

Implementation Learning of Art and Culture Based on 2013 Curriculum at SD Negeri 3 Amparita, Tellu Limpoe Sub-District, Sidrap Regency

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Abstract. This type of research is descriptive qualitative. The informants in this study were 2 teachers of cultural arts at SD Negeri 3 Amparita, the principal, teachers of other fields of study and several students. The data analysis of this study used qualitative analysis through three components, namely data reduction, data presentation and conclusion drawing. The results showed that: (a). The implementation of cultural arts learning is carried out in several stages including: the learning planning stage, the learning implementation stage and the assessment / evaluation stage for learning arts and culture. At the implementation stage of learning arts and culture includes: 1) implementing an effective learning approach or strategy; 2) utilize learning resources / media in learning, and 3) trigger and maintain student involvement in learning. Whereas at the learning assessment or evaluation stage, it includes: 1) the arts and culture teacher uses various strategies and assessment methods to monitor the progress and learning outcomes of students in achieving certain competencies as written in the lesson plan; 2) the arts and culture teacher designs evaluation tools to measure the progress and learning success of students; 3) cultural arts teachers take advantage of various assessment results to provide feedback for students about their learning progress. (b). The factors inhibiting and supporting the implementation of cultural arts learning at SD Negeri 3 Amparita are: a) Inhibiting factors, including: 1) lack of human resources (teachers) for arts and culture; and 2) limited facilities and infrastructure for learning arts and culture. b) Supporting factors, including: 1) principal leadership; 2) physical condition (health); 3) learning tools; 4) learning materials; 5) school climate; and 6) teacher motivation. The conclusion in this research is that the implementation of learning arts and culture at SD Negeri 3 Amparita has not run optimally due to several obstacles, including the lack of human resources (teachers) of arts and culture who are competent in their fields and limited facilities and infrastructure for learning arts and culture.

Keywords: Learning, cultural arts, curriculum 13

INTRODUCTION

Education currently has undergone changes in various components with a duration of change that is so fast and fundamental. One of the components of education that often undergoes these changes is the curriculum as the standard of education at the formal education level. Fundamental changes to the National

education curriculum were carried out because they were considered by various parties to be no longer effective.

In connection with curriculum changes, various parties analyzed and saw the need to implement a curriculum that was able to equip students with 21st century skills, accompanied by character planting that could equip students with various attitudes and abilities in accordance with technological developments and the demands of the times. Therefore, it is the right step when the government (Mendikbud) revitalizes skills-based education in all types and levels of education, including in the development of the 2013 Curriculum.

Teachers as the vanguard of implementing the curriculum are required to be able to translate achievement of the desired competencies, and implement them into activities learning. In addition to measuring the effect of implementing learning activities has been done, the teacher is also expected to be able to compile and implement an evaluation system authentic and objective as a reflection of the next learning. No matter how good the curriculum compiled, if not implemented properly then the results obtained will not maximum.

The goals of art education at the general education level include SD, SMP and SMU given not to foster children to become artists / artists, but to educate children to be creative. Thus, it can be said that art learning especially those related to artistic practice can be used as a tool education. Through games in art education, children have the flexibility to develop creativity. Some important aspects that need attention in art education includes seriousness, sensitivity, production power, group awareness, and creativity. Art education is a means to improve creative abilities expressive students in realizing artistic activities based on rules certain aesthetics. in addition, art education aims at creating a sense of beauty and the ability to cultivate and appreciate art. So through art, creativity, taste and children's initiative is processed and developed.

Through the implementation of the 2013 Curriculum which is skill-based, as well as character-based with a thematic and contextual approach, it is hoped that students will be able to independently increase and use their knowledge, study, and internalize and personalize the values of noble character and morals so that they are manifested in daily behavior. Implementation of the 2013 Curriculum involves all components of education and requires readiness from all parties, both from students, educators, school principals as well as provincial and district / city governments.

Art learning at the elementary level is summarized in aesthetic subjects includes learning fine arts, integrated with music, dance and craft and given name of the subject of Cultural Arts and Crafts (SBDP) in its implementation appear in themes and sub themes.

