

History Subject Teaching and Learning Strategies of the 2013th Curriculum in SMA Negeri 48 Jakarta

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Abstrak

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran sejarah di SMA Negeri 48 Jakarta. Penelitian ini menggunakan metode kualitatif dan dilaksanakan dari bulan Januari 2019 sampai Mei 2019. Teknik pengumpulan data dalam penelitian ini adalah pengamatan, wawancara, dan dokumentasi. Sumber data yang digunakan dalam penelitian ini terdiri dari informan kunci dan informan inti. Informan inti yaitu guru mata pelajaran sejarah serta siswa kelas X IPS 1 yang berjumlah 36 siswa. Hasil penelitian ini menunjukkan bahwa guru menggunakan strategi pembelajaran yang berbeda. Guru mata pelajaran sejarah lebih identik memberikan pemahaman sejarah melalui diskusi, penugasan, mind mapping menekankan kemampuan individu siswa untuk berbicara di depan umum, dan sikap yang bertanggung jawab, serta pemahaman sejarah melalui ceramah, tanya jawab, penugasan kelompok dengan media power point serta menekankan kemampuan individu atau kelompok untuk dapat berbicara di depan umum dan rasa tanggung jawab.

Kata kunci: strategi, pembelajaran, sejarah.

Abstract

This research aims to determine history learning strategies at SMA Negeri 48 Jakarta. This research used qualitative methods. Data collection techniques in this research were observation, interviews and documentation. The data sources used in this research consisted of core informants that include the history subject teacher and class X IPS 1 students, totaling 36 students. The results of this research show that teachers use different learning strategies. History subject teachers are more synonymous with providing historical understanding through discussions, assignments, mind mapping, emphasizing students' individual ability to speak in public, and a responsible attitude, as well as historical understanding through lectures, questions and answers, group assignments using power point media and emphasizing abilities. Individual or group to be able to speak in public and a sense of responsibility.

Keywords: strategy, learning, history.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Depdiknas RI No.20, 2003). One of the efforts in the field of education through Law Number 2 of 1989

concerning the National Education System is that National Education functions to develop abilities and improve the quality of life and dignity of the Indonesian people in order to realize national goals (article 3). One of the considerations of the Law states:

"National development in the field of education is an effort to educate the life of the nation and improve the quality of the Indonesian people in the realization

of its citizens developing themselves both in terms of physical and spiritual aspects based on Pancasila and the 1945 Constitution" (DPR RI, NA).

Previously we must know what learning is. Gagne defines the term learning as: "a set of events embedded in purposeful activities that facilitate learning". Learning is a series of activities that are deliberately created with the intention of facilitating the learning process (Pribadi, 2015). Another definition of learning was put forward by Patricia L. Smith and Tillman J. Ragan (1993) who stated that learning is the development of the delivery of information and activities created to facilitate the achievement of specific goals (Ibid, NA).

In general, learning is a process of change, namely a change in behavior as a result of interaction between a person and his environment in meeting his life needs. In the entire process of education in schools, learning is the most important activity. This means that the success of achieving educational goals depends largely on how the learning process takes place effectively. Learning as stated in Law No. 20 of 2003, is the process of interaction between students with educators and learning resources in a learning environment (Law of the Republic of Indonesia No. 20, 2003).

Learning is intended to create a learning atmosphere. Learning objectives must support the achievement of learning

objectives. In the past, when learning was intended as a level of conveying knowledge, learning was not related to learning, including its objectives. Because if the teacher has conveyed knowledge, then the aim or objective of the learning has been achieved.

History lessons have been around since elementary school (which is included in social studies subjects) to college, history subjects are always studied. The term history is taken from the Greek word *historia* which means "information" or "research aimed at obtaining the truth". History at that time only contained "humans-their stories" stories about their efforts to fulfill their needs to create an orderly and regular life, their love and independence, and their thirst for beauty and knowledge (Kochhar, 2008). Considering that history is studied in schools, of course it shows that history is indeed used or needed. The following are the uses of history in terms of intrinsic and extrinsic. The intrinsic uses of history are: (1) history as a science, (2) history as a tool to know the past, (3) as a statement of opinion, (4) history as a process (Kuntowijoyo, 2005). History also has an educational function, namely as education in (1) morals, (2) reasoning (3) policy (4) politics (5) change (6) beauty (7) future (8) auxiliary science (9) background (10) references (11) evidence (Sukardi, 2009).

