

++++
**2013 Curriculum Management at Yogyakarta State High School 2,
Indonesia**

Deby Marsadina & Cepi Safruddin Abd Jabar*

Universitas Negeri Yogyakarta
e-mail:cepi_safruddin@uny.ac.id

Abstract

Curriculum management is one of the instrumental aspects for the success of teaching and learning to achieve a goal in education. This study aims to analyse how the existing curriculum management in Yogyakarta 2 Public High Schools. The method uses in this study is qualitative approach with descriptive methods. The data collecting technique in this study was observation, interview and documentation. The data analysis in this study was performed by data reduction, data presentation and conclusion drawing. The results showed that 1. Curriculum planning includes socialization of the curriculum in a workshop, compiling annual programs, compiling semester programs, and compiling lesson plans. 2. The implementation of the curriculum is supported by adequate infrastructure, the development of learning implementation plans, the socialization provided by the school principal, participation in the subject teacher training (MGMP) training and implementing the learning implementation plan. 3. Curriculum evaluation includes students, teachers, teaching media which are assessed by the school principal, supervision, and assessors who are competent in their field. The conclusion of this study curriculum management which includes 3 aspects namely planning, implementation and evaluation by looking at the conditions that exist in schools.

Keywords: *Management Curriculum, Senior High School*

1. Introduction

Education is very important for a society where education makes a person better and has a broader insight, besides that education serves to develop capabilities and shape the character and civilization of a dignified nation in order to develop the life of the nation, aiming at the development of potential participants students to be faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible country in accordance with Law No. 20 of 2003 concerning National Education System.

Education is an effort made to develop the potential of students by providing learning by the teacher so that it can change negative behaviors into more positive ones. School is a place for students to gain knowledge and skills and attitudes that are useful for their lives and also the school can change student behavior for the better. The quality of education is an important task of the government to advance education in Indonesia, one of the ways is by improving the education system from management, infrastructure, curriculum which was originally KTSP which now becomes 2013 curriculum and improving the human resource system.

The curriculum is a set of plans that contain teaching material used as a reference in organizing learning activities. The curriculum itself also serves as a reference for goals in education and as a success in the implementation of teaching and learning and the curriculum is seen in its planning, implementation and evaluation. At the State Senior High School 2 Yogyakarta has already implemented the 2013 curriculum since the 2013 curriculum was implemented in 2014.

The curriculum used by Yogyakarta 2 Public High School is the 2013 curriculum in 2014 since the inception of the 2013 Yogyakarta State High School 2 curriculum has been implemented. The implementation of the 2013 curriculum was also carried out in stages from the 10th grade class in the first year, 11th and 12th grade in the 2nd year and until now it has been carried out thoroughly from grade 10 to 12th grade Yogyakarta.

2. Literature Review

Curriculum Management

Management is a process of planning, organizing, directing, and monitoring, besides that it is also the efforts of members of the organization and the use of organizational resources to achieve a goal that has been set in the organization, the essence of management itself is regulation (Musfah, 2017). The curriculum is a program for learning that is planned and implemented to achieve a goal in education (Chamisijatin & Permana, 2020). Curriculum management activities are focused on the smooth fostering of teaching and learning situations that discuss educational issues related to teachers, students or teaching and learning situations in the context of curriculum implementation (Usman & Murniati, 2019).

Aspects Of The Curriculum

The curriculum includes three aspects, namely planning, implementing or implementing and evaluating, planning is the initial activity that compiles the curriculum, good and appropriate planning will be able to answer problems that exist in society and be the best acceptable solution. Implementation or application is an operational action to carry out several activities and conceptualized systematically that is implied or explicit in curriculum planning so that it will facilitate the goals in curriculum planning and finally curriculum evaluation is the final stage of curriculum development and determines how successful it is in learning, the level of achievement programs that have been planned with the curriculum itself through learning in schools (Musfiqon, 2016).

