



## Evaluation of 2013 Curriculum Implementation in Economic Learning Class XI in Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim Kediri West Lombok

Lalu Hendra Wijaya<sup>1</sup>; Maimun Sholeh<sup>2</sup>

<sup>1</sup>Postgraduate Economic Education, Universitas Negeri Yogyakarta, Indonesia

<sup>2</sup>Doctor, Faculty Of Economi Education, Universitas Negeri Yogyakarta, Indonesia

<sup>1</sup>Corresponding Email: [laluhendra354@gmail.com](mailto:laluhendra354@gmail.com), Phone Number : 0878 xxxx xxxx

### Article History:

Received: Nov 06, 2020

Revised: Nov 09, 2020

Accepted: Nov 11, 2020

Published: Jan 01, 2021

### Keywords:

Evaluation, Economics,  
Curriculum 2013

**Abstract:** This study aims to find out how to plan the implementation of the 2013 curriculum, the approach used in the 2013 curriculum, the form of assessment in the 2013 curriculum and the constraints faced in implementing learning in class XI Economics in Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim Kediri West Lombok. This research includes qualitative research, Evaluation Model with the Goal Oriented Evaluation Model approach. Collecting data in research using observation instruments, interviews, and documentation. Based on the results of research on the implementation of the 2013 curriculum in IPS subjects, it shows that the implementation of the curriculum has not been carried out well, caused by several things namely, starting from training on the 2013 curriculum that schools have not yet held, the teacher's understanding of the RPP curriculum that is lacking, for teachers and students, do not have an Economics handbook on the 2013 curriculum. Researchers offer solutions to improve learning outcomes in education, all teachers must be empowered and demanded to understand the substance of the curriculum and its application in the learning process and by using various learning methods and making student worksheets that are in accordance with learning materials that relate to the environment of students as support for the implementation of the 2013 Curriculum implementation.

### Kata Kunci:

Evaluasi, Ekonomi,  
Kurikulum 2013

### How to cite:

Wijaya, L.H., & Sholeh, M. (2021). Evaluation of 2013 Curriculum Implementation in Economic Learning Class XI in Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim Kediri West Lombok. *Edunesia: Jurnal Ilmiah Pendidikan*, 2 (1): 93-103.

This is an open access article  
under the CC-BY-NC-ND license



**Abstrak:** Penelitian ini bertujuan untuk mengetahui bagaimana perencanaan implementasi kurikulum 2013, pendekatan yang digunakan pada kurikulum 2013, bentuk asesmen pada kurikulum 2013 dan kendala yang dihadapi dalam pelaksanaan pembelajaran pada siswa kelas XI Ekonomi di Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim Kediri Lombok Barat. Penelitian ini termasuk penelitian kualitatif Model Evaluasi dengan pendekatan Model Evaluasi Berorientasi Tujuan. Pengumpulan data dalam penelitian menggunakan instrumen observasi, wawancara, dan dokumentasi. Berdasarkan hasil penelitian terhadap implementasi kurikulum 2013 pada mata pelajaran IPS menunjukkan bahwa implementasi kurikulum belum terlaksana dengan baik yang disebabkan oleh beberapa hal yaitu mulai dari pelatihan kurikulum 2013 yang belum dilakukan sekolah. diadakan, pemahaman guru tentang kurikulum RPP yang kurang, bagi guru dan siswa, belum memiliki buku pedoman Ilmu Ekonomi pada kurikulum 2013. Peneliti menawarkan solusi untuk meningkatkan hasil pembelajaran dalam pendidikan, semua guru harus di berdayakan dan dituntut harus paham tentang substansi kurikulum dan penerapannya dalam proses pembelajaran serta dengan menggunakan berbagai metode pembelajaran dan membuat lembar kerja siswa yang sesuai dengan materi pembelajaran yang mengkaitkannya dengan lingkungan peserta didik sebagai pendukung untuk terlaksananya penerapan Kurikulum 2013

## A. Introduction

The development of science and technology greatly affects various aspects of life, from the aspects of economic, political, social and cultural facilities including education. Education is an important investment in producing human resources and one of the means to produce high quality human resources as well as an important factor in development in the era of globalization that places science and technology (Oecd, 2014; Shah, M., & Steinberg, 2019).