History (Greek: *ιστορία*, *historia* (meaning "investigate, knowledge

obtained through research") is the study of the past, especially how it relates to humans. In Indonesian, history, babad, hikayat, sejarah, tarikh, or tambo can be interpreted as events and incidents that actually happened in the past or the origin (descent) of the genealogy, especially for the kings who ruled. Furthermore, history according to Carr is a never-ending dialogue between the present and the past, namely a continuous process of interaction between historians and the facts they have (Carr, 2014). Different from history according to Poerwadarmita as quoted by Tamburaka, history contains three meanings, namely Old literature: genealogy, origins, events and incidents that actually happened in the past, science, stories of lessons about and events in the past (Rustam, 2002). Based on several opinions from the experts above, it can be concluded that History emphasizes on recording the records covering human activities or actions in the past and concerning important things that are meaningful or useful. Widja in Darwati's thesis stated that history learning is a combination of learning and teaching activities in which learning about past events that are closely related to the present (Darwati, 2010).

History learning according to Hasan, is the development of thinking skills and historical skills so that students understand the main concepts of history, master basic historical skills and establish

the use of main concepts and basic skills when they study various historical events (Driyakara, NA). Being an educator/teacher is a noble job, because it is from teachers that we who initially could not read and write can do that, and it is from teachers that all civilizations begin and develop. As time goes by, teachers are increasingly required to improve their professionalism in the world of education. In schools, students can receive education in a planned manner and develop themselves through learning. In the strategy for implementing education in schools, there are three main components that are interrelated, namely curriculum, teachers, and teaching or learning processes (Sudjana, 2000). The curriculum includes objectives, materials, learning strategies, and evaluation. Meanwhile, the position of teachers as one of the components of education is very neutral in the entire education system, because teachers are tasked with translating and developing values from the curriculum to be transformed to students through teaching and learning activities in the classroom. This implies and requires that a teacher must always follow curriculum developments and updates (Nurul, 2013).

The learning process occurs because of the interaction between students and their environment. Therefore, the environment needs to be arranged in such a way that students react

towards the desired behavioral changes. The arrangement of the environment includes analyzing student needs, student characteristics, formulating objectives, determining subject matter, selecting appropriate strategies, and the necessary learning media. So, learning strategies are one of the important elements that teachers need to understand. Learning strategies are arranged based on a certain approach (Anitah W., NA). Learning strategies can also be interpreted as patterns of learning activities that are chosen and used by teachers contextually, according to student characteristics, school conditions, the surrounding environment and the specific learning objectives formulated (Sukardi, 2009). Gerlach & Ely also said that there needs to be a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activity steps. Learning strategies consist of methods and techniques (procedures) that will ensure that students will truly achieve learning objectives. The words method and technique are often used interchangeably. Gerlach & Ely said that techniques (sometimes called methods) can be observed in every learning activity (Sadirman, 2008). Techniques are paths or tools (way or means) used by teachers to direct student activities towards the goals to be achieved. Effective teachers are ready at any time to use various methods

(techniques) effectively and efficiently towards achieving goals.

The right learning strategy is needed to change or improve the quality of student learning outcomes. Therefore, the role and quality of teachers must continue to be improved in line with the increasing challenges faced by each student as the nation's future leaders in this era of globalization (Hamalik, 2009). Quality in Education is what differentiates between success and failure. Quality does not just happen but must be planned, quality becomes an important part of the strategy of the institution/school and must be approached systematically using a strategic planning process. Without clear long-term direction, an institution does not plan to improve quality (Sallis, 2010). The right learning strategy is needed to change or improve the quality of student learning outcomes. Therefore, the role and quality of teachers must continue to be improved in line with the increasing challenges faced by students as the nation's future leaders in this era of globalization (Sagala, 2008). Quality in education is what differentiates between success and failure. Quality does not just happen but must be planned, quality becomes an important part of the strategy of the institution/school and must be approached systematically using a strategic planning process. Without clear long-term direction an institution cannot

plan for quality improvement (Ibid, NA; Sanjaya, 2010).