3. Methods

Types of Research

This research uses descriptive research method using qualitative research. Descriptive research is a research used to review, explain and answer discussions about phenomena that are considered as an analysis of the relationship between variables in a phenomenon (Arifin, 2012). While qualitative research is research conducted in accordance with nature and in accordance with requirements in the field without any manipulation of data obtained (Arifin, 2012).

Data Collection Technique

The technique used in this research is to collect data by observation, interview and documentation and focus on the results of the data that are inferred. Observation is a technique or a way to collect data by making observations on activities that run directly (Sukmadinata, Metode penelitian pendidikan, 2013). While the interview is one form of data collection techniques that are widely used in qualitative descriptive research, interviews are conducted orally in face-to-face meetings individually or in groups. Furthermore, documentation or documentary is a data collection technique by collecting and analyzing documents both in writing and in pictures and electronically (Sukmadinata, Metode penelitian pendidikan, 2013).

Research Instruments

The instrument is the key in a study, the quality of the instrument will determine the quality of the data used in the study, while the data is an empirical basis of research findings or conclusions (Arifin, 2012). In this study using the instrument guidelines for observation, interview guidelines and documentation guidelines.

Data Analysis Technique

Data analysis technique is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing it into units, synthesizing, and compiling patterns, choosing which ones are important and what will be studied. And make conclusions so that they are easily understood by themselves or others. Furthermore, the analysis technique used in this study is the steps of data reduction, data presentation and drawing conclusions in accordance with opinions (Sugiyono, 2018).

Data reduction is the activity of summarizing, choosing the main points, focusing on the things that are important, and looking for patterns and themes and removing unnecessary data. Presentation of data or displaying data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and other types by means of the presentation, the data will be organized and arranged in a relationship pattern so that it will be easy to understand. This conclusion or verification is based on the reduction of data which is the answer to the problem raised in the study, the conclusion of a qualitative study is a new finding that has previously existed and the findings can be in the form of a description or picture of an object that is not yet clear so that when examined it will be clear and can be a causal or interactive relationship, hypothesis or theory.

4. Results and Discussion

Results

The results of the study showed that the management of the 2013 curriculum was seen from the planning, implementation and evaluation.

1. Curriculum Planning

Curriculum planning is a complex process and can require various types and levels of decision making needs by way of discussing and coordinating, as where planning is made it needs to be seen from the conditions and environment of the school.

The purpose of curriculum planning is developed in the form of a theoretical and research framework of social strength, community development, needs, and student learning styles. Some decisions must be made when planning the curriculum and those decisions must lead to specifications based on criteria. Curriculum planning activities at Yogyakarta State High School 2 begins with identifying existing conditions and analyzing needs, afterwards formulated and elaborated on the various problems that have been identified.

The people involved in the planning are all school residents, such as leaders, teachers, employees and the community. The formulation of the problem is outlined in the SBC or handbook contained in several handbooks 1, 2, even 3 books. The preparation of the curriculum at Yogyakarta State High School 2 not only involves the principal but also all committees, teachers, employees and the community besides the school also has a team for curriculum development planning. Before carrying out curriculum planning the school makes preparations before the curriculum planning is carried out, preparation.

2. Implementation of The Curriculum

In implementing the curriculum for Yogyakarta State Senior High School 2, it has been supported with adequate infrastructure to support the learning process, in addition the school has 84 teachers and education staff with the following details:

Table 1. Teacher

Male	Female	Male
32 People	32 People	32 People

Table 2. Educational Staff

Male	Female	Male
16 People	4 People	16 People

In addition, Yogyakarta State High School 2 has 4 assessors in the field of curriculum who are senior teachers and the principal of Yogyakarta State High School is the assessor team. This assessor is a person who has a certificate so that it can be a team of assessors so that the Human Resources of Yogyakarta State High School can support the running of the curriculum. Furthermore, the teacher implements the lesson plan even though there are still teachers who do not teach according to the RPP.

