

TEACHERS' PERCEPTION AND PROBLEMS IN THE IMPLEMENTATION OF SCHOOL-BASED CURRICULUM (A CASE STUDY)

Siti Kustini ⁽¹⁾ dan Evidoyanti ⁽²⁾

⁽¹⁾ English Lecturer at Electrical Engineering Department, Poliban

⁽²⁾ English Lecturer at Business Administration Department, Poliban

Abstract

Since 2006 (in decentralization era) Indonesia has been implementing school level curriculum based on national standard of education (content and competence standards in particular) considering the goal of a certain level of education, learning experiences that should be provided to achieve the goal, the methods used to manage the learning experiences, and methods of evaluation to measure the goal achievement. The development of a school-level curriculum is a new phenomenon for the school community in Indonesia, consequently, in the early stage of its implementation some obstacles were found in a number of schools. The change in the role of schools from curriculum implementer to curriculum developer has made the school community confused. The changes of English curriculum in Indonesia are in line with the changes of the educational curriculum. This present study was intended to find out teachers' understanding and perception on SBC as well as to identify problems faced by the teacher in the implementation of SBC particularly in the English teaching. The research was conducted in SMAN 5 Cimahi, therefore three English teachers from that school were chosen as the participants. The qualitative research design was employed in this research and the data were taken from the questionnaire with 5 (five) open question and 29 (twenty-nine) checklist question format. The questionnaire was primarily used to collect the information to survey the teachers' general understanding and perception as well as problems in SBC implementation. The result of the study showed that teachers possessed good understanding and perception on SBC and they did not encounter any serious problems in the implementation. The successful implementation of this curriculum should be continuously maintained so that the goal of Indonesian education to develop learners' basic intelligence, knowledge, personality, noble character, as well as skills to live independently can be achieved.

Key Words : SBC, understanding, perception, problems

1. INTRODUCTION

The notion of 'globalization era' and the fact that we are now in the 21st century have awoken many Indonesian educators to the need of producing school graduates with skills that can be applied in the 'borderless world'. As we have already known that "education" is the key to raise the competition for a country. Therefore, the need to continuously revise the curriculum is something inevitable. The curriculum reform is intended to maintain relevancy between education and the demand of global era so that the high quality high quality graduates can be produced.

Since 2006 (in decentralization era) Indonesia has been implementing school level curriculum based on national standard of education (content and competence standards in particular) considering the goal of a certain level of e-

ducation, learning experiences that should be provided to achieve the goal, the methods used to manage the learning experiences, and methods of evaluation to measure the goal achievement. In the previous curriculum, the objectives, contents, learning methods, and assessment techniques of the learning assessment were determined by the Ministry of National Education. In the new scheme of curriculum development, the central government, which extends to the Board of National Standard of Education, determines the standard competencies for the graduates from each school level. The new policy on curriculum, among other things, is intended to empower teachers to develop down to earth learning activities relevant to the learners' need, actual condition of the school, as well as the necessity to link it to the environmental. (www.vnseameo.org/downloads/malay/Indonesia)

In the early stage of school-level curriculum implementation, some obstacles were found in a number of schools in Indonesia since the development of this curriculum is a new phenomena for the school community (Firman, et al, 2008). The freedom of schools to create their own curriculum which is relevant with the needs of students can not be fully implemented. The change in the role of schools from curriculum implementer to curriculum developer has made the school community confused. Such phenomena are quite common in the process of curriculum change.

Implementing a curriculum requires the involvement of many different people. Each is a 'key player' in the change process. Without the coordinated involvement of these individuals the implementation of the curriculum programme will encounter many problems. Among the key players identified are: teachers, students, principals/headmasters, assistant principals, district education officers, state education officers, curriculum developers, academics, parents, interested political officials and lay citizens.

Without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experience and competencies, teachers are central to any curriculum improvement effort. Regardless of which philosophical belief the education system is based on, there is no denying that teachers influence students' learning. Better teachers foster better learning. Teachers are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom.