Education is an effort to develop the potential of human resources that you already have. Education is the most important thing in human life, this means that every Indonesian human being has the right to get it and is expected to always develop therein, Education will never end, Education in general means a life process in developing each individual to be able to live and carry on life (Alpian, et. al 2019) ). Education prepares the young generation in a directed and planned manner to develop the nation better. (Syarbini, 2014) states that education will develop knowledge and forms of national character, which are based on values that grow, live and develop in national life. In this challenging and fast-moving time, the most important thing is to underline: Education is a human right and a common good, education must continue to be provided, innovated and improved to maintain this status in the face of major global challenges (Esfijani, 2018; Nations, 2015; Stracke, 2019).

According to (Saihu & Rohman, 2019; Sulfemi, et, al, 2018) Education is a conscious and planned effort in realizing the learning process and learning atmosphere so that students actively develop their own potential to have spiritual, religious, self-control, intelligence, personality, noble character. , as well as having the skills needed by students, society, nation and state. (Saihu, 2019) Education is an effort to develop the human potential of students, both the physical potential of the creative potential, the taste, and the character, so that this potential becomes real and can function in the course of their life.

In Law No. 20 of 2003 concerning the education system it is stated in article 1 that, education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual, religious, self-control, personal power, intelligence, noble character, and skills needed by him, society, nation and state (Law No. 20 Of 2003). According to (Zhan, 2017) Education is believed to be the key to future success, schools, parents, and students themselves put more effort and therefore enjoy better academic achievement, education is also more important for a good job, high income, and / or position higher social status, or knowledge is more respected and valued socially, they can invest more in education.

According to (Bovill & Woolmer, 2018) Curriculum development must start by designing broad objectives and intended learning outcomes for a course before considering how students will be assessed based on the achievement of desired learning outcomes. According to (Mulyasa, 2014) stated that through curriculum development it will produce creative, innovative people, through strengthening integrated skills and knowledge. (Le Grange, 2014) "Curriculum development leads to the creations of resource units, plans, courses, and other curriculum guides that teachers and learner may use to facilitate the learning process", the curriculum needs development to simplify and facilitate learning. Ornestin & Hunkins "curriculum as a field of study has been characterized exclusive, fragmentary and confusing.

Curriculum changes have occurred in Indonesia for almost 10 years starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and 2013. The curriculum change policy is based on analysis, evaluation, prediction, and various challenges faced both internal and external are constantly changing. In this context the curriculum as a policy product is dynamic, contextual and relative. Therefore the basic principle in curriculum policy is change and continuity, that is, changes made continuously. Although the curriculum changes and updates that continue to be made by involving various competent elements, criticism and various complaints continue to be directed at the government of the Ministry of Education and Culture as the institution in charge of national education. KTSP is considered still burdensome to students, both in substance and methodology. Based on the results of studies, research, and overall evaluation then KTSP was perfected in the 2013 curriculum (Alaswati, 2016).

The 2013 curriculum is a curriculum change from the KBK-based curriculum or the Education Unit Level Curriculum (KTSP). The 2013 curriculum began to be applied in the 2013/2014 school year. The 2013 curriculum seeks to instill more values that are reflected in attitudes compared to the skills acquired by students through knowledge in schools (Fadlillah, 2015). The most basic thing about the characteristics of the 2013 curriculum is determining the ability of teachers to be knowledgeable and to find out as much knowledge as possible because students nowadays are looking for information freely through technology and information. The KTSP change to the 2013 curriculum is an effort to improve the curriculum in accordance with the needs of the current generation. The 2013 curriculum combines three concepts that balance attitudes, skills and knowledge.

In developing the 2013 curriculum the focus was on character building and competence. The 2013 curriculum development will produce Indonesian people who are productive, creative, affective, through the strengthening of integrated attitudes, skills and knowledge. The 2013 curriculum allows teachers to assess student learning outcomes in the process of learning achievement, which reflects mastery and understanding of what has been learned (Mulyasa, 2015). The objectives and functions of the 2013 curriculum refer to Law No. 20 of 2003 concerning the national education system. In this law it is explained that the function of the curriculum is to develop a dignified national civilization in the intellectual life of the nation and develop students' behavior into human beings who believe and devote to God Almighty.