The school principal also gave outreach to teachers about the 2013 curriculum and included the teacher or deputy head of the curriculum in the subject teacher training meeting. In addition, the results of planning, implementation and evaluation will all be outlined in the handbook which will be the evaluation material for the next 2013 curriculum planning.

In the implementation of the 2013 curriculum itself, Yogyakarta State High School 2 has problems because there are always changes in the curriculum in the implementation of the 2013 curriculum. The success rate of the 2013 curriculum and learning are seen from indicators other than that seen from behavioral changes that prioritize TPK, attitudes towards students and teachers both in the classroom and outside the classroom and can be seen from the evaluation of lessons, knowledge, skills and attitudes.

Besides that which supports the running of the curriculum in the learning process in the classroom which is seen from the adequate facilities and infrastructure and seen from its Human Resources, for Human Resources the school has city, national, even provincial and provincial instructors and many of the teachers become instructors so all can provide information related to changes and can follow developments in accordance with expectations, so there are various aspects for success in implementing the curriculum. To see the successful implementation of the curriculum in learning principals conduct supervision and assessors, the assessors provide supervision because they have certificates and are also senior teachers, and have 4 assessors including the school principal.

3. Curriculum Evaluation

The form of evaluation in the implementation of school curriculum Public High School 2 in Yogyakarta is seen from aspects, 1. Students, 2. Teachers, 3. Teaching media. For assessments assessed by supervision, assessors who are competent in their fields and if they encounter obstacles, coaching and follow-up actions will be taken by following the MGMP, while also being able to socialize with peers or with their senior teachers, in addition there is also a guidance or sharing process regarding curriculum learning 2013. The time taken for evaluation is before April may June, evaluating is done every year after that there is a formulation for the situation regarding changes in vision and mission programs or programs that are tailored to their needs and what will be needed going forward.

Curriculum evaluation focuses on the administrative tools seen from the planning, implementation and evaluation of the analysis in the classroom also the same, for in the classroom about the implementation of the focus from the start namely planning, implementation itself there is supervision in the classroom seen from the results of the tests analyzed or remedies or enrichment for research purposes PTK class actions. Evaluation is carried out every year, so the curriculum itself is improved every year the document changes although there is a change or it does not have to be made into a document in the form of books 1, 2, and 3. In addition to the evaluation of learning the teacher does on each semester or even test Midterm tests and daily tests are all done so that the teacher can find out how big the level of success in learning has been given.

Discussion

1. Curriculum Planning

Curriculum planning is planning learning opportunities that are intended to foster students in the direction of desired behavioral changes and assess the extent to which changes have occurred in students. In curriculum planning there are at least five things that influence planning and decision making, namely philosophical, content or material, learning management, teacher training, and learning systems (Rusman, 2011)

Planning is a determining factor in a management, and therefore planning needs to be arranged properly and thoroughly. Curriculum management is implemented by applying the concept of SBM where there is a process of combining the curriculum determined from the center with the characteristics that exist in schools. This is in accordance with the opinion (Rusman, 2011) which revealed that, "in its implementation, curriculum management must be developed in accordance with the context of School Based Management (SBM)". Similar to Public High School 2 in Yogyakarta regarding curriculum planning they also see from the condition of the school, the environment and the needs of the school itself, therefore planning can be planned if everything has been seen from various conditions. The statement is the same as research from (Suryana & Pratama, 2018) that the implementation of the 2013 curriculum conducted in madrasas first pays attention to the process of applying concepts, ideas, programs, or curriculum settings in accordance with government policy,

but at the time of implementation looking at the situation and conditions existing so that the implementation of learning can be carried out smoothly. From the results of the study it was mentioned that the new historical curriculum failed to build a framework for teachers in the sphere of power and autonomy. The lack of teacher autonomy is still a big problem in Turkey, therefore the curriculum requires increased teacher autonomy (Ozturk, 2011).