SD Negeri 3 Amparita, Tellu Limpoe sub-district, Sidrap regency is one of the schools basic which has its own uniqueness when viewed from the students. From the initial information obtained from local teachers, student acceptance at this

school prioritizes students who has artistic talent. Some of the alumni who have studied at the school do are people who are engaged in the arts and culture. Of course the potential of students on the basis of this artistic talent it strongly supports the implementation of the 2013 curriculum, which is one of the bases is expertise. But the problem is, some cultural arts teachers are teaching in this school has different competencies or is not in accordance with the field the arts and culture it teaches. If associated with the implementation of learning arts and culture with the 2013 curriculum, especially with students who also have adequate artistic talent, of course this is an interesting thing to research.

From this background, of course, research related to implementation will be carried out 2013 curriculum in arts and culture subjects at the school. The things to be studied regarding the planning, implementation, and evaluation of teachers in applying 2013 curriculum on these cultural arts subjects.

RESEARSH METHODS

This research was conducted at SD Negeri 3 Amparita, Tellu Limpoe sub-district, district Sidrap. The determination of the location of this research is based on the considerations of SD Negeri 3 Amparita, Tellu Limpoe sub-district, Sidrap district is a school that becomes reference in the implementation of learning using Curriculum 13, besides alumni from this school produces many artists who assemble in traditional music as well modern music. This research was conducted from May to August 2020. This research used a qualitative descriptive, where the data obtained was stated in the actual state or as it was, without any engineering or manipulation. Qualitative research is a research process that produces descriptive data in the form of written or spoken words and the behavior of interest from the subject under study, which is then directed to the background and the individual holistically.

Respondents in this study were cultural arts teachers at SD Negeri 3 Amparita Tellu Limpoe sub-district, Sidrap district , amounting to 2 people. While the informants in this study were the principal, teachers in other fields of study and students. The focus of this research includes: 1) Implementation of learning arts and culture in SD Negeri 3 Amparita sub-district Tellu Limpoe, Sidrap district in question consists of lesson planning, implementation of learning and assessment or evaluation of learning based on Teacher Performance Assessment Analysis (APKG); 2) the supporting and inhibiting factors for the implementation of learning and cultural arts that occurred in SD Negeri 3 Amparita, Tellu sub-district Limpoe, Sidrap district which was built based on theory. The techniques used in data collection in this study are divided into three, namely observation, interviews and documentation.

The data analysis technique in this study is divided into three main components, namely (1) *data reduction*, (2) *data display*, and (3) *drawing / verification*. Data validity techniques in this study are divided into four, namely

credibility (internal validity), *transferability* (external validity), *dependability* (reliability) and *confirmability* (objectivity).

RESULTS AND DISCUSSION

Implementation of Learning Cultural Arts

Learning Planning Stage

Activities at the planning stage carried out by teachers at SD Negeri 3 Amparita were the preparation of learning tools, especially lesson plans based on learning arts and culture. RPP based on cultural arts prepared by subject teachers in which there are learning objectives to be achieved, where the learning objectives consist of cognitive, affective and psychomotor learning objectives that contain cultural arts values that must be understood, owned and applied by students both in school environment, family and community. In addition, the lesson plans based on arts and culture are designed in accordance with the concept of learning cultural arts where in each standard of competence and basic competencies or indicators of competency achievement, cultural values and national character must be understood, possessed and applied by students in this regard. with an attitude of patriotism, responsibility, tolerance, national spirit, democratic, friendly, honest, cooperative, and caring for the social environment.

The various things that are done by the teacher at the planning stage are as follows:

Formulating Learning Objectives in the Learning Implementation Plan (RPP) in accordance with the Curriculum / Syllabus and Paying Attention to the Characteristics of Students

The first component that must be determined is the purpose of the learning process to be achieved. This goal is basically a formulation of behavior and abilities that students must achieve and have after they complete learning activities in the teaching process. At the planning stage regarding learning objectives, various things that are done by the arts and culture teacher are, *First*: Learning objectives are formulated and developed based on SK / KD to be achieved; *Second*: The learning objectives contain an overview of the learning process and outcomes that can be achieved by students according to their learning needs; *Third*: Learning objectives are tailored to the learning needs of students.

