aspek	Indikator	Cek	Tgl Pelaksanaan	Aktivitas Perubahan	Foto/Dokumen ntasi	Skor			
						1	2	3	4
Aspek pembelajaran berbasis problem dan riset	Adanya pelibatan siswa dalam merancang pembelajaran yang akan dilakukan selama satu semester								
	Adanya pembelajaran berbasis problem dan riset yang relevan dengan kehidupan sehari-hari siswa								
	Adanya project atau tugas sosial yang menekankan aspek K2 (kompetensi personal dan sosial) juga K4 (keterampilan belajar) untuk mengganti ulangan harian								
	Sistem penilaian formatif berupa feedback yang menekankan aspek K2 (sikap baik, kerjasama, kepemimpinan, integritas curiosity, dll), K4 (keterampilan belajar, problem solving, kreatifitas, dll)								

Aspek	Indikator	Cek	Tgl Pelaksanaan	Aktivitas Perubahan	Foto/Dokumentasi	Kategori	
						Ya	Tidak
Aspek konektivitas sekolah	Adanya program sharing antar sekolah (yang diinisiasi bersama) untuk membahas tentang progress dan tantangan masing-masing sekolah (buddy school)						
	Adanya program sekolah dengan orang tua siswa, masyarakat sekitar atau komunitas di lingkungan sekolah yang masih terkait dengan pembelajaran						

Curriculum of SD Muhammadiyah Bausasran Yogyakarta

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used to guide the implementation of learning activities to achieve certain educational goals. These specific goals include national education goals and conformity to specificities, conditions and potentials of the region, education units and students. Therefore the curriculum is compiled by education units to enable the adjustment of educational programs to the needs and potentials in the area. The Regular Curriculum of Muhammadiyah Elementary School Bausasran 1 Yogyakarta uses 2013 Curriculum for all classes and uses the GSM Curriculum (Fun School Movement). Curriculum development is structured, among others, so as to give students the opportunity to: (a) learn to have faith and fear God Almighty, (b) learn to understand and appreciate, (c) learn to be able to carry out and act effectively, (d) learn to live together and be useful for others, (e) learn to build and find identity through an active, creative, effective, and enjoyable learning process, and (f) learn in school with a happy, cheerful and happy heart.

Curriculum development also includes continuous character education to shape the morals / morals of students in accordance with the customs and culture of the Indonesian nation, for that character education is included in school lessons so that in the future it is expected that character education will form intelligent characters and good character. Given that globalization is not only a positive effect, with existing facilities, but various life demands caused by disorienting education. Education tends to be based on pragmatic needs, or the needs of the field market, jobs, so that the spirit of Islamic education as a cultural foundation, morality, and social movement is lost (Addakhil and Jadid 2019) (Addakhil Junaidi 2019)

Curriculum development aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and

able to contribute to the life of society, nation, state and world civilization. These scientific skills are obtained through various learning models. The learning models mentioned in the SD learning manuals published by the Ministry of Education and Culture mentioned three learning models namely Project based learning, problem based learning, and discovery learning. The three learning models are learning models that require students to be active both in knowledge, attitude and psychomotor. (Waseso P 2017)

²⁶ In addition to this, the curriculum is to be a guide for SD Muhammadiyah Bausasran 1 in planning and implementing fun learning activities, so that the Vision and Mission of the School can be achieved with optimal results and become parameters of educational success in SD Muhammadiyah Bausasran 1. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to social, national, state, and world civilization and SD Muhammadiyah Bausasran also Implements the GSM Curriculum (Fun School Movement) which is the purpose of GSM so that students enjoy learning at school / making school as a fun second home.

This curriculum was developed in accordance with its relevance by SD Muhammadiyah Bausasran 1 with reference to the Content Standards and Competency Standards of Graduates and guided by the curriculum preparation guidelines compiled by BSNP, and taking into account school committee considerations.

The curriculum of SD Muhammadiyah Bausasran 1 was developed based on the following principles:

The first Focusing on the potential, development, needs, and interests of students and their environment. The curriculum was developed based on the principle that students have a central position to develop their competencies to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To support the achievement of these goals the development of learners' competencies is adjusted to the potential, development, needs, and interests of students as well as environmental demands. Having a central position means learning activities are centered on students.