The development of the 2013 curriculum is based on philosophical, juridical, and conceptual basis. The 2013 curriculum learning characteristics based on Permendikbud No 103 of 2014 state that learning is a process of interaction between students, between students and educators and learning resources in a learning environment. Learning in the 2013 curriculum uses a scientific approach or a scientific process-based approach. In direct learning, students engage in observing, asking questions, gathering information, / trying, reasoning / negotiating, (building social networks). The assessment used in the 2013 curriculum uses authentic assessment. According to Minister of Education and Culture Regulation No. 104 of 2014, authentic assessment is an evaluation of spiritual and social attitudes, skills assessment and knowledge assessment. In this authentic assessment the teacher's task becomes more difficult because it requires carefulness in getting to know students one by one, it cannot be classically.

Based on the results of observations made by researchers in observing the process of implementing the 2013 curriculum at Madrasah Aliyah Dakwah Islamiyah Putra Nurul

Hakim in class XI. Where for class XI the implementation of the 2013 curriculum began in 2016. The results of observations made by researchers on the process of implementing the 2013 curriculum in class XI show that so far teachers have had a teaching style and mindset in educating and tend not to change, which is oriented towards material completion. The activeness and independence of students have not been seen, because students have not been able to adapt to the form and learning process of the 2013 curriculum. The teaching and learning process is still centered and fixed on the teacher, not in accordance with the objectives of curriculum development in 2013 where the learning process is student-centered. Students must be more active, critical, creative, and independent, however, most findings in the field are still not fully independent. In the 2013 curriculum, it is hoped that students will have earlier knowledge of the material to be discussed from the teacher together. Some of the obstacles faced by teachers in Economics, the making of RPP for the 2013 curriculum are still not well understood by teachers, and student handbooks do not yet exist. In addition, in terms of skills, teachers must conduct observational and portfolio assessments.

This assessment will result in the assessment of difficult attitudes, good students and bad students as a benchmark for differences in grades, while the other scores are general standards. Another supporting factor is regarding teacher training. The teachers assess the results of students in the process of achieving learning goals, it must reflect mastery and understanding of what is learned, because the teacher's function in this curriculum is only a facilitator. By looking at the existing obstacles, the solution to improve learning outcomes in education, all teachers must be empowered and demanded to understand the substance of the curriculum and its application in the learning process and by using various learning methods and making student worksheets that are in accordance with the learning material that links them. with the environment of students as a support for the implementation of the 2013 Curriculum (Mispani, M., & Mulyani, 2020). Thus the teacher is able to educate, teach, and guide students in the learning process, and can manage student learning in their class well.

From the problems outlined above, the purpose of this research is to find out how to plan the implementation of the 2013 curriculum, the approaches used in the 2013 curriculum, the form of assessment in the 2013 curriculum and the constraints faced in the implementation of learning in class XI economic subjects in Madrasah Aliyah Da'wah Islamiyah Putra Nurul Hakim Kediri, West Lombok.

Education is a very important thing that is needed by humans because education is one of the efforts to provide supplies to children so they do not experience difficulties in life and have responsibilities for themselves, family, community and environment (Alinna, 2017; Marlina, 2014). In a simple sense, education is often interpreted as a human effort to foster his personality in accordance with the values in society and culture. In its development, the term education or pedagogic means guidance or help given deliberately by adults to become adults.

Education is a conscious effort to influence students to be able to develop and actualize their potentials in order to be able to live life as well as possible. The potential that exists in every student is positive and negative. Which potential will develop depends on the stimulus or the environment that affects it. Therefore created an environment that allows to stimulate the positive potentials of students to develop and actualize in positive behavior, both in cognitive, affective, and psychomotor aspects in the form of education (Hendriana,

2017). This is in line with the notion of education in the Law of the Republic of Indonesia Number 20 of 2003 that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential for spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by himself, society, nation and state.