The changes of English curriculum in Indonesia are in line with the changes of the educational curriculum. The change of English curriculum in SBC encourages the researcher to find out the perceptions as well as problems faced by the English teachers as one of the key players in the curriculum implementation.

The main purpose of the study was to find out teachers' understanding and perception on SBC as well as to identify problems faced by the teacher in the implementation of SBC.

Based on the above purposes, the present study endeavored to address the question:

1. What is teachers' understanding toward School-Based Curriculum?
2. What is the teachers' perception on the School-Based Curriculum?
3. What problems do teachers face in the implementation of School-Based Curriculum?

The Teachers' Perception

In [philosophy](#), [psychology](#), and the [cognitive sciences](#), perception is the process of attaining [awareness](#) or [understanding](#) of [sensory infor-](#)

[mation](#). It is a task far more complex than was imagined in the 1950s and 1960s, when it was predicted that building perceiving machines would take about a decade, a goal which is still very far from fruition. The word comes from the Latin words *perceptio*, *percipio*, and means "receiving, collecting, action of taking possession, apprehension with the mind or senses. (<http://en.wikipedia.org/wiki/Perception>)

Baron (1995) mentions that perception is the process through which we select, organize, and interpret input from our sensory receptors. In other words, perception is the way we perceive something. It is the process of obtaining knowledge about the world through our sense.

In Oxford Advanced Learner's Dictionary of Current English, Hornby states that perception is process by which we become aware of changes (through the senses of sight, hearing, etc); act or power of perceiving (Hornby; 1986; 622).

The above definitions are used in this study as a guideline to elaborate EFL teachers' view and opinions as well as the way they understand and interpret school-based curriculum.

The Concepts of Curriculum

The word curriculum is derived from *curir* or *curere*. It was first used in the sport field in the Ancient Greek times which meant distance that a runner must pass through (Sanjaya, 2008). Then the word curriculum was used in the field of education.

According to Murray Print (1993) cited in Sanjaya (2008), curriculum covers planned learning experiences which is offered within an educational institution/program, and is represented as document, and also includes experiences resulting from implementing that document. Print seems asserting that curriculum is made only for developing learners to achieve the set objectives.

Rodgers (1989, 26) in Richard (2001,39) states that curriculum is all activities between children (students) engage under the auspices of the school including what students learn, how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and what kind of facilities. The definition implies that curriculum refers to a very broad inquiry that deals with what happens in schools. The definition implies that curriculum refers to a very broad inquiry that deals with what happens in schools.

Curriculum is also viewed as a number of course subject taught. It is proposed by Hutchins (1936) in Sanjaya (2008) who states that *"the curriculum should include grammar, reading, thetoric and logic, and mathematics, and addition at the secondary level introduce the*

great books of the western world". This definition suggests that curriculum is content oriented in which the process of learning is intended only for the mastery of the course subjects.

The concept of curriculum as a learning program or planning is proposed by Hilda Taba (1962) who asserts that a curriculum is a planning for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum. Daniel Tanner and Laurer Tanner (1975) in Sanjaya (2008) view curriculum as the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experiences under auspices of the school, for the learner's continuous and willful growth personal competence. This concept seems in line with concept of curriculum proposed by the BSNP (The Board of National Standard of Education 2006: 5) which defines curriculum as a set of plan with regard to the objectives, content, and learning materials as well as the methods employed as guideline in conducting learning activities in order to achieve the goal of a certain education.

The Concepts School-Based Curriculum (Kurikulum Tingkat Satuan Pelajaran)

The curriculum is defined as a set of plans and arrangements of content, learning materials and methods used as guidelines for the teaching-learning activities. It is designed to achieve the goal of national education taking into account the stages of children's development as well as the local environments, in accordance with the type and level of each educational institution. The latest curriculum implemented in Indonesia is School-Based Curriculum (KTSP). BSNP (the Board of National Standard of Education) defines KTSP as an operational curriculum which is developed and implemented by each school or educational unit.