In a previous study (Ruslan, 2016) revealed that the core activities in the planning of 2013 curriculum management in 05 Elementary School Sindang Dataran Sindang Dataran District Rejang Lebong Regency was first to analyze needs, then formulate curriculum contents containing all material and activities in the teaching field, themes, problems, projects that need to be worked on. For the success of the curriculum a strategy was made about curriculum success such as research (Alias, Zainudin, & Nasri, 2018) the curriculum management competency of principals in Malaysia at the highest level with a very high 4.30 score.

The curriculum is compiled by the school principal, deputy headmaster and five field coordinators, namely the curriculum head, the student head, public relations, the head of faith and piety, and the head of facilities and infrastructure. The compilation process is carried out in stages. Starting from the subject teacher continues to the coordinator of the level, then from the corjen continue to the field coordinator. In the drafting process, there were also inputs from the foundation and school committee. This is in accordance with the principles of curriculum management expressed (Rusman, 2011), "curriculum management is a curriculum management system that is cooperative (cooperative), comprehensive (comprehensive), and systematic (regular) in order to realize curriculum goals".

The parties involved in curriculum planning are administrators, students or students, community members, curriculum compilers, teachers and curriculum compilers leaders (Wahyudin, 2014). At Public High School 2 in Yogyakarta also has a special team to carry out curriculum planning which involves the principal and his representatives, teachers, the community and the curriculum team, all working together for the success of the school and its students so cooperation is urgently needed in the planning.

Teachers, school principals and curriculum development teams for 2013 plan annual programs and semester programs for the next year which are seen from the conditions and results of the evaluation last year to be a reference for compiling these programs, not only that the teachers also compiled an implementation plan learning or lesson plans for teaching to be given and discussed together. In the study (Suyatmini, 2017) before giving the teaching the teachers began with the preparation of a learning implementation plan in advance with the steps to study the syllabus and learning material.

To make it easier for teachers to implement the 2013 curriculum at Public High School 2 In Yogyakarta, they have a workshop term which is a place to solve various problems and to find out various information about the curriculum, as in research (Maba, 2017) to get a good understanding of the 2013 curriculum, several schools have provided teacher training or workshop on curriculum implementation in 2013 how to implement curriculum achievements, curriculum implementation and how to assess students.

According to the Big Indonesian Dictionary in (Triwiyanto, 2015) the lesson schedule is a division of time based on a work plan arrangement plan or list of activities or activity plans with a detailed division of implementation time. Yogyakarta State Senior High School 2 subject schedule is made by the curriculum team by adjusting from the calendar and adjusted to the teacher's lesson hours so that the time owned by the teacher becomes more effective and organized according to the conditions. Also according to (Kurangi, Nanjwade, & Jangade, 2017) to plan teaching based on the syllabus and match it with the number of hours given. This procedure gives a fair idea of the extent and depth of teaching given by a teacher.

2. Implementation of the curriculum

In an effort to implement the curriculum the teachers make the development of the learning implementation plan, so that the teaching provided can make students become active and can understand the lesson. Learning implementation plans are designed by teachers of various subjects and afterwards discussed together, as well as research from (Mardiana & Sumiyatun, 2017) that before learning is implemented the teacher first develops the learning implementation plan so that it can be used as a guide for teachers in carrying out learning activities which leads to a scientific approach that includes observing, questioning, gathering information, associating and communicating it. However, the implementation of the learning plan itself is still not going according to the plan, there are still some teachers who have not been able to carry out according to the learning plan. Based on research (Yoshida, 2016) regarding curriculum in Japan, the effect of active learning for curriculum management in Japan as seen from learning that is by active learning, learning is intended to increase the understanding and skills of curriculum management of teachers having a positive effect on student attitudes and learning actively making them focus and fun.