The curriculum is a plan that provides guidelines or guidance in the process of teaching and learning activities (Aiman, 2016). In line with the opinion (Sartika, 2019; Wardani, et,al 2016) Curriculum is an important part of the educational process, education without curriculum will look irregular. In addition, the curriculum is one of the media for achieving educational goals, and at the same time serves as a guide for the implementation of the teaching and learning process in various types and levels of schools. Meanwhile according to (Mbachu, C.E., Dorgu, & Ebiere, 2014) states that “education is seen as an instrument “per excellence” for effecting national development. Education is seen as a means of developing potentialities and capacity building. Any educational curriculum that aims at developing human potentials must target at functionality here refers to curriculum that is designed to teach students skills that will enable them function as competent and acceptable adults.

The 2013 curriculum is a curriculum that was officially introduced by the government in 2013 as a substitute for the SBC / Education Unit Level Curriculum. (Fata & Nasir, 2014) stated that based on their understanding of the 2013 Curriculum Documents issued by the Ministry of Education (2013), the aim of curriculum development was to achieve competencies formulated from graduate competency standards (Graduates Competency Standards / SKL). In other words, learning outcomes and curriculum are measured by competency achievement. Previously in KTSP, national standard; Graduate Competency Standards / SKL (Graduates Competency Standards) are translated into Competency Standards (SK) and Competency Standards (KD), whereas in the 2013 curriculum, graduate standard competencies are applied into Core Competencies or Core Competencies and Basic Competencies or Basic Competencies. In addition to changes in graduate competency standards, core competencies stand into four integrated groups namely Religious Attitudes, Social Attitudes, Knowledge and Knowledge Implementation. According to (Mulyasa, 2014) the 2013 curriculum is a curriculum that emphasizes character building (character development), especially at the basic level which will be able to become a platform at the next level. This 2013 curriculum has a different concept from the previous curriculum which is the scientific approach. The scientific approach is closely related to the scientific method. The scientific method (scientific) generally involves observations or observations needed to formulate hypotheses or collect data.

## **B. Method.**

In research using a descriptive qualitative approach. Where qualitative research is part of a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior (Afrijal, 2015).

The location of the study was conducted at Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim Kediri, West Lombok. The source of research data are the economics subject teachers and students. Data collection procedures namely Observation, Interview and Documentation. In the data analysis technique of this study uses descriptive qualitative analysis, which is describing and interpreting data from each aspect evaluated in the form

of qualitative data. The evaluation model used is a goal oriented evaluation model (goal oriented evaluation model).

The data collection techniques in this study were to obtain valid data and information, the researchers used several types of data collection techniques, namely:

1. Interview

The interview is a data collection technique that is often used in qualitative research. Implementing the interview technique means engaging in communication or conversation interactions between the interviewer and the interviewee (Sugiyono, 2019). In this study, researchers will conduct structured and face-to-face interviews with social studies subject teachers, principals and students using available interview guidelines.

2. Observation

The research was conducted with passive participatory observation. In this case the researcher comes to the place of the teacher and students who will be observed, but are not involved in the activity. Observations were made to collect data in the form of evidence of the learning process in the classroom from the initial activities to the end of learning.

3. Documentation

The documentation method is a method in which researchers search for data about things or variables in the form of notes, transcripts, books, magazines, meeting minutes and so on.

4. Research Instruments

According to (Sugiyono, 2016). the research instrument is a tool used to measure observed natural and social phenomena. In this study, the instrument used by the researcher was a monitoring and evaluation instrument for the implementation of the 2013 curriculum which was standardized and designed by the ministry of education and culture.

### C. Result and discussion.

#### **Planning for the Implementation of Learning (RPP) Curriculum 2013 on Economic Subjects in Class XI at MA Dakwah Islamiyah Putra Nurul Hakim**

Learning implementation plan or commonly called RPP is a form of learning planning that will be carried out by educators in learning activities. Therefore, learning implementation planning is very important and cannot be separated from the learning itself. Learning planning is a unity with learning activities. Max every time there is a learning activity there is such a thing as planning the implementation of learning. In this case a teacher or educator pay more attention carefully, both material, assessment, time allocation, learning resources, and learning methods that will be used in detail learning activities neatly arranged in the planning of learning implementation.

Learning implementation plan is a learning plan that is developed in detail referring to syllabus, textbooks, and teacher's manuals. Each teacher education unit is required to prepare lesson plans for the class in which the teacher teaches. Development of RPP can be done before the beginning of the semester or the learning year begins, but it can be seen that before learning begins must be updated first. The development of lesson plans can be carried out independently or in groups in schools by teachers in coordination, facilitated, and supervised by the education office or the local religious ministry office.