Formulating learning objectives in the lesson plan according to the curriculum / syllabus and paying attention to the characteristics of students, from point 1 to point 3 all Cultural Arts teachers have made it well, namely learning objectives are formulated and developed based on SK / KD that will be achieved well, learning objectives contain descriptions learning processes and outcomes that can be achieved by students in accordance with their learning needs, and learning objectives are tailored to the learning needs of students.

Developing Instructional and Contextual

Teaching Materials Teaching materials are also information, tools and texts needed by the teacher / instructor for planning and reviewing the implementation of learning, the material in question can be written or unwritten material. At this stage some of what cultural arts teachers do are: *First*: Teaching materials are arranged from simple to complex according to the learning objectives; *Second*: The breadth and depth of teaching materials are prepared by taking into account the potential of students (including fast and slow, high and low motivation); and *Third*: Teaching materials are designed in accordance with the context of life and development of science and technology and teaching materials are designed according to the use of various sources (not only student handbooks).

In this case the cultural arts teacher compiles teaching materials from simple to complex and the breadth and depth of teaching materials arranged according to the potential of students and also teaching materials designed by all SD Negeri 3 Amparita teachers according to the context of life accordance and development of science and teaching materials designed inwith using a variety of sources.

Planning Effective Activities

Learning can also create a pleasant learning atmosphere so that it gives students creativity to be able to learn with the potential they already have, namely by giving freedom to carry out learning by learning their own way. In pursuing and realizing effective learning objectives, it is necessary to do a way so that the desired learning process is achieved, namely by effective learning. At this stage some of what cultural arts teachers do are: *First*: strategies, approaches, and relevant learning methods to achieve the learning objectives to be achieved / competencies must be mastered by students; *Second*: The learning strategies and methods chosen can facilitate students' understanding; *Third*: Learning strategies and methods are selected according to the level of cognitive, affective, and psychomotor development of students; and *Fourth*: Each learning stage is allocated time proportionally by taking into account the level of complexity of the material and / or the learning needs of students.

The Cultural Arts teacher has made learning planning well by following predetermined procedures or indicators, namely the Cultural Arts teacher making strategies, approaches, and relevant learning methods to achieve learning objectives and in making learning strategies and methods facilitate the understanding of students and according to their level. cognitive, affective, and psychomotor development of students.

Choosing Learning Resources / Learning Media in accordance with Learning Materials and Strategies

At this stage some of what cultural arts teachers do are: *First*: The selected learning sources / learning media can be used to achieve learning objectives, for

example books, modules for cognitive competence, audio media visual, computer skills competency; second: Learning sources / learning media including selected ICT can facilitate students' understanding, for example the lute is used for learning traditional music, the SIBELIUS application for writing music notation; and *Third*: Learning resources / learning media selected according to the level of cognitive, affective and psychomotor development of students.

Learning Implementation Stage

Implementation of the learning process of arts and culture can be done well. The first thing that is done by the teacher before starting the learning process is to apply an effective learning approach / strategy, utilizing learning resources / media in learning to stimulate and maintain student involvement in learning. although it is realized that the implementation of learning arts and culture in the four arts fields has not been running perfectly, due to a lack of human resources or expertise from teachers. So far, what has been prominently taught is the art of music. But all cultural arts teachers in making lesson plans are not only the art of music but all of these arts. In addition, it was also explained that so far, learning of cultural arts is more prominent in the field of music, even though all teachers of cultural arts are women and understand the science of music, but do not pay attention to other fields of art, they are still taught in terms of theory.