The development of SBC is based on the works of three philosophers, John Dewey, Vygotsky and Ausubel. John Dewey suggests that the role of education is to teach students on how to correlate the new and old experiences they gain to construct new knowledge; Vygotsky, asserts that the experiences students get outside the classroom and are taken into the classroom will be very beneficial in the contribution of students' learning experiences. Ausubel states that information is organized in the brain and in the cognitive structure which direct relation with the competence standard; if the students are given input of some new information, that information will go into the cognitive structure, then it becomes meaningful information for them (Sutrisno, et al, 2008)

Legal Framework of School-Based Curriculum

The National Education System Act (No 20/2003) provides legal framework of curriculum implemented in Indonesia. The Minister of National Education decrees No 22 and 23/2006 establish the content standard and graduate competences standard in developing curriculum. The standards are established by the Office of National Standard of Education. The Act defines curriculum as a set of plan with regard to the objectives, content, and learning materials as well as the methods employed as guideline in conducting learning activities in order to achieve the goal of a certain education. The curriculum is basically developed based on diversified principles related to educational unit, regional potential, and the learners. The curriculum is developed according to the level of education in the frame of the Unitary State of the Republic of Indonesia in the efforts to improve religious faith, character; learners' potential, intelligence, and interest; the variety of regional potential and environment; the demand of regional and national development; the employment demand, the development of science, knowledge, technology, and art; religion, the dynamic of global development, national unity and values. Basic framework and structure of primary and secondary education curriculum are established by the Central Government. Primary education curriculum is developed in accordance with its relevance by individual school (or alike)/madrasah committee (school level curriculum) coordinated and supervised by the district office of education (local government) and district office of the Ministry of Religious Affairs.

The Principles of Curriculum Implementation

Implementation is the carrying out of something or the practical application of a method, procedure or desired purpose. Loucks and Lieberman (1983) define curriculum implementation as the trying out of a new practice and what it looks like when actually used in a school system.

The Minister of National Education decree No 22 /2006 on the content standard provides legal framework of the principles of school-based curriculum implementation. The implementation of school-level curriculum gives more freedom to schools and school committees to develop the school curriculum, analyze the internal and external school environment, and determine the vision, mission, and objectives of education initiated by the schools. Then, referring to national standards, each school develops its own curriculum through accommodating the minimum contents of the curriculum determined nationally as well as local contents considered

important for the students. The local contents are determined by the school community to develop competencies of the students based on the local resources and specific mission of the schools. In cooperation with the local government, the schools determine the calendar of school education. In addition, groups of teachers under the coordination of head teachers and school committees prepare the syllabus of courses consisting of components for the targeted competencies, content of courses, learning experience of students, needed teaching materials, and the assessment techniques to be implemented. In order to prepare the implementation of the curriculum at the classroom level, the teachers prepare the lesson plan covering the objectives of learning to be achieved in one learning episode, a learning scenario, teaching materials, and assessment tools to be applied.

School level curriculum is implemented by maintaining five learning pillars: (a) learning to be faithful and devoted to God, (b) learning to understand and fully comprehend, (c) learning to be able to perform effectively, (d) learning to live with and be useful for other people, and (e) learning to identify and develop own identity through active, creative, and contented learning process. Curriculum is also implemented in situations where there are mutually respectful, close, open, and warm relationship between learners and educators by keeping in mind the principles of good modeling, motivating, and empowering and is implemented by employing multi-strategy and multi-media approach, sufficient learning and technology sources, and by utilizing immediate environment as learning source and by utilizing natural, socio-cultural, and regional sources for successful educational programs containing useful subjects in optimal learning process.

