

Curriculum Development Management in the Superior School

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Abstract:

Schools must respond to the demands of changing times which must be addressed and followed by changes in the curriculum, concerning the readiness of teachers, facilities and regional autonomy policies. Curriculum changes as obstacles become opportunities. The purpose of this study is to analyze and find out about: (1). planning (2). implementation, (3). evaluate the development of basic education curriculum in Kuningan district, (4) to analyze the involvement of school committees, and (5) describe the constraints faced and problem solving solutions. The research method uses a descriptive qualitative approach with case studies, and data collected through: interviews, participatory observation and documentation studies. The conclusions of this study show that: (1). Realization of the plan is already running but not yet maximally (2). Implementation of the curriculum is still overlapping in its operations (3). Curriculum evaluation has not been significantly improved and there has been no innovation, (4). The involvement of the committee is still very simple (5). The salient problem is mainly related to the teacher ability and very limited time allocation. The solution is to provide guidance to teachers and organize extracurricular activities.

Keywords: Curriculum Development, Management, Superior School

I. INTRODUCTION

The curriculum is very necessary in education. The curriculum can be used as a reference in educational activities. (Abdullah, L, Hakim., 2013). In its development as a discipline of education, educational experts never cease to produce various formulations, concepts about defining curriculum, objectives, foundation, curriculum formulations are always experiencing developments to improve the quality of students adjusted to various demands and needs by making the curriculum as a tool to reach the goal.

In general, studies about the curriculum consist of three main things, namely curriculum planning, curriculum implementation and curriculum evaluation. (Adiwikarta., 2014). These three main aspects have always been interesting topics that were discussed both in discussion opportunities, seminars, research that produced new findings to enrich the curriculum concept.

1. The curriculum planning area has experienced eleven changes starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, 2013, and 2015 which are always synonymous with the change in the ministry of education so

that public opinion arises every change of ministers curriculum changes always occur, without exception with the change of the current minister. (Ahmadi, Rulam., 2014). However, when viewed from the characteristics of the curriculum and the demands of the needs and social conditions of the community, the change of curriculum does not need to be responded skeptically and apathetically because in its essence it can also be understood as a process of change to present a more relevant curriculum.

2. The area of curriculum implementation is also in line with curriculum planning having changed eleven times. (Arikunto, Suharsimi., C.S.A., 2014). Because the curriculum implemented is a planned curriculum, the core curriculum implementation is the implementation of the teaching and learning process itself in which there are learning plans, syllabus, material, media, learning resources, learning strategies and evaluation. High acceleration in the area of implementation occurs in strategies / methods / approaches/ learning models both in terms of the teacher and in terms of students.
3. Curriculum evaluation area that will provide a number of important information for curriculum designers and developers. (Azwar, Saifuddin., 2013). Concerning the weaknesses and strengths of a curriculum that has been designed and implemented so that this information will be very useful for curriculum development and changes in the future as well as a benchmark of educational success Indonesia in creating qualified and competitive Indonesian people in global competition.

Well planned curriculum development is only for curriculum construction that produces curriculum documents, but for curriculum implementation and curriculum evaluation. (Hidayat, Sholeh., 2013). The

development of new curricula in the form of curriculum construction does not have continuity with the previous curriculum, the development of new curriculums is carried out only by paying attention to one aspect of demands, namely because of the lags in education.

The lack of teacher understanding of the curriculum is an issue that needs to be addressed as soon as possible. Often teachers do not understand the curriculum because the socialization is not smooth, uneven and not deep so many teachers are still confused. (Husamah., et.al., 2013). The core of the curriculum and how to implement it. Because many teachers have not been able to carry out their role as facilitators, conventional learning methods have been understood beforehand. Teachers and textbooks are the sole source of information while students are required to receive all information submitted by the teacher.

Government policy in implementing the 2013 curriculum is based on the results of public testing, conceptually there are no objections to the development of the curriculum, the Teacher realizes that the curriculum always requires the development of new ideas in accordance with the development of the community. (Kurniasih, I., Sani, B., 2016). The curriculum will become irrelevant, when society develops so fast, while the curriculum is still struggling in the past. Teacher readiness and implementation are very urgent.

Another thing that still blocks the evaluation system that will be applied in the new curriculum. The 2013 Curriculum evaluation system still makes the National Examination (UN) a determinant of graduation, so all good ideas and processes are in vain, and curriculum changes are also a futile act. Majid, (Abdul., 2013). Research on the development of the PAI curriculum at the two elementary schools is very interesting, because it is the foundation for the development of students'

character to the next stage. Because at the primary school level it fails, it is likely to fail at the next level as well.