There are ten principles in the preparation of the Learning Implementation Plan (RPP) as follows: (a) each RPP must fully contain the basic competencies of KD spiritual attitude from KI-1, social KD from KI-2, KD knowledge from KI-3, and KD skills from KI-4,

(b) one lesson plan can be implemented in one or more meetings, (c) pay attention to individual differences in students. The lesson plan is prepared by taking into account differences in initial abilities, intellectual level, interests, learning motivation, talents, potential, cultural background, norms, values, and environment of students, (d) student-centered, (e) present-oriented, (f) develop learning independence of learning that facilitates students to learn independently, (g) provide feedback and follow-up learning RPP includes program design positive feedback, reinforcement, enrichment and remedies, (h) have a link and integration between competencies and between content, (i) utilizing information and communication technology.

Referring to the Minister of Education and Culture Regulation No. 81 A of 2013 concerning the implementation of the 2013 curriculum, that the implementation plan of learning is a learning plan that is developed in detail from a specific subject matter or theme that refers to the syllabus. The lesson plan includes: (1) School data, subjects, and classes / semesters, (2) subject matter, (3) time allocation, (4) learning objectives, Basic Competence (KD), and indicators of competency achievement, (5) learning material, (2) media, tools, learning resources, (7) steps of learning activities, (8) e assessment.

The data finding in the field of researchers found that the teacher's understanding of the implementation of learning in the 2013 curriculum was still lacking, as seen from the example of the lesson plans made by the Economics teacher that were not in accordance with the 2013 curriculum curriculum standard, between the theory of the 2013 curriculum lesson plans and the lesson plans made by teachers in school is still not appropriate. (Jumaina, 2017) some things that make teachers do not really understand about the 2013 curriculum, firstly because teachers have not done training on the 2013 curriculum, secondly in the development of the 2013 curriculum RPP each KI, KD, indicators, and learning objectives that have a link between one with others, so in the development of indicators there is still confusion and feel inappropriate, thirdly in the learning process that requires the presence of media / teaching aids that teachers cannot use the media because of limited sources of referrals.

### **2013 Curriculum Learning Approach in Class XI Economic Subjects in Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim**

Learning is a process of interaction between students, between students and educators, and learning resources in a learning environment. Learning is a process of developing the potential and character development of students as a result of the synergy between education that takes place in schools, families and communities. The process provides the opportunity for students to develop their potential into abilities that are increasingly increasing in attitudes (spiritual, and social), knowledge, and skills needed for themselves to live and for society, nation, and contribute to the welfare of human life.

In implementing a scientific approach, learning material based on facts or phenomena that can be explained with a certain logic or reasoning, is not limited to guesswork, fantasy, legend, or fairy tales. Teacher explanations, student responses, and educative teacher student interactions are free from prejudice, subjective thinking, or reasoning that deviates from the path of logical thinking, encourages and inspires students to think critically, analytically, and precisely in identifying, understanding, solving problems, and apply learning materials based on concepts, theories, and empirical facts, which can be accounted for. The learning process touches three domains namely, attitudes,

knowledge, and skills. Learning outcomes give birth to students who are productive, creative, innovative, and affective through strengthening integrated attitudes, skills and knowledge. The realm of attitude embodies the transformation of substance or material so that students "know why". the realm of skills embodies the transformation of substance or teaching material so that learners "know how". The realm of knowledge takes the transformation of substance or teaching material so that students "know what".

The end result is an increase and balance between the ability to become good human beings (soft skills) and human beings who have the skills and knowledge to live properly (hard skills) from students which include aspects of attitude competence, knowledge, and skills. Implementation of a scientific approach / approach based on scientific processes is organizing learning experiences in a logical sequence including the learning process through: (1) observing, (2) asking, (3) gathering information / trying to explore, trying to discuss and demonstrate, (4) reasoning or associating and communicating. Findings in the field or that are happening in Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim On economic class XI in the learning process students are still focused on the teacher who teaches, the independence of students has not been seen, but in fact in the 2013 curriculum the teacher as a facilitator and students are required to be more active in the classroom.