The English Curriculum in Indonesia

The changes of English curriculum in Indonesia are in line with the changes of the educational curriculum. It is noted that Indonesia has reformed the school curriculum for several times; 1975, 1984, 1994, 2004, and 2006. The English curriculum is developed based on the model proposed by Celce-Murcia, Dornyei and Thurrel (1995) which is compatible with the theoretical view stating that language is used to communicate; it is not a set of rules. The competence model formulated is the one which prepares students to have communication skill in the society. This model is called Communicative Competence. The main competence to be achieved in the language education is the discourse competence meaning that if someone communicates in spoken and written language, s/he will engage in a discourse. This discourse com-

petence will be acquired by the students with support of other competences such as linguistic competence, actional competence, sociocultural competence and strategic competence.

In the context of education, English is learned to make students able to communicate, access information, make interpersonal relationship, exchange information and enjoy language esthetic in English culture. Referring to the content standard which is legalized by Regulation of Minister of National Education no 22/2006, the ultimate goal of learning English is developing the students to be able to socially communicate in written and spoken modes. To achieve the goal stated, BSNP set clear guidance of competencies which cover four language skills, namely; listening, speaking, reading, and writing.

For the listening competence, BSNP (2006) suggests that students should be able to understand the meaning of interpersonal and transactional spoken text in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. For the speaking competence, it emphasizes on the production of the language; for reading competence, it highlights the comprehension on written text and for the writing competence, it stresses on the writing production.

2. RESEARCH METHODOLOGY

The qualitative research design was employed in this research since it was in line with the purpose of the research which tried to describe the teachers' understanding and perception on School-Based Curriculum and the problems they encountered in the implementation. The chosen design was in accordance with the statement of Creswell (2008); Silverman, (2005) and Wallen (1993, p.38); that qualitative research investigates the quality of relationship, activities, situation or materials.

The research was conducted in SMAN 5 Cimahi with the consideration that the school has already implemented the SBC and the researcher gets easy access to conduct the study there.

The participants of this study were three teachers of SMAN 5 Cimahi. The choosing of the participants was based on the consideration that they have been teaching there for more than six years and have the experience of teaching across for all grades in that school.

The instrument of this study was questionnaires. The format used was 5 (five) open questions and 29 (twenty-nine) checklist questions. The questionnaire was primarily used to collect the information to survey the teachers' general

understanding and perception as well as problems in SBC implementation. The checklist questionnaire was divided into three sections for answering the three research questions of the study.

- a. The first section consists of five items questions addressed to answer teachers' understanding on SBC.
- b. The second sections consist of twenty items questions addressed to answer teachers' perception on the development, materials, and assessment of SBC.
- c. The last section consists four items questions addressed to answer teachers' problems in the implementation of SBC.

The three questionnaires were distributed to the three teachers of SMA 5 Cimahi and asked them to answer all the questions based on their own opinion. The data obtained from the questionnaire then were analyzed using Likert Scale to find out the teachers' understanding, perceptions and problems on SBC.

3. DATA ANALYSIS

The data collected from the open questionnaire was used to support the data from the checklist questionnaire so that the validity of the data could be enhanced. The checklist questionnaire was analyzed using the Likert Scale proposed by Riduwan (2008, pp. 87-89). All answers of all items on the questionnaire were classified and then calculated using formula as suggested by Riduwan. The results of the calculation were then changed into the percentage figures to make the interpretation easy. The interpretation was based on the following criteria:

Table. 1. Criteria of Score Interpretation

Scores	Interpretation
0-20 %	Very insignificant
21-40 %	Insignificant
41-60%	Sufficient/ Enough
61-80%	Significant
81-100%	Very significant

4. RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings that are found in this study. These findings are classified into three major parts. First, it discusses the findings of the teachers' understanding on the concepts of SBC. Then, it describes the findings on the teachers' perception toward SBC. Finally, it discusses the findings on the problems encountered by the teachers in the implementation of SBC.