II. METHOD

Research Approaches and Methods

Research on the management of elementary school curriculum development in Kuningan district is a qualitative research, with a phenomenological approach. (Sugiyono., 2016). This approach is an appropriate way to express and interpret various activities in the management of curriculum development in education units, which seek to understand the process of curriculum development, planning, learning activities, and class-based assessments which are then analyzed inductively, from facts and events that are specific and concrete, and natural.

Location and Research Subjects

The location of research in the State Primary Schools and Islamic Elementary Schools Al Multajam Kuningan Jawa Bara in the Kuningan District Education Office by selecting samples of Primary Government Primary Schools in Kuningan District. (Sukmadinata., et.al., 2016). The reason for choosing the research sample is based on non-probabilistic as purposive sampling, to determine the unit of analysis to be a sample that does not use on the basis of specific objectives.

Data Sources

Case study research on the two Primary Primary Schools in Kuningan Regency includes characteristics, (Nasrudin., 2019). Element values and factors related to curriculum development management and its implications for improving the quality of elementary schools related to the curriculum development process, learning planning, learning patterns and classroom-based assessment.

Data Collection Techniques

To obtain adequate data and improve the validity of research findings, using data collection techniques namely, in-depth interviews, participant observation, documentation studies, (Afrizal., 2016). Namely:

- a. Interview a conversation with the aim of obtaining current construction about people, events, activities, schools, motivation, recognition and so on, reconstructing conditions based on past experience, projections of conditions in the future and verifying and developing information that has been obtained previously;
- b. Observation, observation which is the main method in naturalistic religious social research in research, observation of seeing and hearing in understanding, and looking for evidence of social phenomena for some time, without affecting observed phenomena, by recording, recording, photographing for data discovery
- c. Study Document of the PAI curriculum development process, used to collect data from other sources. Sources in the form of documents and records about the process of developing PAI curriculum at the research location.
- d. Data Analysis, the characteristics of this study are qualitative, descriptive, then the data analysis technique uses an interactive model analysis technique that uses three activities, such as data reduction, data presentation, and drawing conclusions and verification.

III. RESULTS AND DISCUSSION

Formulation of School Vision and Mission

To realize the vision, a quality school mission needs to be planned and carried out engineering vision, mission, goals and school programs that are integrated in the formulation of the program that must

answer about and attitudes to the following questions: (Mulyasa, 2011)

- a. What is the picture of the school you want to realize in the future?
- b. What kind of products and services will be provided in order to realize the mission?
- c. What conditions will the school realize in the future?
- d. What steps will be taken in realizing the condition of the school in the future?

Vision and mission of the school in the research location

Vision is prepared based on the needs and potentials that exist, from the needs and potentials that are developed in accordance with the objectives to be achieved. (Nuh, 2014). Furthermore, the objectives are expected and described in real and measurable words. So the results can be seen in the achievement. This mechanism has shown a good step, so that the vision attitude can unite all units in the two schools, as a medium of communication and motivation for all parties, as well as a source of creativity and innovation in both schools.

Documenting the vision and mission can be accessed by all people, and school residents.

This is intended so that the vision and mission that has been compiled makes the spirit and common agenda in achieving school goals, namely: (Muzamiroh., 2013).

- a. Vision is written in straightforward language and has targets to be achieved
- b. The words used in mission and vision use operational words that are easy to understand
- c. Vision and mission are installed in strategic places and can be accessed by all members of the school community.

SWOT Analysis Visi, the second mission of the school **Strength**

- 1) Learning to focus more with this will be a very big supporting factor, so that one of the second mission of Primary Schools in Kuningan. (Nasution, S., 2014). Fostering the righteous will be easier. Complete facilities and infrastructure are very supportive in achieving school goals.
- 2) Educators for the two primary schools in Kuningan. Teacher education for Bachelor and Master graduates from both state and private universities. This is a very large capital to deliver students to explore knowledge to live independently.
- 3) The attitudes and struggles of teachers, education personnel, committees, school residents, in empowering all components of the management and organizers of Education.
- 4) Harmony between School residents, the two excellent schools are very good and conducive, and there has never been a conflict between school members
- 5) Classrooms, facilities and infrastructure are adequate.

In the field of extracting religious knowledge, students in the two flagship schools. (Nafisah, et.al., 2014). Demanded to attend madrasa diniyah education after school hours are finished. Extra curricular activities held at night attend recitation in mosques and student homes. As a huge provision in achieving the mission of the two Featured Schools to deliver students in their religious studies.

Weakness

- 1) Decision of the Constitutional Court that exchanges International Standard Schools and International Standard School Pilot Projects makes the school financial difficulties
- 2) Decision of the Constitutional Court for the existence of educators who do not yet have an educator certificate.