In the world of education, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal (J. R. David, 1976). Thus, learning strategy can be defined as a plan that contains a series of activities designed to achieve a particular educational goal. Another opinion that is in line with the opinion above, Dick and Carey (1985) also stated that learning strategy is a set of learning materials and procedures that are used together to produce learning outcomes in students. Seeing the phenomenon above, teachers are expected to be able to create enjoyable history learning and can develop students' potential. So that when studying history, students can understand and know the facts about an event and there is good reciprocity between teachers and students. Therefore, the idea arose about how the strategy in learning history at SMA Negeri 48 Jakarta where researchers will examine and review the planning of history learning, history learning activities, and history learning strategies carried out by teachers at SMA Negeri 48 Jakarta.

For these reasons, the researcher considers the strategy in learning history at SMA Negeri 48 Jakarta interesting to study where the researcher has certain reasons in choosing the research setting at SMA Negeri 48 Jakarta with demographic

information where history learning at SMA Negeri 48 Jakarta has 3 history teachers, namely, Mrs. Eni, Mrs. Widya, and Mr. Kevin. Mrs. Eni teaches Indonesian history in grades X IPA 1 to X IPA 5 and X IPS 1 to X IPS 3, Mrs. Widya teaches history of interest in grades XI IPS 1 to XI IPS 3, and Indonesian history and history of interest in grades XII IPS 1 to XII IPS 3. Based on the researcher's experience when conducting Teaching Skills Practice (PKM), and history of interest in grade X IPS taught by Mr. Kevin is very popular with students, and they seem quite enthusiastic about history lessons. And students are also very active in asking the teacher in between the explanations given by the teacher. Meanwhile, Indonesian history lessons in class X IPS are quite active, but not as active as interest history lessons in the same class.

METHODS

This research was conducted at SMA Negeri 48 Jakarta located at Jl. Pinang Ranti II No. 1, Makasar, East Jakarta, DKI Jakarta. The research was conducted in class X IPS 1 Curriculum 2013. While the time of data collection for this research was from February to April 2019. The data sources in this study were informants consisting of two, namely key informants and core informants. As a key informant in this study was the Vice Principal for curriculum, while the core informants were the history teachers of SMA Negeri

48 Jakarta, namely Kevin, Aeni and students of class X IPS 1. This research was conducted using a qualitative method, namely research that intends to collect information about a symptom that exists according to what it is at the time the research is conducted. In research, the main source is the actual situation and conditions in the field. So the data collection technique consists of observation, interviews, and documentation.

This study uses direct observation of informants and actual conditions in the field (Classes) such as teachers explaining lessons, the teacher's teaching methods, and students' reactions to the teacher. In this study, the researcher also used "non-participant" observation, namely non-participant observation, where the researcher is "passive" towards the object being studied, so that this non-participant observation has its own advantages because the researcher will act as an outsider so that objectivity is maintained in this study. In collecting data through interview protocols, researchers communicate directly with key informants and core informants, and researchers also use unstructured teacher and student interview guidelines. By preparing core questions, there is a possibility that the informant's answers will develop. The purpose of the interview is to obtain information about the problems submitted to the informant in more detail, directed

and valid regarding the history learning strategy at SMA Negeri 48 Jakarta. The researcher conducted interviews with informants, where the informants were the key informant, the vice principal for curriculum, Mr. Sugiyanta, and the core informants were the history subject teacher and 15 class X IPS students. Meanwhile, to support and add evidence, researchers use documentation in the form of archives of SMA Negeri 48 Jakarta such as syllabus, RPP, and daily test scores and mid-semester test scores. Meanwhile, the documentation itself is prepared by researchers in the form of photos of the implementation of learning that takes place in each class X IPS at SMA Negeri 48 Jakarta.