The findings on teachers' understanding on the basic concepts of SBC

Table 2. Teachers' understanding on the basic concepts of SBC

No	Items	N	Percentage
1.	KTSP merupakan penyempurnaan dari kurikulum sebelumnya	3	93%
2.	KTSP <i>tidak</i> berorientasi pada pencapaian kompetensi, disiplin ilmu dan pengembangan individu	3	86%
3.	KTSP merupakan kurikulum teknologis sehingga tepat digunakan di era modern sekarang ini	3	69%
4.	KTSP <i>tidak</i> memberikan otonomi yang lebih luas dalam mengembangkan pembelajaran di kelas dibandingkan dengan kurikulum sebelumnya	3	86%
5.	KTSP menganut prinsip fleksibilitas. Setiap sekolah bebas menentukan arah ketercapaian sesuai dengan potensi.	3	100%
6.	KTSP dikembangkan oleh satuan pendidikan yang memperhatikan karakteristik dan perbedaan daerah (desentralistik)	3	100%
7.	Pengembang KTSP <i>tidak</i> memiliki keleluasaan dalam mengembangkan kurikulum menjadi unit-unit pelajaran	3	86%
8.	Pengembangan KTSP berpusat pada potensi pengembangan kebutuhan dan kepentingan peserta didik dan lingkungannya	3	73%
9.	KTSP dikembangkan secara beragam dan terpadu	3	86%
10.	KTSP tanggap terhadap perkembangan ilmu pengetahuan dan teknologi	3	86%

The result of this questionnaire indicates that the three respondents have good knowledge and understanding on the SBC curriculum. It can be seen from the percentage of each item in which is in the range of significant and very significant criteria. Most respondents agree that the SBC is the continuation from the previous curriculum, is oriented on the competence and personal development, gives greater autonomy in developing the teaching process, and apply flexibility principle. They also share the same opinion that the curriculum is basically developed based on diversified principles related to educational unit, regional potential, and the learners

Teachers' Perception on SBC

This section is divided into three parts. The first part discusses about the teachers' perception on the materials. The next part describes the teachers' perception on the implementation of SBC in teaching and learning process. The last one describes the teachers' perception on the assessment.

Teachers' perception on the materials

The result of the questionnaire shows that the respondents are mostly in the same opinion that the English materials are taught in integra-

tive way and selected based on the indicators cited in the syllabus. Teachers of English are also given freedom to develop materials based on the students' capability and the local need. This can be seen from the table that items number 11, 13 and 15 are in the very significant criteria. However, the respondents seems put their disagreement on the emphasized competence in the English subjects. It can be seen that the range of the item related to it is in the sufficient/enough criteria.

Table 3. Teachers' perception on the materials

No	Items	N	Percentage
11.	Materi pengajaran bahasa Inggris <u>tidak</u> diajarkan secara integrative	3	80%
12.	Kompetensi yang ingin dicapai dalam mata pelajaran bahasa Inggris <u>bukanlah</u> kompetensi wacana	3	60%
13.	Materi dikembangkan oleh guru. Guru bebas mengembangkan materi disesuaikan dengan kemampuan peserta didik dan kebutuhan daerah	3	86%
14.	KTSP dalam mata pelajaran Inggris tidak menekankan pada pengajaran jenis-jenis teks	3	69%
15.	Materi dipilih berdasarkan indicator yang tercantum dalam silabus	3	86%

Teachers' Perception on the implementation of SBC in the teaching learning Process

Table 4. Teachers' Perception on the Implementation of SBC in the teaching learning Process

No	Items	N	Percentage
16.	Model pembelajaran <u>tidak</u> terpusat pada peserta didik (student centered)	3	46%
17.	Guru merupakan motivator bagi siswa-siswanya	3	86%
18.	Siswa merupakan subyek dalam pengajaran	3	93%
19.	Mengetahui standard kemampuan siswa sebelum pelajaran dimulai adalah hal yang penting	3	93%
20.	Guru bukanlah satu-satunya sumber di kelas	3	93%

Related to the implementation of SBC in the teaching and learning process, the three respondents agree that the teacher is the motivator for the students and the teacher is not the only source in the classroom. The table also indicates that finding out students' competence and ability before conducting classroom activity is of great important. Of the four items, only one item is in the range of insignificant criteria (item number 16). The item is related to the model of learning. The respondents disagree that the student-centered approach is the one suggested by the curriculum.

