

Management and Implementation of 2013 Curriculum in Junior High Schools

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ABSTRACT

This research aims to describe the planning, organizing, implementing, evaluating, and constraints associated with the implementation of the 2013 curriculum. The qualitative phenomenology with a multi-site design and constant comparative methods were the research approaches utilized. The study subjects were the principal, Vice Principal, and Teachers at SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan. Data were collected through in-depth interviews, participatory observation, and documentation techniques. Furthermore, the data collected were examined through reduction, presentation, and verification, with the validity, checked using credibility, transferability, dependability, and confirmability. After checking, it was analyzed using the single and cross-site analysis. The results obtained from this research indicate that planning, organizing, implementation, and evaluation were carried out according to plan. Therefore, it is recommended that the principal maintains and further enhances the involvement of the school parents, and community in the 2013 curriculum.

Keywords: Management of implementation 2013 curriculum, planning, organizing, implementation, evaluation, constraints / problems

Introduction

The practice of the national education system is an integral part of state democratization. After the reformation era, the enthusiasm to improve the education system strengthened due to the expansion of regional authorities. This is seen in a survey carried out by *kompas.com*, which shows that government policy in education receives high appreciation from education practitioners, teachers, and the wider community. However, there are many problems associated with the readiness of education practitioners

to support activities in schools, which led to the replacement and utilization of a new curriculum in early 2013 (Yulianti, 2015).

In the past, teachers were the only source of learning for students, now they are expected to guide, provide educational resources and facilitate the learning processes. Quality education requires availability of professional teachers and education services (Suriansyah & Aslamiah, 2015). Currently, the world of education in Indonesia is discussing the implemented curriculum. It needs to be able to make students

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productive, creative, innovative, and effective, and able to contribute to the life of society, nation, state, and world. With the enactment of the 2013 curriculum, there is great anticipation of its ability to greatly improve the Indonesian educational system, thereby, making it effective and efficient with of higher quality capable of producing competent human resources in the future (Wahyudin & Sukyadi, 2015).

The curriculum is an educational design that summarizes all learning experiences provided for students at school. In a curriculum, philosophy, values, knowledge must be integrated with educational actions (Suhaimi & Rinawati, 2018).

The implementation of this new curriculum requires adequate organization in all components through planning, organizing, implementing, and controlling. Meanwhile, scientific disciplines for the implications applied to these processes are properly regulated by the management. Therefore, the implementation of this curriculum is capable of producing an effective and efficient educational process.

Every curriculum designed must reflect the school's vision, mission, and goals. The curriculum is also important to innovate, update and develop the previous curriculum to get better because success in achieving educational goals is determined by the foundation in learning and the elements within it, which are students, educators, the interaction between students and educators, environment, material / educational content (Ahmad et al., 2017).

The principal as a school leader needs to be able to implement the 2013 curriculum using a strategy aimed at emphasizing the competency aspects of knowledge, character and social skills of teachers and students. Furthermore, the principal is instrumental in improving the quality of the school through its leadership strategy. According to Mulyasa (2013) stated that the principal, as a leader, is demanded to improve the quality of education in the context of regional autonomy and decentralization.

The most important and main person and at the front line at the operational level of education in school is the school principal. The principal's figure has a very strategic role in advancing the quality of education of a school. As a figure who is at the forefront of school, of course, the role of the principal is very important for the advancement of the quality of education in the school in his school.

The principal has an important role in determining and achieving success in a school, if the principal can manage all the resources in the school, the high quality of education can be achieved according to wishes and expectations, and vice versa if the principal cannot manage all the resources in the school, it is very likely that the school will be underdeveloped. Thus, it can be concluded that the role of the principal is very important and has a big influence on the progress of the quality of education in his school, so it is very reasonable if the low quality of education in schools, one of the factors is the role of principals who do not meet the criteria of good and ideal (Ates, 2018).