- 3) Some of the economic conditions of guardian students are below average

Opportunity

- 1) Complete facilities and infrastructure in both schools, the learning process will be easily achieved
- 2) The increasing economic condition of the community contributes to the achievement of quality education.

Threat

- 1) The lack of assistance with operational costs and maintenance of facilities and infrastructure from the government makes the building poorly maintained
- 2) Competition between schools

Strategic Implementation of Curriculum

The steps for developing curriculum in the two leading schools include

a. Determine general goals and special goals.

General goals can be either normative or containing philosophical goals or practical learning goals. (Sutarman., 2020. Sutarman., 2020). While the specific objectives are specific and objective goals, namely, learning goals that are easily measured in their level of achievement.

The fundamental reasons for the importance of formulation in setting goals are, which are closely related to the direction and targets to be achieved by the two flagship schools. The curriculum is a tool to achieve educational goals, thus one important component that must be present in a curriculum planning is the goal itself.

Curriculum objectives can help curriculum developers in designing a curriculum model. Through clear objectives, it can help curriculum developers in designing curriculum models that can be used and will even help teachers in designing learning systems. (Mulyasa, E., et.al., 2020). The point here is that with clear objectives can provide guidance to the teacher in determining the material or material that must be studied, determine the

learning methods and strategies to be used, determine the tools, media, and learning resources, and how to design evaluation tools to determine student learning success.

Objectives can be used as controls in determining boundaries and the quality of learning. (Republika.co.id., 2014). With a clear curriculum goal it can be used as a control in determining the boundaries and quality of learning. Through setting goals, curriculum developers including teachers can control the extent to which students have acquired abilities that are in accordance with the goals and demands of the applicable curriculum.

b. Determine the learning experience

In achieving the goals that have been formulated in the steps meant by learning experiences, and student activities in interacting with the environment. (Retnawati., 2016). Determining the learning experience is important for the appropriate material in the learning process.

c. Determine the subject matter in accordance with the learning experience

Curriculum development in determining content and subject matter. Determination of the content and subject matter is based on learning experiences experienced by students, the learning experience experienced by students is used as a reference in the preparation of teaching materials. (Sagala, Syaiful., 2012). The steps of organizing are very important because with clear organizing will provide direction for implementation of the learning process so that it becomes a learning experience for the implementation of the learning process so that it becomes a real learning experience for students.

d. Uniting learning experiences with content or subject matter.

Teaching material is compiled then a unification of learning experience with teaching material has been prepared, it aims

to make a relationship or continuity between learning experiences with teaching material. (Mulyasa, 2015). So the teaching and learning process can go on up so that the results obtained can be maximized.

e. Conduct an evaluation of each phase of development and achievement of objectives.

Here after the learning process is completed an evaluation process will be carried out. (Sani, 2014). In the process of developing this curriculum the evaluation phase is a very important stage, it is because the evaluation or evaluation process can provide information about the achievement rather than the goals that have been set previously.

The curriculum in the two schools implemented went well in accordance with the goals to be achieved by the school. Aiming to analyze and present data for decision-making materials regarding the curriculum, whether the curriculum is still effective or needs to be updated. (Sutarman., 2020). Evaluation of the curriculum can provide information about the effectiveness and efficiency of the curriculum against the objectives to be achieved. The use of resources that are very useful as material for decision makers, whether the curriculum is feasible to run, must be revised or must be replaced with a new curriculum.

The Preparation of teaching program at the two flagship schools. The first thing that needs attention is the syllabus, in the syllabus the curricular objectives, instructional objectives, subjects and hours of study are taught. (Saputra, 2014). Likewise, the time to arrange the details of teaching materials in unit lessons, the extent of material and the number of learning activities need to be adjusted to the time available. The meeting time or lesson delivery every week is the same and the number of meetings in each semester can be known, so in detailing the subject matter needs to be considered. For example, on a large number of subjects there should be a

grouping of sub-subjects in the semester concerned, each of which will be developed in the form of a unit of study.

The Curriculum development in the general provisions of the CBC and the previous model can be implemented in an integrated Islamic education system as follows. (Sobry, 2012).