This study uses triangulation techniques to check the validity of the data. Triangulation in this data validity technique means checking data from various sources in various ways, and at various times. According to Patton, triangulation increases the strength of the data, when compared to one approach. By using data triangulation techniques in the form of checking the validity of the data obtained by utilizing something else outside the data for the purpose of checking or as a comparison of the data. This is done by comparing various research sources in the form of observation results, interview results, and documentation results obtained during observations in this study. Data analysis techniques are a

method used to check the validity of the data that we know with the data obtained from the results of the study, the aim is to find out whether the data obtained is valid or not. In qualitative research, data analysis is carried out from the beginning and throughout the research process. The data analysis technique in this study uses the Miles and Huberman interactive model data analysis technique where the data analysis technique "consists of data reduction, and data presentation, paying attention to the data collected, then drawing conclusions."

RESULTS AND DISCUSSION

A. History Subject Lesson Plan

Regarding learning, it is inseparable from the curriculum as one of the components that is a reference for achieving national education goals. In general, it can be said that the curriculum is a set of subjects and educational programs provided by an educational institution that contains lesson plans that will be given to students in one period of education level. The preparation of this set of subjects is adjusted to the conditions and abilities of each level of education in the implementation of the education and the needs of the workforce. The length of time in one curriculum is usually adjusted to the intent and purpose of the education system being implemented. This curriculum is intended to be able to direct education towards the direction and goals intended in learning activities as a whole.

The curriculum contains a written plan that can also contain learning resources and learning equipment and evaluation of the curriculum or learning program.

Learning is inseparable from events that occur from the beginning to the end of learning by linking methods, media, and learning resources. Not only how learning is carried out that must be known, but also how teachers prepare in advance before conducting learning. Before teachers start learning, teachers must prepare several documents such as syllabus and lesson plans. Syllabus and lesson plans are mandatory for teachers to make. This aims to ensure that the learning plan is directed. Teachers do not make syllabuses and lesson plans for every meeting or face-to-face in class. Because the school requires each subject teacher to collect and submit syllabuses and lesson plans for one year of learning to the Vice Principal for curriculum. In the lesson plan there are 5 main components, namely learning objectives, subject matter, learning strategies and methods, media and learning resources and evaluation. In making the lesson plan, the teacher's consideration in determining learning activities is the issue of time and the number of students in the class. For class X IPA at each meeting, history lessons are only two hours a week, so teachers give more individual assignments. Meanwhile, for class X IPS, there are three hours of elective history and two hours of

Indonesian history, so in total they get 5 hours of history lessons every week, so teachers give more group assignments.

Teachers do not only create syllabus and lesson plans for learning preparation. Teachers also make small notes containing a summary of the material obtained from textbooks, the internet, or any source regarding the material that will be used in the meeting. This makes it easier for teachers to explain the material to students. When they want to enter the class, teachers also re-check learning devices such as textbooks, power points, and additional reference books if needed.

B. History Subject Activities

The researcher conducted the research in class X IPS 1 because there were several things that influenced and inhibited, the following factors inhibited the researcher: First, the researcher wanted to research the entire class X IPS, but the researcher found an inhibiting factor, namely the clash of lesson hours in the same hour between history of interest and Indonesian history so that the researcher could not enter different classes in the same hour, second because the research time was quite short which was caused by educational activities in the even semester and the result of the school's busyness in preparing class XII students to take practical exams, school exams, national exams, and national exam tryouts which had an impact on the study time of

classes X and XI so that the researcher had no choice but to limit it to one class only.

1. Interest Based History Learning Activities

History of interest learning in all classes X IPS starting from X IPS 1 to X IPS 3 is taught by Mr. Kevin. Before entering the core activities, the teacher first carries out preliminary activities. Preliminary activities are carried out using the bright and question and answer methods (Lecture Plus method). In general, preliminary activities are carried out by greeting and praying before starting learning activities, counting the number of students in the class, but the researcher saw that this was not done by the teacher at the beginning of the observation.