English and Larson (2013) defined curriculum management as an effort of the entire delivery, objectives, and curriculum contents into school learning practices. Implementation is part of the overall curriculum management, which includes development, implementation, feedback, evaluation, modification, and curriculum construction. Therefore, the management of curriculum implementation is strategically related to other components, which makes the principal's leadership influential. One important role associated with a successful education institute is in the quality of human resources. Therefore, in addition, the role of a teacher is also very important and key to success.

To create a quality educational institution, the existing staff needs to possess the appropriate educational qualifications, scientific capacity, and competence in their various fields, with professionalism. With the existence of such educators, it is hoped that the activity of learning runs smoothly and produces quality output for students. Educators

also need to constantly learn new things due to the current information and which makes it easy for the community to think broadly, make innovations and educate students.

There are lots of differences in the diversity of backgrounds, characteristics of students, and the demands to produce quality graduates. Therefore, the learning process for each subject needs to be flexible, varied, and meet standards. The learning process carried out by a teacher in every elementary or secondary unit needs to be interactive, inspiring, fun, challenging, and motivating for students to participate actively. It needs to be able to provide sufficient space for pre-learning, creativity, and independence following students' talents, interests, as well as their physical and psychological development (Hidayat, 2010).

Therefore, the teacher is an important factor in education management because the core process in schools lies in them due to their direct involvement in learning activities in the classroom. The challenge of education to produce quality and resilient human resources is becoming challenging as students tend to understand the concept of technology faster than teachers. Therefore, teachers need to be able to build adequate knowledge in the field of technological science to build strong personalities capable of developing students' potential goals in life.

The implementation of the 2013 curriculum is necessary to help organize all educational components closely related to planning, organizing, implementing, controlling, and evaluation. These principles are properly applied through adequate management. Therefore, implementing the curriculum is effective and efficient when accompanied by a qualified manager. Curriculum Management is a cooperative, comprehensive, systemic, and systematic system used to achieve educational objectives. In its implementation, it was developed following the context of the 2013 Curriculum Implementation Management.

Furthermore, it is defined as the entire business process simultaneously carried out in realizing the achievement of teaching objectives and improving the quality of learning

interactions. Curriculum management in schools is very necessary in order to achieve set educational goals by guiding and organizing learning activities.

The successful implementation of the 2013 curriculum is supported by various parties ranging from the government, educators, staff, book publishers, parents, school committees, the community, and students. In general, the duties and roles of school principals have five competency dimensions as stipulated in the Minister of National Education Regulation No.13 of 2007 concerning principals' standards, namely: personal, managerial, entrepreneurial, supervisory, and social competencies. The minimum standard of the duties and roles of a school principal carry out development structured in a curriculum document.

The main activities of the 2013 curriculum cover the areas of planning, implementation, and evaluation. Planning is based on the assumption of available information and data on problems and needs associated with the preparation of a proper curriculum. While implementation is based on assumptions from learning previously planned and ready to be implemented. Curriculum evaluation is based on the assumptions of planning and implementation with improved educational processes for the school. Therefore, it is clear that planning, implementing, and evaluating moves in a continuous cycle (Hamalik, 2008).

Furthermore, management is essential in supporting the achievement, abilities, and ideas contained in the 2013 Curriculum. The problems inherent in the system are often associated with a misunderstanding between national strategies in curriculum development and the implementation efforts of makers and practitioners. Sometimes, teachers fail to understand the ideas contained in the curriculum which determines the success of the implementation quality. Based on these empirical conditions, good management must be developed to create a positive impact on the learning and teaching process.

To minimize gaps, approaches, and systematic evaluation, the School Principal and

Vice-Principal need to measure teacher mastery and understanding of the new curriculum. Although SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan are accredited, it does not mean they are not spared from the lack of understanding of the new curriculum implemented in Indonesia. Both of these schools are fast and responsive in adapting to various components of the 2013 curriculum. Actively the school principal participates in a series of government programs and intensely provides teachers training, seminars, and workshops for adequate implementation.