Therefore the headmaster also gave outreach to teachers about the 2013 curriculum and included the teacher or deputy head of the curriculum in the subject teacher training meeting (MGMP). Teachers who actively participate in 2013 curriculum training will have at least 3 experiences, namely (1) an understanding of curriculum ideas and designs; (2) the strategy for presenting curriculum implementation; and (3) conveying the concept of curriculum, this was revealed by (Budiani, Sudarmin, & Syamwil, 2017) in his research. In addition, the results of planning, implementation and evaluation will all be outlined in the handbook which will be an evaluation material for the next 2013 curriculum planning and will be a reference for planning and can be studied again.

Yogyakarta State High School 2 has infrastructure that supports teaching and learning, infrastructure is one of the supports for success in teaching and learning and will have an impact on the implementation of the curriculum in the school. Like the opinions of (Katuuk, 2014) teachers, school principals, facilities and infrastructure, as well as the school climate or culture and the participation of all relevant parties play an important role in achieving successful implementation of the new curriculum. Especially in infrastructure for teaching and learning such as teaching materials and other equipment. The school also has human resources that can support the successful implementation of the curriculum, namely 4 assessors including the principal and have a team to make curriculum planning. Infrastructure and HR tools are the key to the success of the 2013 curriculum which was revealed by (Subandi, 2014) the successful implementation of the 2013 curriculum lies in the availability of learning handbooks, assessment manuals, teacher readiness, teacher competency adjustments, management support from school principals, school administrators (especially for high school and vocational high school).

As expressed (Hamalik, Manajemen Pengembangan Kurikulum, 2012) that: "the main activities in the implementation of the curriculum are grouped into 9 main activities related to the duties of the principal, the task of the teacher, the task of students, teaching and learning processes, extracurricular activities, the implementation of evaluations learning, setting up school supplies, guidance and counseling, and activities related to teacher professional improvement efforts ". Schools also carry out these 9 points and for their own information about the curriculum and others the school has a forum for information and cooperate with each other for the progress of the school. From research (Sparapani & Perez, 2015) revealed that most teachers are not involved in policy making and also most teachers are not involved in the curriculum but teachers are involved in delivering the curriculum, a good way to renew the curriculum is to use class schedules and use instructional.

3. Curriculum Assessment

Curriculum evaluation is a part of educational evaluation which is centered on programs for students, curriculum as a feedback and refinement material according to the needs and demands of the community. Evaluation is the most important part in the curriculum development process both in making new curriculum, improvement and improvement (MKDP, 2011). In research (Ningrum & Sobri, 2015) regarding evaluations in curriculum implementation needed by schools so that the government can know what obstacles are experienced by teachers and principals in implementing the curriculum because in each school the constraints faced are different so that in the implementation of Curriculum 2103 LPMP visited the school to directly monitor the implementation of 2013 Curriculum at Tangkil 01 Wlingi Elementary School.

Evaluation of curriculum in Yogyakarta State High School 2 focuses on administrative tools as seen from the planning, implementation and evaluation of the analysis in the classroom as well, for in the classroom about the implementation of the focus from the start namely planning, implementation itself there is supervision in the class viewed from the results of the tests analyzed or remedies or enrichment for the purpose of PTK class action research. Evaluation is carried out every year, so the curriculum itself is improved every year the document changes although there is a change or it does not have to be made into a document in the form of books 1, 2, and 3. In addition to the evaluation of learning the teacher does on each semester or even test Midterm tests and daily tests are all done so that the teacher can find out how big the level of success in learning has been given.