Teachers' perception on the Assesment

Table 5. Teachers' perception on the Assessment

No	Items	N	Percentage
21.	Penilaian hasil belajar siswa dalam KTSP lebih rumit daripada penilaian pada kurikulum sebelumnya	3	60%
22.	Penilaian kehebasilan siswa dilakukan terus-menerus dalam setiap kegiatan pembelajaran	3	66%
23.	Guru perlu menggunakan beragam penilaian kepada siswa	3	86%
24.	Penilaian berbasis kelas dapat digunakan untuk memperoleh informasi tentang ketercapaian kompetensi	3	80%
25.	Penilaian berbasis kelas <u>tidak</u> dapat meningkatkan kulaitas pembelajaran yang lebih efektif dan efisien	3	60%

This part deals with the assessment done by the teachers in the classroom. The result shows that four items (number 22, 23, and 24) are in the range of significant and very significant criteria, and two items (number 21 and 22) are in the sufficient criteria. It can be interpreted that the teachers do not have any difficulties in conducting the assessment and they put their agreement on the ongoing assessment done during the learning process and the class-based assessment which is believed to be able to enhance the effectiveness and the efficiency of the learning activity.

Teachers' Problems in the Implementation

This part concerns with the problems faced by the teachers in the implementation of SBC.

Table 6. Teachers' Problems in the Implementation of SBC

No	Items	N	Percentage
26.	Anda mengalami kesulitan dalam melaksanakan rencana pengajaran yang sudah anda buat	3	46%
27.	Anda mengalami kesulitan dalam mengenal kemampuan siswa	3	46%
28.	Anda <u>tidak</u> mengalami kesulitan dalam mencari sumber materi ajar selain buku teks	3	60%
29.	Anda mengalami kesulitan dalam menentukan metode pengajaran yang tepat	3	46%

The result of the checklist questionnaire indicates that the respondents seem do not encounter serious problems in the implementation of SBC. It is indicated from the percentage of the items answered which are in the range of the sufficient criteria. Implementing the lesson plan recognizing students' competence and capability, searching for various resources for the teaching activity, and determining the appropriate method and strategy in teaching are things that the respondents find easy. Observing the data from the open questions, the only problem faced by the respondents in implementing the SBC is the inadequate provision of facilities to support the teaching learning process.

Interpretation of the Findings

Based on the findings from the open questions and checklist questionnaire on teachers' understanding, perception, and problems on SBC, it is clear that teachers' possess good knowledge and understanding on SBC. The teachers recognize that the SBC gives more freedom to schools and school committees to develop the school curriculum, analyze the internal and external school environment, and determine the vision, mission, and objectives of education initiated by the schools. They are also aware that the school-level curriculum is developed according to the level of education in the frame of the Unitary State of the Republic of Indonesia in the efforts to improve religious faith, character; learners' potential, intelligence, and interest; the variety of regional potential and environment; the demand of regional and national development; the employment demand, the development of science, knowledge, technology, and art; religion, the dynamic of global development, national unity and values.

Concerning the problems encountered by the teachers in the implementation of SBC, the insufficient provision of school facilities to support the teaching and learning activity seem to be the only problem they come across. The teachers do not encounter any difficulties in implementing the lesson plan, recognizing students' competence and capability, searching for various resources for the teaching activity, and determining the appropriate method and strategy to be applied in teaching

5. CONCLUSION

The new curriculum has been implemented nationally since 2006. The so called competency base school level curriculum is developed based on content and competency standards. It is in line with the implementation of educational policy regarding school base management. The successful implementation of the new policy on

curriculum depends on the readiness of all parties involved in learning process at operational level, especially the teachers.