Learning by Applying Effective Approaches / Strategies

The learning strategy contains the meaning of planning, which means that the strategy is basically still conceptual about the decisions that will be taken in implementing learning. Matters related to this technique are carrying out learning in accordance with the competencies to be achieved, carrying out learning coherently, mastering the class, carrying out contextual learning, carrying out learning that allows the growth of positive habits and carrying out learning in accordance with the planned time allocation. learning activities on an effective learning strategy approach that all Cultural Arts teachers can carry out or carry out learning according to the competencies achieved and can carry out learning in a coherent and contextual manner. As well as in the implementation of learning all Cultural Arts teachers can also carry out learning that fosters positive habits of students. But all the Cultural Arts teachers have not been able to master the class well, so some students always come in and out and change seats so that it slightly disturbs the learning process.

Utilizing Resources / Media in Learning

It is very necessary in the learning process to create a conducive atmosphere, so that students are really interested and actively participate in the process. In relation to efforts to create a conducive atmosphere, the media is one of the factors that determines the success of learning. The implementation of learning activities for all Cultural Arts

teachers at SD Negeri 3 Amparita always uses learning resources / media that make the learning process easier, so that students are happy and concerned about learning, but in the process of making and utilizing learning resources / media, all Art teachers Culture does not involve students because it has been made by the teacher first, and also in the use of learning media it has not been going well, the Cultural Arts teacher only installs or shows the media, but it is not perfectly explained. In this context, the teacher's role as a teacher has not been going well.

Triggering Student Involvement in Learning

One of the duties of the teacher in the process of implementing learning activities is to trigger and maintain student involvement in the learning process. So that the implementation of learning can run well and smoothly according to the wishes of students. Student involvement here means that in the learning process students are not only recipients but also active in the learning process in learning that triggers and maintains student involvement in learning that all Cultural Arts teachers can show active participation and openness to student responses. In addition, it fosters joy in students in learning, so that students are serious and active in receiving subject matter carried out by cultural arts teachers.

Assessment / Evaluation Stage

Assessment of learning outcomes is an activity or method intended to determine whether or not the learning objectives have been achieved and the learning process that has been carried out. At this stage, a teacher is required to have the ability to determine the approach and method of evaluation, preparation of evaluation tools, processing, and use of evaluation results. The approach or method that can be used to evaluate / assess learning outcomes is through Norms Reference Assessment and Benchmark Reference Assessment. Norms Reference Assessment is a method of assessment that does not always depend on the number of questions given or the assessment is intended to determine the position of learning outcomes achieved based on class norms. The student with the highest score obtained in his class is the student who has the highest position in his class. Whereas Benchmark Reference Assessment is a method of assessment, where the value obtained by students depends on how far the objectives reflected in the test questions can be mastered by students. For more details, the things that are done by teachers in the process of assessment or evaluation of learning in cultural arts subjects are as follows:

Cultural Arts Teachers Use Various Strategies and Assessment Methods to Monitor the Progress and Learning Outcomes of Students in Achieving Certain Competencies as Written in RPP

The process of implementing learning strategies and learning methods is very important, as well as in the learning assessment process. Permenpan No. 16 of 2009, regarding the forms of implementation in this activity are Using authentic

assessment techniques (quizzes, oral questions, assignments) to monitor student learning progress. Using daily test assessment techniques (UH), final semester exams (UAS) are prepared to measuring student learning outcomes in cognitive, affective and psychomotor aspects, Applying portfolio assessments in the form of various structured tasks and Using assessment tools that are in accordance with learning objectives and teaching materials as arranged in the lesson plan.

Learning assessment carried out by the cultural arts teacher of SD Negeri 3 Amparita, which is still difficult to do is compiling an assessment technique that measures affective and psychomotor aspects. This is because their ability to determine the indicators that are assessed in the affective and psychomotor aspects is still lacking and what cultural arts teachers do not do well is implementing portfolio assessments in the form of structured assignments. The portfolio assessment that is made does not cover all the tasks that are given in a structured manner.

Cultural Arts Teacher Designing Evaluation Tools to Measure Student's Progress and Learning Success

Evaluation tools are tools to see changes in students' abilities and behavior after they receive the subject matter. The wrong evaluation tool will describe the ability and wrong behavior. Therefore a teacher must follow the steps in preparing an evaluation tool. Designing evaluation tools to measure the progress and success of student learning carried out by the cultural arts teacher at SD Negeri 3 Amparita, all cultural arts teachers are still not good at designing evaluation tools in accordance with the specified aspects, namely evaluation tools designed to only measure aspects of knowledge Meanwhile, attitudes and skills are rarely used.