Evaluation of learning outcomes (for students) is the measurement or collection of data and information, processing, interpretation and development to make decisions about learning outcomes that have been achieved by students after learning, learning outcomes can be seen from learning achievements while learning achievements are indicators of degrees and changes in student behavior (Hamalik, Kurikulum dan pembelajaran, 2015). Curriculum assessment is carried out to see how the level of achievement of educational goals is realized through the curriculum in question. According to (Hamalik, Manajemen Pengembangan Kurikulum, 2012) the process assessment strategy aims to predict the obstacles that might occur. The curriculum component evaluated is very broad, the curriculum evaluation program is not only an evaluation of learning outcomes and learning processes, but it is necessary to evaluate the design and implementation of the curriculum, the ability and performance of teachers, the ability and progress of students, facilities, facilities and learning resources and others (Sukmadinata, Pengembangan kurikulum teori dan praktik, 2013). Evaluation in Yogyakarta State High School 2 is seen from planning, its implementation is then evaluated, usually assessed by the school principal and supervisors or a team of assessors who are competent in their fields, after being evaluated it will determine what deficiencies need to be fixed so that it can be planned again. For self-learning, the teacher evaluates learning on daily tests, midterm tests and end of semester adventures so that the teacher can see the abilities or successes that he has achieved. Comparable with research from (Zainuddin, 2015) that assessment is the process of gathering and processing information to measure the achievement of student learning outcomes, the assessment of learning outcomes conducted by teachers is to monitor the process, learning progress, and improvement of student learning outcomes on an ongoing basis.

According to (Hamalik, Manajemen Pengembangan Kurikulum, 2012), "the needs and feasibility assessment strategy aims to determine the needs and problems encountered in the framework of curriculum development". Evaluations for teachers are seen when they provide learning in class which is assessed or evaluated by the principal and also supervisors present at the school.

5. Conclusion

Based on the results of research conducted at Yogyakarta 2 Public High School regarding curriculum covering 3 aspects namely curriculum planning, curriculum implementation and curriculum evaluation that previously Yogyakarta State High School had used the 2013 curriculum since 2014 where everything was done in stages from the smallest class to large class and at this time all classes are already using the 2013 curriculum. Furthermore, the facilities and infrastructure to support school learning are also quite adequate for successful learning and schooling, besides that the State Senior High School 2 Yogyakarta also has Human Resources that can support the success of the curriculum where there are assessors from senior teachers in the School Secondary Middle Country 2 Yogyakarta, there are 4 people including the principal. Before planning for Yogyakarta State High School 2, look at the conditions of the school first and what is needed and helped by the school principal, teachers and the community. After that it was implemented but still had constraints such as lack of information and training. Finally the evaluation conducted by the school principal and supervisor to see the success of the curriculum.

References

- Alias, B. S., Zainudin, Z. N., & Nasri, N. M. (2018). Curriculum Management Competency of Malaysia's Principals. *International Journal of Academic Research in Business and Social Sciences*, 11(10), 1101-1107. DOI:10.6007/IJARBS/v8i10/4830. <http://dx.doi.org/10.6007/IJARBS/v8-i10/4830>
- Arifin, Z. (2012). *Penelitian pendidikan metode dan paradigma baru*. Bandung: PT Remaja Rosdakarya.
- Budiani, S., Sudarmin, & Syamwil, R. (2017). Evaluasi Implementasi Kurikulum 2013 di Sekolah Pelaksana Mandiri. *Innovative Journal of Curriculum and Educational Technology*, 45-57.
- Chamisijatin, L., & Permana, F. H. (2020). *Telaah Kurikulum Volume 1 dari Seri Pertama*. Malang: UMM Press.
- Hamalik, O. (2012). *Manajemen Pengembangan Kurikulum*. Bandung: Remaja Rosdakarya.
- Hamalik, O. (2015). *Kurikulum dan pembelajaran*. Jakarta: PT Bumi Aksara.
- Katuuk, D. A. (2014). Manajemen implementasi kurikulum: strategi penguatan. *Cakrawala Pendidikan*, 15-26.
- Kurangi, B. K., Nanjwade, B. K., & Jangade, N. M. (2017). Education Methodology: Curriculum Management. *World Journal Of Pharmacy And Pharmaceutical Sciences*, 1385-1396. Volume 6, Issue 2, 1385-1396. SJIF Impact Factor 6.647. ISSN 2278 – 4357. www.wjpps.com.
- Maba, W. (2017). Teachers' Perception on the Implementation of the Assessment Process in 2013 Curriculum. *International Journal of Social Sciences and Humanities*, 1-9.
- Mardiana, S., & Sumiyatun. (2017). Implementasi kurikulum 2013 dalam pembelajaran sejarah di SMA Negeri 1 Metro. *Jurnal HISTORIA* , 45-54.
- MKDP, T. P. (2011). *Kurikulum dan pembelajaran*. Jakarta: PT RajaGrafindo Persada.
- Musfah, J. (2017). *Manajemen Pendidikan Teori, Kebijakan, dan Praktik* . Jakarta: KENCANA.
- Musfiqon, H. (2016). *Penilaian Otentik dalam Pembelajaran Kurikulum 2013*. Sidoarjo: Nizamia Learning Center.
- Ningrum, E. S., & Sobri, A. Y. (2015). Implementasi kurikulum 2013 di sekolah dasar. *Manajemen Pendidikan*, 416-423.
- Ozturk, I. H. (2011). Curriculum Reform And Teacher Autonomy In Turkey: The Case Of The History Teaching. *International Journal of Instruction*, 114-128. July 2011. Vol.4, No.2 e-ISSN: 1308-1470. www.e-iji.net p-ISSN: 1694-609X.