Material and Methods

This research uses a qualitative approach at SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan. Data was collected through in-depth interviews, observation, and documentation. Respondents as key informants were the Principal and Vice-Principal of Curriculum in SMP Negeri 1 Kandangan and in Kandangan State 2 Junior High Schools. Respondents continue to increase till the data is saturated. Furthermore, data were analyzed from the research process in the field for 3 months and collected using the techniques proposed by Miles and Huberman (1992) through, reduction, presentation, and concluding. This is shown in the following diagram:

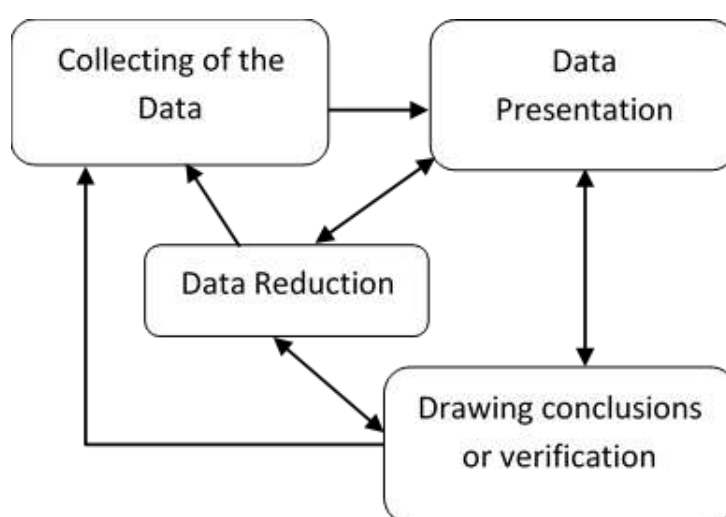


Figure 1. Interactive model

Cross-site data analysis aims at comparing and combining findings obtained from each studied site. In general, the process of cross-site data analysis includes the following activities: (a) deducing propositions based on the findings of the first and second proposition. (b) Comparing data and combining temporary theoretical

findings from each site. (c) Formulating theoretical conclusions based on cross-site analysis, research findings, compiling propositions, and final findings from the two sites.

Cross-site data analysis activities according to Bogdan and Biklen (1990) are described as follows:

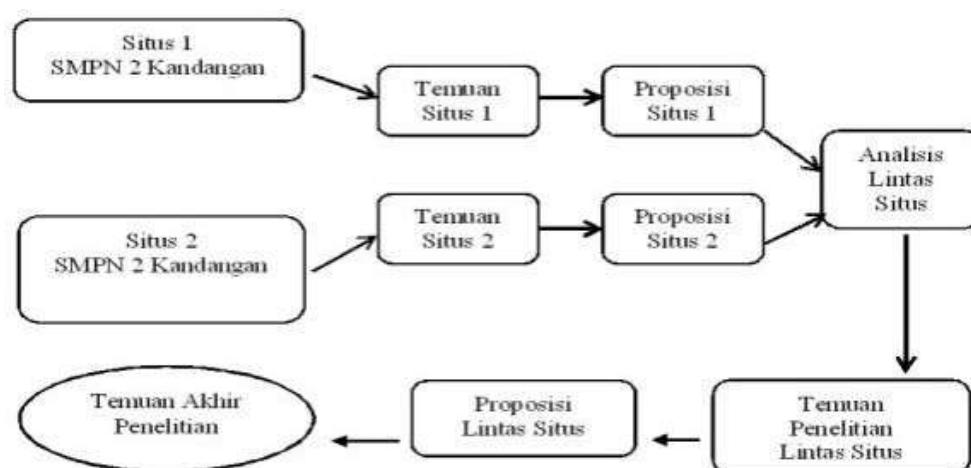


Figure 2. Cross-site data analysis

Results and Discussion

This study was conducted at SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan based on a letter from the Chair Graduate Program of Educational Management at Lambung Mangkurat University Number: 069 / UN8.1.2.6.6 / SP / 2019 dated 12 April 2019, regarding permission for research/

observation. Based on research permission starting from 12 April 2019 until 23 August 2019, data collection was carried out at both the SMP Negeri Kandangan.