Cultural Arts Teachers Use Various Assessment Results to Provide Feedback for Students on Their Learning Progress

The learning process is an interaction that occurs between teachers and students to achieve goals. A learning goal occurs because of the teacher's efforts, often called knowledge and skills (*instructional effect*). While the aim of the accompaniment is due to the student's effort or potential in the form of intelligence factors, critical and creative thinking (*nurturant effect*). Permenpan No. 16 of 2009, regarding the forms of implementation in this activity is Using the results of assessment analysis to identify easy, medium and difficult topics / competencies so that the strengths and weaknesses of each student are known for remedial and enrichment purposes, Using the results of the assessment to perfect the design. and the implementation of learning, Reporting the progress and learning outcomes of students to parents, teacher friends and for students as a reflection of their learning and Using the results of the assessment effectively to identify strengths, weaknesses, challenges and potential problems for professional improvement in supporting the learning process. In utilizing various assessment results to provide feedback for students about their learning progress, all cultural arts teachers have difficulty

reporting the progress and learning outcomes of students to parents, teacher friends and for students as a reflection of their learning, due to a lack of good communication between teachers. and parents or guardians of students. Meanwhile, in the aspect of other indicators, all the cultural arts teachers at SD Negeri 3 Amparita can do it well.

Inhibiting and Supporting Learning Process

Inhibiting Factors for the Implementation of Learning Cultural Arts

Lack of Competent Human Resources (Cultural Arts Teachers) in their Field

Teachers are one of the important factors in the implementation of the learning process be it learning cultural arts or other learning. The four art fields that must be taught according to the curriculum cannot be implemented, because teachers who teach cultural arts do not have the competence to teach all of these fields of art. So far, the field of art that is not only theoretical in learning is the field of music, because in addition to all cultural arts teachers are women also from the aspect of affordable facilities and infrastructure. Meanwhile, the other three arts are limited to classroom theory.

In addition, to have good performance, cultural arts teachers are required to have adequate academic abilities, and be able to apply their knowledge to students for the advancement of student learning outcomes. Examples such as the ability to make lesson plans, implementation of learning and learning assessments. This determines the performance of a teacher towards a better direction. The ability of an teacher arts and culture to plan and carry out learning activities, one of which is in managing the class and in conducting learning assessments, greatly influences the performance of a cultural arts teacher.

In adequate Facilities and Infrastructure Learning Arts and Culture

Completeness of facilities and infrastructure can help the smooth implementation of a program. The facilities and infrastructure in question, either in the form of physical facilities and infrastructure or in non-physical form. The physical facilities and infrastructure at SD Negeri 3 Amparita are still incomplete, where there are no facilities in the form of wifi, internet space and boards or writings containing the values of cultural arts at SD Negeri 3 Amparita. The implementation of learning arts and culture at SD Negeri 3 Amparita, still has shortcomings. The deficiencies referred to in the form of learning facilities that can be used by teachers and students in an effort to create better conditions for learning arts and culture. This supporting physical facility can be used by teachers in providing or describing social examples that often occur in connection with a lack of understanding regarding the application of cultural arts values in all aspects of life. In terms of non-physical school facilities and infrastructure, in the form of training for school art studios, it is still ineffective. Whereas the art gallery which is located in SD Negeri 3 Amparita, so far the implementation is less active.