#### **Forms of Assessment in the 2013 Curriculum on Economics Subjects in Class XI in Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim**

Assessment is a series of activities to obtain, analyze, interpret, data about the process and learning outcomes of students carried out systematically and continuously so that it becomes meaningful information in decision making. The 2013 curriculum assessment standards aim to guarantee the students' assessment planning in accordance with the competencies to be achieved and based on the principles of assessment, implementation, assessment of students in a professional, open, educative, effective, efficient, and in accordance with the socio-cultural context and reporting the results of the assessment learners in an objective, accountable, and informative manner. The findings in the field that the economics teacher is still doing in general assessments, due to the insufficient time available to teach. In the 2013 curriculum for assessment must be done one by one and as a whole, both in cognitive, psychomotor, and affective, but because the time is not enough to do the assessment one by one, economics teachers do it in general.

#### **Constraints Faced in the Implementation of the 2013 Curriculum in Economics Subjects in Class XI Madrasah Aliyah Dakwah Islamiyah Putra Nurul Hakim**

In the implementation of the 2013 curriculum at the MA Da'wah Islamiyah Putra Nurul Hakim had several obstacles in the implementation of the 2013 curriculum which prevented the curriculum from running properly. Interview results according to school principals and teachers The obstacles faced are the teacher is not sure whether the learning design until the implementation of learning is in accordance with the 2013 curriculum. There is no training related to the 2013 curriculum, so that causes teachers are still confused in designing learning implementation correct. In doing the assessment, the teacher has difficulty because the time needed to teach is not in accordance with the time provided. In the 2013 curriculum requires a lot of time in the learning process so that the assessment is only done in general. Learning in the 2013 curriculum using a scientific approach requires students to be active, think scientifically, and logically. Active students will be more active



in learning, and students who are passive in learning will also be passive in the learning process.

#### D. Conclusion.

Based on the results of research on the implementation of the 2013 curriculum in economic subjects class XI in MA Islamic propaganda son Nurul Hakim Kediri in the implementation of the 2013 curriculum is still not well implemented due to:

1. Teachers have not been able to understand how to design the 2013 curriculum well.
2. The learning process in the classroom that is still teacher-centered. The student-centered learning process has not been seen at all. Independence and activeness of students have not been seen, students are still fixated and teacher-centered.
3. The assessment conducted by the teacher on economic subjects is not carried out in detail because there is insufficient time.
4. Obstacles faced by the teacher, have not done training related to the 2013 curriculum, do not have a 2013 Kurikulum economic textbook both teachers and students, change the learning patterns of students who are still fixated on teachers, because students are still difficult to adapt to the curriculum 2013 this. The implementation of the 2013 curriculum in MA Da'wah Islamic School, Nurul Hakim's son, has not been maximized.

#### References.

- Afriyal. (2015). *Metode penelitian kualitatif*. Jakarta: PT Raja Grafindo Persada.
- Aiman, U. (2016). Evaluasi Pelaksanaan Penilaian Autentik Kurikulum 2013. *Jurnal Pendidikan Madrasah*, 1(P-ISSN: 2527-4287-E-ISSN: 2527-6794), 115-122.
- Alaswati, S. (2016). Evaluasi Pelaksanaan Pembelajaran Kurikulum 2013 PJOK. *Journal of Physical Education and Sports*, 4(2), 122-128.
- Alinna, A. (2017). Early Childhood Education. *BELIA*, 1(6).
- Alpian, Y., Anggraeni, S. W., Wiharti, U., & Soleha, N. M. (2019). Pentingnya Pendidikan Bagi Manusia. *Jurnal Buana Pendidikan*, 8(5), 55.
- Bovill, C., & Woolmer, C. (2018). How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum. *Higher Education*. <https://doi.org/10.1007/s10734-018-0349-8>
- Esfijani, A. (2018). Measuring Quality in Online Education: A Meta-synthesis. *American Journal of Distance Education*, 32(1), 57-73. <https://doi.org/10.1080/08923647.2018.1417658>
- Fadlillah. (2015). *Implementasi kurikulum 2013*. Jakarta: PT Raja Grafindo Persada.
- Fata, I.A., & Nasir, C. (2014). *Current Issues of 2013 Curriculum in Indonesia*. Banda Aceh.