The second diverse and integrated. The curriculum is developed by taking into account the diversity of student characteristics, regional conditions, levels and types of education, as well as respecting and not discriminating against differences in religion, ethnicity, culture, customs, socioeconomic status, and gender. The curriculum includes the substance of compulsory curriculum content components, local content, and self-development in an integrated manner, and arranged in a meaningful and appropriate interconnection and continuity between substances.

³ The third response to the development of science, technology and art. The curriculum was developed on the basis of the awareness that science, technology and art are developing dynamically. Therefore, the enthusiasm and content of the curriculum provides a learning experience for students to follow and take advantage of developments in science, technology, and art.

The fourth relevant to the needs of life. Curriculum development is carried out by involving stakeholders (stakeholders) to ensure the relevance of education to the needs of life, including social life, the business world and the world of work. Therefore, the development of personal skills, thinking skills, social skills, academic skills, and vocational skills is a necessity.

The fifth comprehensive and continuous. The substance of the curriculum covers the overall dimensions of competence, scientific study fields and subjects that are planned and presented on an ongoing basis between all levels of education.

The sixth lifelong learning. The curriculum is directed at the process of developing, acculturating, and empowering students that lasts throughout life. The curriculum reflects the interrelationship between elements of formal, non-formal and informal education by taking into account the conditions and demands of an ever-evolving environment and the direction of full human development.

The seventh balance between national interests and regional interests. The curriculum is developed by paying attention to national interests and regional interests to build community, national and state life. National interests and regional interests must complement and empower each other in line with the motto of Unity in Diversity within the framework of the Unitary Republic of Indonesia (NKRI).

Life skills education is the education of abilities, abilities, and skills needed by someone to run a life. Self development and life skills are the main characteristics in implementing the GSM curriculum. The purpose of life skills education is to prepare students so that they are capable, able and skilled in maintaining survival and future development. Life skills cover basic skills and instrumental skills. Basic skills include: (1) independent learning skills; (2) reading, writing and counting skills; (3) communication skills; (4) scientific thinking skills, critical, reasoning, rational, lateral, system, creative, exploratory, reasoning, decision making, and problem solving; (5) heart / personal skills; (6) skills in managing body; (7) ability to formulate interests and efforts to achieve them; and (8) family and social skills. Instrumental skills include: (1) skills in utilizing technology; (2) skills in managing resources; (3) ability to cooperate with others; (4) ability to use information; (5) ability to use the system; (6) entrepreneurial skills; (7) vocational skills; (8) skills in choosing, preparing and developing a career; (9) ability to maintain harmony with the environment (10) ability to unite the nation; and (11) Practice of organizing:

1. 21st Century Skills,
2. Strengthening Character Education.
3. Literacy Activities
4. GSM Activity (Fun School Movement)

The four forms of organization above are built to form a school ecosystem that is conducive to unconditional caring attitudes, a culture of learning without coercion, unlimited creativity, discipline without fear and achievement without stress. The curriculum system is implemented through a typical learning GSM design that is colorful school wall paint, changes in student seating settings every 2-3 times a week, provides ice-breaking in between Teaching and Learning Activities (KBM) and making the concept of zones (arrival, hope , emotions, achievements, literacy and kindness).

In addition to the written curriculum, there are also unwritten curriculum called "hidden curriculum" or "unstudied curriculum". A curriculum contains a number of student activities when inside or outside of school with school control. Even so many students get a lot of unplanned lessons called the hidden curriculum. This curriculum is a pure effort of students for their potential and creativity that can have a negative or positive connotation and its manufacture is not discussed with the teacher.