Here the teacher does not pay enough attention to the completeness of student attributes, the researcher knows this because the researcher found one student who was not wearing shoes in class during learning activities (this should have been done by the teacher for comfort). In addition, the teacher limits the use of communication tools in the form of smartphones to students during learning activities, if students are found using or the teacher sees a communication tool in the form of a cellphone on the table during learning, the teacher will reprimand them. "Khalif, whose cellphone is that on the table?". Furthermore, the teacher provides apperception by asking students questions related to the new

material to be learned so that they are motivated to listen to the learning in order to find the answer. "Why are most civilizations found or started from the riverbank?" and explains SK (Competency Standards).

After explaining the SK, KD, learning objectives and SKM (Minimum Graduation Standards), the teacher continued the core activities. In the learning strategy for history electives in class X IPS 1, Mr. Kevin used more lecture, presentation, and assignment learning methods (more assignments to read reference books). This method was chosen because the history elective lesson in class X IPS gets three lesson hours (3x45 minutes), so it is intended that the time is effective and sufficient for learning history electives considering the material taught is quite a lot. During history learning activities in class, the teacher uses the question and answer and assignment methods. Usually students are asked individually to answer questions that have been given or ask about the material on that day, for example material about civilizations in the world. Most students only use textbooks as their reference, and if asked to use a cellphone (hp) to look for assignments or answers to questions asked by the teacher because there are wifi facilities in the classroom. In addition to using questions and answers, teachers often play a film

related to the material being studied that day.

After watching the film, then students are asked to summarize and retell what they got from the film in front of their friends. During the learning activities, the teacher does not just sit in front, but walks and pays attention to the students so that the students are serious. However, several times the teacher tells a funny story but is related to other history such as "the use of sharpened bamboo by the people of Surabaya to repel or fight the invaders" besides telling the story, the teacher also practices it so that the students' imagination develops. The closing activity, the teacher conveys the conclusion of the material that has been taught that day, and suggests that students read reference books other than textbooks. The teacher gives free questions about history to students, so that they can develop their thinking. And informs students that next week they will start entering new material and students are told to prepare themselves before the next material is studied. This is intended so that students have read the material and understand it before the teacher explains it at the next meeting.

2. Indonesian History Learning Activities

The learning activities of Indonesian history in class X IPA and IPS are all taught by Mrs. Eni Makmur. Similar to what Mr.

Kevin did in the history elective lesson, before entering the core activities, Mrs. Eni also first carried out preliminary activities. The preliminary activities in all classes X IPA and IPS began by asking students who were absent today. Usually the teacher asks whether everyone has entered or not by asking. "Has everyone entered the class?". To sharpen students' memories of the material discussed in the previous meeting, the teacher conducted an apperception with questions and answers and reviewed a little of the previous material. The previous material was the spread of Hinduism-Buddhism in Indonesia, by asking "How many theories are there about the spread of Hinduism-Buddhism in Indonesia?". After reviewing a little of the learning material from yesterday's meeting, the learning material for today began by explaining SK. After SK, KD, learning objectives and SKM, the teacher continued the learning activities with core activities. In learning Indonesian history in class X IPS, Mrs. Eni uses more learning methods with lectures, group discussions, and presentations. The method was chosen to develop communication skills in front of the student forum, and develop the activeness they have. And because it is based on the 2013 curriculum in the form of a student center where students are actively involved in building knowledge. When the learning process took place, some students seemed to be less attentive,

some even fell asleep. However, they were not reprimanded by the teacher because the teacher did not know about it.

For group assignments, teachers divide into several groups, sometimes the division of the group is left to the students themselves. However, if the division is left to the students, there is often injustice or a tendency to choose friends who are usually together. If this happens, then the teacher is the one who divides the group. Students are asked to discuss and find the theory of the spread of Islam to Indonesia, the routes of its spread, the channels of its spread. Then students are also required to read various references that can be accounted for to find the answers to the assignment. Finally, the teacher informs the students that this group will be presented at the next meeting.

CONCLUSION

The researcher concluded that determining the learning strategy in the classroom is an important and primary factor for subject teachers. With the right strategy, it can make the student's or pupil's abilities develop, be effective, and attract students' attention to want to learn history and be interested in knowing things related to the subject of History.

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