- Hendriana, E. C., & Jacobus, A. (2017). Implementasi Pendidikan Karakter Di Sekolah Melalui Keteladanan Dan Pembiasaan. *JPDI (Jurnal Pendidikan Dasar Indonesia)*, 1(2), 25. <https://doi.org/10.26737/jpdi.v1i2.262>
- Indonesia, U. R. UNDANG-UNDANG REPUBLIK INDONESIA NOMOR 20 TAHUN (2003).
- Le Grange, L. (2014). Curriculum research in South Africa. In W. F. Pinar (Ed.). *International Handbook of Curriculum Research*, 466–475.
- Marlina, M. E. (2014). Makna Pendidikan Multikultural bagi Siswa. *Jupiis: Jurnal Pendidikan Ilmu-Ilmu Sosial*, 6(2), 13–20. Retrieved from <https://jurnal.unimed.ac.id/2012/index.php/jupiis/article/view/1479>
- Mbachu, C.E., Dorgu, & Ebiere, T. (2014). Making The Nigerian School Environment And Curriculum More Functional And Responsive For Human Capacity Development For The Year 2020. *Journal Of Curriculum And Teaching*, 3(1), 28–35.
- Mispandi, M., & Mulyani, E. (2020). The Development of Student Worksheets Based on Simulation Methods. *Jurnal Pendidikan Ekonomi Dan Bisnis (JPED)*, 8(1), 14–24.
- Mulyasa. (2014). *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT. Remaja Rosdakarya.
- Mulyasa. (2015). *Pengembangan dan implementasi kurikulum 2013*. Bandung: PT. Remaja Rosdakarya.
- Nations, U. (2015). *Transforming our world: The 2030 agenda for sustainable development*. Washington. United Nations: Retrieved from.
- Oecd, O. (2014). *Education at a glance: ISCED-97, Financial and human resources investment in education* ((Edition 2). OECD Education Statistics.
- Saihu. (2019). Rintisan Peradaban Proefetik Umat Manusia Melalui Peristiwa Turunnya Adam AS ke Dunia. *Mumtaz*, 3(1), 268–279.
- Saihu, & Rohman, B. (2019). Pembentukan Karakter Melalui Model Pendidikan Transformatife Learning Pada Santri Di Pondok Pesantren Nurul Ikhlas Bali. *Jurnal Pendidikan Islam*, 08(02), 435–452.
- Sartika, D. (2019). Pentingnya Pendidikan Berbasis STEM Dalam Kurikulum 2013. *Jurnal Ilmu Sosail Dan Pendidikan*, 3(3), 89–93.
- Shah, M., & Steinberg, B. M. (2019). Workfare and Human Capital Investment: Evidence from India. *Journal of Human Resources*.

- Stracke, C. M. (2019). Quality Frameworks and Learning Design for Open Education Introduction: The Need to Change Learning and Education. *International Review of Research in Open and Distributed Learning*, 20(2). Retrieved from [www.scholar.google.com](http://www.scholar.google.com)
- Sugiyono. (2016). *Metodologi Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Penerbit alfabeta.
- Sukmadinata, N. S. (2009). *Pengembangan Kurikulum Teori Dan Praktik*. Bandung: PT. Remaja Rosdakarya.
- Sulfemi, W., Bagja, & Minati, H. (2018). Meningkatkan Hasil Belajar Peserta Didik Kelas 3 SD Menggunakan Model Picture And Picture dan Media Gambar Seri. *JPSD*, 4(2), 228-242.
- Syarbini, S. (2014). *Pendidikan kewarganegaraan untuk perguruan tinggi implementasi nilai-nilai karakter bangsa*. Bogor: Ghalia Indonesia.
- Wardani, N. W., Maisyaroh, & Imron, A. (2016). Perencanaan Pengembangan Kurikulum Pada Kulliyatul Mu'alimien Al-Islamiyah. *Jurnal Pendidikan*, 1, No. 5(2016), 910-916.
- Zhan, C. (2017). Institutions, Social Norms, and Educational Attainment. *Education Economics*, 25(1), 22-44. <https://doi.org/10.1080/09645292.2016.1158788>.