Supporting Factors for Learning Arts and Culture

Principal Leadership

The leadership of the principal will reflect the ways or actions of the principal in mobilizing and directing teachers in completing their work to achieve school goals. Delivering and providing an understanding of the application of cultural arts values to students at SD Negeri 3 Amparita, is the joint task of all school components, namely the principal and teachers at SD Negeri 3 Amparita it self. The principal together with the teachers at SD Negeri 3 Amparita have the same duties and responsibilities regarding providing an understanding of the values of cultural arts to students. This makes this school serious and committed, to be able to create students who are able to understand and apply the values of cultural arts in life school, family and society. All of these *stecholders* have an important position in the application of cultural arts education in schools because they are part of the implementation of the arts and culture strategy itself. Cultural arts education can be carried out if the teachers, leaders, school and campus community have the attitude of art and culture and have the ability to implement it appropriately. Principals and teachers are also supporting factors in the process of implementing cultural arts learning in Cultural Arts subjects. Teachers in implementing cultural arts learning not only transfer knowledge but also provide good values such as tolerance, mutual respect and other good attitudes. The influence of the leadership of a school principal will also affect the performance of a teacher. Because a school principal has a duty in addition to being a leader as well as a manager who will oversee, directing the performance of a teacher in a good direction.

Physical Condition (Health)

Teachers who are healthy will be able to complete their tasks properly. Therefore, health factors must really be considered. Whether or not the performance of cultural arts teachers is very much influenced by their mental physical condition. Teachers who have a healthy body condition will be able to carry out their duties properly but if the conditions are not good it will hamper their performance, and we can be sure that what has been planned by the teacher will not be carried out optimally.

Learning Tools

The application of learning arts and culture, the learning tools and learning methods used, plays an important role in the effort to provide an understanding of the values of art and culture to students at SD Negeri 3 Amparita. This is in accordance with the results of the observation that one of the learning tools, namely the learning implementation plan, which is used by the Cultural Arts teacher at SD Negeri 3 Amparita, is structured to be able to provide understanding and development of cultural arts values to students properly and correctly based on each material or subjects taught in each meeting.

Learning Materials

Learning materials that contain elements or teach many cultural arts values are good materials to be integrated with cultural arts learning. This will be easier to do because the material is closely related to the understanding and implementation of the values of art and culture itself.

School Climate

School climate is the final product of interaction between groups of students at school, teachers and administrative staff (administrators) who work to achieve a balance between the organizational (school) and individual dimensions. A good climate in schools will affect the performance of a teacher. A good relationship between teachers, school principals, students and school employees will make the implementation of learning in a better direction and the conditions of the school climate that are not conducive will affect the implementation of learning in an unfavorable direction.

Teacher Motivation

A cultural arts teacher who has the motivation to do work, means that he / she has an urge to work. The urge can come from him or from outside himself. The encouragement that comes from within includes wanting to achieve and develop, enjoy work and a sense of responsibility. From the outside, among them want to be promoted, respected by friends and so on. If all that is desired above can be achieved through work, then there will be motivation to do a good job. High work motivation will cause the person concerned to be more enthusiastic, passionate about work. The performance of cultural arts teachers is greatly influenced by motivation. With high motivation it will make the performance of a teacher good, but if a teacher does not or lacks high motivation to improve his performance towards a better direction, it will have a negative impact on the performance of a teacher.

CONCLUSION

1. The implementation of learning arts and culture at SD Negeri 3 Amparita is carried out in several stages including: the learning planning stage, the learning implementation stage and the assessment / evaluation stage for learning arts and culture. At the implementation stage of learning arts and culture includes: 1) implementing an effective learning approach or strategy; 2) make use of learning resources / media in learning, and 3) trigger and maintain student involvement in learning. Whereas at the learning assessment or evaluation stage, it includes: 1) the arts and culture teacher uses various strategies and assessment methods to monitor the progress and learning outcomes of students in achieving certain competencies as written in the lesson plan; 2) the arts and culture teacher designs evaluation tools to measure the progress and learning success of

- students; 3) cultural arts teachers take advantage of various assessment results to provide feedback for students about their learning progress; and
2. The factors inhibiting and supporting the implementation of cultural arts learning at SD Negeri 3 Amparita are: a) Inhibiting factors, including: 1) lack of human resources (teachers) for arts and culture; and 2) limited facilities and infrastructure for learning arts and culture. B) Supporting factors, including: 1) principal leadership; 2) physical condition (health); 3) learning tools; 4) learning materials; 5) school climate; and 6) teacher motivation.

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