The present study has investigated teachers' understanding, perceptions and problems on School-Based Curriculum. Some conclusions could be drawn after the discussion of the findings. First, teachers possessed sufficient knowledge on this new curriculum and had the perception that this SBC was well-suited to be implemented in this changing world and technology era. Second, teachers found that there were no serious problems they faced in implementing the SBC. The only problem they encounter was the insufficiency of school facilities to support the implementation of SBC in the teaching process. Third, taken as a whole, the school-level curriculum or SBC which was launched in 2006 had already been well-implemented. The successful implementation of this curriculum should be continuously maintained so that the goal of Indonesian education to develop learners' basic intelligence, knowledge, personality, noble character, as well as skills to live independently can be achieved.

6. BIBLIOGRAPHY

1. Baron, Robert. (1995). *Psychology*. USA: Smartschuster Company.
2. Beane, Toepfer, and Alessi. (1986). *Curriculum Planning and Development*. Toronto: Allyn and Bacon Inc.
3. BSNP.(2006). *Petunjuk Teknis Pengembangan Silabus dan Contoh/Model Silabus SMA/MA. Mata Pelajaran Bahasa Inggris*. Departemen Pendidikan Nasional.
4. BSNP. (2006). *Model Kurikulum Tingkat Satuan Pendidikan Untuk Sekolah Menengah Atas*. Departemen Pendidikan Nasional.
5. BSNP. (2006). *Model Penilaian Kelas Kurikulum Berbasis Kompetensi*. Departemen Pendidikan Nasional.
6. Cresswell, J. W. (2008). *Educational Research*. New Jersey: Pearson Education, Inc.
7. Dharma, Agus. (2008). *Indonesian Basic Education Curriculum Current Content and Reform*. www.vnseameo.org/downloads/malay/Indonesia
8. Muhaimin dan Prabowo. (2008). *Pengembangan Model Kurikulum Tingkat Satuan Pendidikan (KTSP) pada Sekolah dan Madrasah*. Jakarta: PT. Raja Grafindo Persda.
9. Mulyasa. (2006). *Kurikulum yang Disempurnakan*. Bandung: PT. Remaja Rosdakarya.
10. Mulyasa. (2006). *KTSP*. Bandung: PT. Remaja Rosdakarya.
11. Richard, Jack. (2001). *Curriculum Development in Language Teaching*. Cambridge University: Cambridge University Press.

12. Sanjaya, Wina. (2008). *Kurikulum dan Pembelajaran*. Jakarta: Kencana Prenada Media Group.
13. Silverman, D. (2005). *Doing Qualitative Research*. Second Edition: London: Sage Publication.
14. Sumartini & Priyanto. (2008). *Study Evaluatif Implementasi Kurikulum Tingkatan Satuan Pendidikan (KTSP); Studi Kasus pada SMAN 11 Jakarta*, unpublished
15. Surini. (2008). *The Implementation of School Based Curriculum in An EFL Classroom; A Case Study in Madrasah Aliyah Negeri Wonosari, Gunung Kidul*. Unpublished.
16. Sutrisno, and Nuryanto. (2008). *Profil Pelaksanaan Kurikulum Tingkat Satuan Pendidikan (KTSP) di Provinsi Jambi. (Studi Evaluatif Pelaksanaan KTSP, SD, SMP, SMA)*. http://puslitjaknov.org/data/file/2008/makalah_peserta/49_Prof.%20Drs.%20Sutrisno,%20M.Sc.,%20Ph.D%20_Profil%20Pelaksanaan%20ktsp.pdf
17. Wallen, N.E., and Frankel, R.J. (1993). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill Inc.
18. Yamin, M. (2007). *Profesionalisasi Guru dan Implementasi KTSP*. Ciputat: Gunung Persada Press.