Comparison of data from SMP Negeri 1 Kandangan (site 1) and SMP Negeri 2 Kandangan (site 2) are shown in the following table:

Table 1. Comparative findings site 1 and site 2

No	Focusses of research	Data Situs 1	Data Situs 2
1	How is the planning of 2013 curriculum way at the SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan?	a. 2013 Curriculum Planning looks optimal. b. Prepare everything with the curriculum development team. c. Become a referral school and direct any preparation and activities that need to be carried out	a. 2013 Curriculum Planning looks optimal. b. Prepare everything to be a reference school. c. The existence of a curriculum development team and continues to strive so that this planning runs as expected
2		Optimally implemented. Management structure along with its duties are determined following the organizational structure and capabilities	Optimally implemented. Seeing the performance in the field is more capable where the principal will make the management

To be continued

			structure and the implementation of the 2013 curriculum can run optimally
3	How is the implementation of 2013 curriculum way at the SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan?	<p>a. Using the 2013 curriculum.</p> <p>b. Following the direction of the Office of Education</p> <p>c. Following what is planned by the curriculum development team</p>	<p>a. Using the 2013 curriculum</p> <p>b. Following the direction of the Office of Education</p> <p>c. Following what is planned by the curriculum development team</p>
4	How the evaluation of the 2013 curriculum way at the SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan?	It's optimal to achieve it. Evaluation is always done if there is a lack, then the school will immediately correct it, except for the subject supervisor and supervising, providing direct input and advice.	It is optimal. Evaluation in the form of supervision makes teachers happy to be given advice and given direct guidance from both the principal and from the school supervisor to find the best solution in implementing the 2013 curriculum
5	How the constraining plan of 2013 curriculum way at the SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan?	<p>a. The lack of facilities is an obstacle when carrying out the 2013 curriculum.</p> <p>b. Lack of understanding of technology due to age and technological guidance (Bimtek) which when doing the technology guidance instructed by his teacher was all.</p>	<p>a. The lack of facilities is an obstacle when carrying out the 2013 curriculum.</p> <p>b. Lack of understanding of technology due to age, slow disbursement of funds, and lack of parental involvement in fostering student character and parental support for school programs.</p>

2013 curriculum planning

In the case of Planning, site 1 and site 2 are very dependent on curriculum development and specific curriculum objectives which will be the hub of the educational theories used. Planning cannot be planned by the leadership

and decided by a few people. Following the results of observations and interviews, that curriculum planning in superior classes is prepared by involving the curriculum development team. Personnel involved in the curriculum development team are the principal,

principal deputy curriculum, student, teacher, student parents, and experts from the expert council. The focus of curriculum planning on superior class programs starts with analyzing the context, the needs of parents and the community, and national education standards.

The above research findings are in line with those described by Terry (1996) saying that management is typically consisting of planning, organizing, movement, and control actions taken to determine and achieve the targets that have been carried out through the utilization of human resources and other sources. From the understanding stated by Terry above, the first step or the first step taken by a manager is planning. Planning is an activity related to the effort to formulate a program that contains something to be carried out, the determination of objectives, direction policies, procedures, and objectives that must be taken.

This is also reinforced by Gurley et al. (2014) saying that each curriculum designed must reflect the school's vision, mission, and goals. The curriculum is also important to innovate, update and develop the previous curriculum to be better in the future because success in achieving educational goals is determined by the foundation in learning and the elements in it, which are students, educators, interactions between students and educators, the environment, educational material/content.

Site 1 and site 2 have become Adiwiyata schools and become reference schools. This shows that the planning is carried out continuously and there is an attitude of evaluation by the school to follow up the leading school program that is already running and maintain what has been improved in the school.