- Ruslan. (2016). Manajemen implementasi kurikulum 2013. *Manajer pendidikan*, 160-170.
- Rusman. (2011). *Manajemen kurikulum*. Jakarta: PT RajaGrafindo Persada.
- Sparapani, E. F., & Perez, D. C. (2015). A Perspective on the Standardized Curriculum and Its Effect on Teaching and. *Journal of Education & Social Policy*, 78-87. Vol. 2, No. 5; ISSN 2375-0782 (Print) 2375-0790 (Online) © Center for Promoting Ideas, USA www.jespnet.com.
- Subandi. (2014). Pengembangan kurikulum 2013 (Studi Analitis dan Substantif Kebijakan Kurikulum Nasional). *Jurnal Pendidikan dan Pembelajaran Dasar*, 19-36.
- Sugiyono. (2018). *Metode penelitian pendidikan (pendekatan kuantitatif, kualitatif, dan R&D)*. Bandung: Alfabeta.
- Sukmadinata, N. S. (2013). *Metode penelitian pendidikan*. Bandung: PT Remaja Rosdakarya.
- Sukmadinata, N. S. (2013). *Pengembangan kurikulum teori dan praktik*. Bandung: PT Remaja Rosdakarya.
- Suryana, Y., & Pratama, F. Y. (2018). Manajemen implementasi kurikulum 2013 di madrasah. *Jurnal Islamic Education Manajemen*, 90-98.
- Suyatmini. (2017). Implementasi kurikulum 2013 pada pelaksanaan pembelajaran akuntansi di sekolah menengah kejuruan. *Jurnal Pendidikan Ilmu Sosial*, 60-68.
- Triwiyanto, T. (2015). *Manajemen kurikulum dan pembelajaran*. Jakarta: PT Bumi Aksara.
- Usman, N., & Murniati. (2019). *Pengantar Manajemen Pendidikan*. Jakarta: AnImage.
- Wahyudin, D. (2014). *Manajemen kurikulum*. Bandung: PT Remaja Rodaskarya.
- Yoshida, H. (2016). Effects of active learning for curriculum management: with Focus on the “Courses of Study” of Japan. *International Journal of Knowledge Engineering*, 77-84. Vol. 2, No. 2, June 2016. doi: 10.18178/ijke.2016.2.2.057.
- Zainuddin, H. (2015). Implementasi kurikulum 2013 dalam membentuk karakter anak bangsa. *Implementasi Kurikulum 2013 Universum* Vol. 9 No. 1, 131-139.