Curriculum review of the Fun School Movement at Muhammadiyah Bausasran Elementary School

Education and curriculum are inseparable things, this is because curriculum with education has links to one another. This is in line with education experts who state that the main function of schools is the fostering and development of all individual potentials, especially the development of the physical, intellectual and moral potential of each student. Then the school must function as a place of formal education to develop all the potential of students as human resources (Akmal Mundiri 2018)

If you look at the existing reality, it turns out that the condition of Indonesian education experiences various problems both at the level of praxis and conceptual or thought. At the level of praxis, Agus Salim understands that education currently only results in compliance, compliance and obedience to state authorities. Obedience to teachers, collectivism of adherence to school norms which at the micro level transforms into the coercion of individuals systematically giving birth to private imitators (Salim 2007). Furthermore Agus Salim (2007) sees that the practice of education teaches children to be afraid of making mistakes, mistakes are seen as a 'disgrace' and should be avoided. Whereas conceptual problems or thoughts can be seen from the products produced mainly related to educational policies such as in the form of laws or national curriculum. The problem is the extent to which these conceptual ideas are formulated to be useful and in line with efforts to intelligence the life of the nation. The question also applies to the 2013 curriculum as a product of thoughts that will be simultaneously implemented in the 2014/2015 school year.

Curriculum changes should be made within a certain period and adjusted to all needs, such as funding factors, empowerment and outreach as well as improving the quality of all components in the education system, so that the goals of curriculum change can be achieved well, without it, so that the goal of changing the curriculum can be achieved well, without coercion and personal interests of policy makers. Curriculum changes / curriculum innovations exist, due to perceived problems in curriculum implementation. Each educational institution has its own way of carrying out educational activities tailored to the needs of each institution. If SDII Al-Abidin Surakarta and SD Walisongo Sragen Integral dare to use a breakthrough with the application of the Cambridge International curriculum to perfect the National curriculum (Nafisah F 2018), then SD Muhammadiyah Bausaran also innovates by implementing the GSM curriculum. All of that is motivated by the intention to realize the learning objectives which contain aspects of Audience, for whom the objectives are intended. Behavior, behavior that must be demonstrated. Conditions, conditions that occur in learning activities; and Degree, abilities that must be achieved (Rusman 2017).

The implementation of the 2013 curriculum at SD Muhammadiyah Bausaran is felt to be insufficient to fulfill the demands of a noble vision of education. Examining a number of deficiencies in the concept and impact of applying the 2013 curriculum has encouraged SD Muhammadiyah Bausaran Yogyakarta to make improvements through the GSM Curriculum. Three studies on the 2013 curriculum which are the basis for consideration of refining the curriculum concept (Waseso P 2017). *First*, the dominance of political factors in the 2013 curriculum changes. Looking at the process of travel in the formulation of the 2013 curriculum which only finished in six months if related to political conditions at that time, the implementation of the 2013 curriculum in July 2013 was dominant due to political factors. *Secondly*, ideological criticism in the 2013 curriculum 2013 curriculum was formulated to further affirm the ideology of liberalism adopted by positioning students to be able to play a role in capitalist social formation. The government as the party that has the legitimacy of power plays a full role in the succession of education as an ideological State apparatus. *Third*, economic interests as the basis of the 2013 curriculum. Schools as the main target of the implementation of the 2013 curriculum are very effective in inculcating the ideologies of the authorities. The 2013 curriculum is able to direct educational institutions as well as the behavior of their students to match the demands of the global economy. The government has a big role in the process of adjusting education units to global economic conditions, namely through the power it has competition in education is not fair if children who are already strong and economically and capital are competed with weaker children. The exploitation occurs because there is discrimination against children who have various intellectual limitations, while the 2013 curriculum requires the condition of children who are ready and have high thinkers.

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Based on the research by Maskur (Maskur et al. 2020) that provide the model's learning can to develop the quality of education, beside using curriculum 2013. We can saw the result that the good model combine with curriculum 2013 is certain to increase of education. Therefore, based on the result of this research, curriculum 2013 can to improve the high quality of education by GSM curriculum.

CONCLUSION

Muhammadiyah Bausasran Elementary School in the academic year 2019/2020 has compiled curriculum changes. The Fun School Movement Curriculum has perfected the implementation of the 2013 Curriculum which has been implemented in previous years. Some cases of bullying can be suppressed, and student learning outcomes considerably experience significant changes. The classroom atmosphere and learning model really influence the formation of students' learning ethos. All of these are the strategic impact of implementing the Fun School Movement curriculum.

The declaration of Muhammadiyah Bausasran Elementary School as a fun school will certainly be accompanied by hopes of being a reference for an educational innovation in the 21st century. That way, the school's vision can manifest towards the ideals of a dignified nation.

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