This is reinforced by Rusman (2012) at planning must refer to the future (forecast) in terms of determining the influence of cost and profit expenditures, determining the set of objectives or final results, developing a final strategy for achieving goals or final results, developing a final strategy for achieving goals end and put together a program. This can be done by setting priorities and sequence

of strategies, budgeting or allocating various related sources, setting work procedures with new methods, and developing policies in the form of rules or regulations. In this way, curriculum planning can also be seen as a complex social process, which demands different types and levels of decision-makers by considering the needs of parents and the community through appropriate, effective, and efficient planning methods.

Organizing 2013 curriculum

In research on site 1 and site 2 that the organizing of the 2013 curriculum which has the maximum curriculum planning, implementation, and evaluation of 2013 is carried out by the school to improve the quality of quality education. Site 1 and site 2 have a group of people in an educational institution who are members of a team that is responsible for formulating curriculum planning or referred to as the curriculum development team. Organizations in the framework of implementing the curriculum, both at the regional level and at the school level or educational institutions responsible for implementing or operationalizing the reality of curriculum planning. Organizations in curriculum evaluation, which involve various parties in the curriculum evaluation process.

These findings are as described by Hamalik (2011) organizing is a management process that consists of several parts, namely: a) Organizational curriculum planning, a group of people in an educational institution who are members of a team responsible for formulating curriculum planning or referred to by the term curriculum development team. b) Organizations in the framework of implementing the curriculum, both at the regional level and at the school or educational institution responsible for implementing or operating the reality of curriculum planning. c) Organizations in curriculum evaluation, which involve various parties in the curriculum evaluation process.

Implementation of 2013 Curriculum

The 2013 curriculum implementation has been directed, effective and efficient. The

school consisting of the principal, curriculum principal deputy, student and teacher council are jointly responsible for the process of implementing and evaluating the 2013 curriculum.

The above research findings are in line with the explanation from Mulyasa (2003) that in the 2013 curriculum, teachers are required to professionally design effective and meaningful learning, organize learning, choose the right learning approach, determine learning procedures, and form competencies effectively, and determine success criteria. Following the findings also that quality education requires the availability of teacher services and professional education (Suriansyah & Aslamiah, 2015).

Not only that, according to Mulyasa (2003) that in the implementation of the 2013 curriculum a teacher does the following: designing learning effectively and efficiently, organizing learning, choosing and determining learning approaches and implementing learning, forming competencies, and character. Then following the above research findings that in the curriculum, philosophy, values, knowledge must be integrated with educational actions (Suhaimi & Rinawati, 2018).

Evaluation 2013 curriculum

The findings of the research on site 1 and site 2 regarding the evaluation of the 2013 curriculum are that the school has supervision of the implementation of the 2013 curriculum which conducts an evaluation every semester with the principal who supervises. Supervisors also come to provide input to the teachers. The Department of Education also came to oversee their task to improve communication for the school principal, curriculum principal deputy, and the teacher council.

The results of this research are supported by Hamalik (1993) who said that curriculum evaluation is a process of evaluating the curriculum as a whole, both macro and broad in scope (ideal curriculum) and microscope (actual curriculum) in the form of learning. Evaluation of curriculum implementation not only evaluates student learning outcomes

and learning processes, but also curriculum design and implementation, students' abilities and progress, suggestions and infrastructure, and their learning resources.

Curriculum outcomes can be used as determinants of education policy at the central, regional, and school levels to correct existing deficiencies and improve optimal results. Curriculum evaluation is an important part for schools to continue to make improvements or improvements to become a school that is continuously developing for the betterment of the Kandangan area. Openness and transparency in the evaluation of supervisors, principals, and teacher councils greatly facilitate the improvement of the quality of education, especially for the improvement of the 2013 curriculum.

This is supported by the results of research by Sismanto (2018) and Muryani (2018) that supervision is carried out by school principals and school supervisors who are carried out formally and informally. Supervision is useful for monitoring and providing solutions starting from the planning, implementation, and assessment stages of learning. Also, in terms of evaluating learning outcomes, they are already following the implementation guidelines, namely authentic assessment in the form of tests (oral and written), assignments (individual or group), portfolio and self-assessment, and among friends. What is done in the learning process and at the end of learning on an ongoing basis?

Implementation of the 2013 Curriculum Problems

Research findings in two schools regarding the obstacles in implementing the 2013 curriculum are indeed undeniable and will always be found by schools, especially teachers who directly implement them. But balanced with good school principal supervision, is very influential in the success of a teaching and learning process and maximizing support for the achievement of the management of the 2013 curriculum implementation. The findings of this study are supported by Rusman (2009) suggesting that educational resources such as infrastructure, costs,

organization, environment are the keys to educational success, but the main key is the teacher. The teacher is an important factor in the implementation of the curriculum. However ideally a curriculum without the support of the teacher's ability to implement it, the curriculum will not be meaningful as an educational tool (Sanjaya, 2010).

This is also supported by and Nukrawati (2017) that the management constraints of the 2013 curriculum are seen from the teacher's attitude that has not carried out authentic assessment optimally, and the lack of skills in using technology to support the learning of the 2013 curriculum especially since special applications have been made to facilitate input values, in the learning process there are still teachers who do not judge the results and the learning process. In this case, the school has been able to overcome it by providing training, workshop, and seminar regarding the 2013 curriculum. Supervision of learning is carried out by school principals and school supervisors who are carried out formally and informally.

Supervision is useful for monitoring and providing solutions starting from the planning, implementation, and assessment stages of learning. This is according to what was conveyed by Nukrawati (2017) in his research that to overcome this by: (1) Conducting workshops or training related to the 2013 curriculum, (2) Utilizing the KKG / MGMP in each subject, so that the obstacles that appear as when making RPP can be overcome. This research implies that training on curriculum should be carried out evenly so that all teachers get the same information about the 2013 curriculum.

Not only teachers, but the involvement of parents is also very important in terms of asking for opinions or suggestions. It is the role of parents who can encourage students. Although researchers realize not all parents can take an active role and because of limited time and background. In the end, they gave it entirely to the school to continue to improve their children's abilities at school.

The findings of this study are reinforced by Hamalik (1992) suggesting that the role of

parents in curriculum development and implementation is related to two things, namely: the preparation of the curriculum and the implementation of the curriculum. In preparing the curriculum, not all parents may participate due to limited time and adequate background. The role of parents is greater in the implementation of the curriculum. Implementing the curriculum requires very close collaboration between teachers, schools, and parents of students. Besides accompanying students to study at home, parents also regularly receive reports on student learning outcomes in the form of report cards and so on. The form of assessment and reporting of learning outcomes in Curriculum 2013 is different from the previous curriculum so that parents feel confused with the new system.

Sometimes there are still many students and parents experiencing confusion with the enactment of the 2013 Curriculum. Confusion of students and parents as users of educational services due to adaptation to the new curriculum. If parents do not understand the problems of education, the school needs to help them gain an understanding of it (Hamalik, 1992). Therefore, teachers are also a source of information for parents who experience confusion in implementing the 2013 Curriculum.

Conclusion and Recommendation

Based on the results of this study, it is concluded that the management and implementation of the 2013 curriculum in multi-site studies at SMP Negeri 1 Kandangan and SMP Negeri 2 Kandangan are as follows:

1. The schools have compiled curriculum planning by paying attention to the materials needed as a general theory, for effective and efficient implementation. In preparing curriculum planning, a development expert team is formed, which consists of the principal, vice-principals, teachers, education experts, and school committees.
2. Curriculum organization is professionally carried out by teachers through adequate management, planning, implementation and evaluation.

3. The school finds it easy to manage the implemented 2013 curriculum, however, funds are needed to support and manage the teaching and learning activities.
4. Furthermore, schools are always evaluated in an orderly manner, periodically every semester.

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