- 1) Balance of morals, fikriyah and jasadiyah. Moral development is carried out in the form of inculcation of social and moral values. An example that can make students able to relate vertically to God is the material in mentoring given by mentors to students who are introduced to the Names of God through His creations.
- 2) Equality of opportunity. The difference in the social status of students' parents does not make a different treatment. All are treated equally in positions as students.
- 3) Strengthening Muslim identity following the times. Education is not free of value but laden with ideological goals. Therefore, the sense of pride as a Muslim is always strengthened to grow the true Islamic spirit in himself and the spirit to practice the teachings of Islam.
- 4) Develop life skills. Aspects of life skills that are developed include household harmony, problem solving, critical thinking, communication, and others.
- 5) Following the times. Advances in science and technology have led to changes in people's lifestyles and thinking patterns. Therefore, the curriculum must continue to be developed in line with the advancement of people's lifestyles and thinking patterns. Education functions to control the development of lifestyle and patterns of thinking and harmony.
- 6) Integrate important elements in curricular. Thematic learning is very relevant for integrating noble moral values into the subject matter

- 7) Student centered as a knowledge builder. Students are not only as objects but also as subjects of education. The teacher is more like a facilitator who facilitates the scientific needs of students.
- 8) The potential that Allah has granted must continue to be developed in order to produce quality kholifatullah and abdullah.
- 9) Students come from a variety of cultures, and characters. Therefore education should not be taqlid, fanatical with certain understandings. But something must be based on al-Fahm's attitude, scientific and logical.
- 10) Continuous and comprehensive assessment. The curriculum must respond to students' learning needs to find out their learning outcomes. As feedback for further improvement of all weaknesses and strengths of students.
- 11) Education takes place throughout human life in order to develop, increase awareness and always learn about the changing world in all fields.
- 12) Curriculum as compensation and material for students. but also for the sake of things to come by providing a strong foundation to face their lives.

Therefore PAI teachers provide religious education learning material as an obligation, but teachers must deliver it to students only.(Sutarman, et.al., 2017). But as a guideline for living together with Islamic learning can bring benefit to humanity.

Strategic Evaluation of Curriculum Development

Curriculum development as a component of evaluation. Is part of the curriculum that acts as a measuring tool whether the goals have been achieved or not. (Widyastono, et.al., 2015). By evaluating it can find out if there is an error in the material provided or the method used in the curriculum that has

been made, from the evaluation can immediately correct errors to improve things that are already good.

The teacher assessment component in the assessment must be comprehensive and complex. Teachers must assess the spiritual attitude (KI.1) and social (KI.2) in a measurable way in addition to psychomotor (KI.4) and cognitive (KI.3) assessments. (Mulyasa, 2016). The next problem is the assessment format (KI.1) and (KI.2), which are quite complex and require high and sustained scrutiny. Attitude assessment techniques that refer to authentic assessments can be done by observation, self-assessment, personal reports. Peer assessments in assessments that require seriousness, accuracy, supervision and cooperation between students, teachers, schools and parents of students, so that the assessment is not merely a formality, collected without any follow-up, meaningless and has no implication whatsoever.

In general, the PAI curriculum is expected to produce productive, creative, innovative people based on knowledge, skills and social attitudes, so there must be integration of attitudes, skills and knowledge. (Sutarman., at all; 2020). Knowledge competence, skills and value systems determine the actualization of Islamic attitudes / character. That attitude knows why, skills know how, knowledge knows what.

Example KI: respect and live the teachings of the religion it adheres to.(Yoga, 2015). Students must read the Koran with tartil, believe in Allah, believe in angels, perform thaharah, perform obligatory prayers and other worship. A holistic approach is used in this curriculum, so it no longer talks about the Koran, hadith, prayer, morals and so on, but is integrated. Sources of competence in class subjects, then used as core competencies and set forth in basic competencies.

On the other hand the urgency is external integrative, where religious

subjects are integrated in other subjects in a theme being discussed. For example, when talking about the beautiful theme of togetherness, then other subjects can be integrated, such as science, social studies, citizenship, cultural arts and so on. PAI should be integrated. (Sutarman., et.al., 2017). That religion is full of beautiful themes of togetherness. In this way complete integration can occur, not only partial integration.

School Committee Involvement

School committee as one of the elements that has the authority and responsibility for the success of education in the education unit, has a central role as a school partner in advancing the quality of education services in the education unit. (Mulyasa, et.al, 2018). It is expected that the form of collective performance can be achieved in the direction of the vision and mission, as well as the objectives of national education as a whole, holistically and sustainably through efforts to empower and develop responsibility as a form of the role and active participation of the community in organizing education as an effort to improve the quality of education in the community.

The dilemma of the performance of the School Committee is because the role and function of the school committee is currently still considered as a "stamp" and "money machine" by the school. The School Committee becomes an object / tool to find money for the implementation of educational funding assistance in schools. (Sutarman., et.al., 2018). The committee is only a symbol in every activity in the school that is used as a tool to legalize the implementation of physical development activities in the school. As a result, it raises the antipathy and apathy of students' parents on the performance of the School Committee as an element that is actually able to empower and develop the school.

Paradigms and dilemmas of School Committees as school education partners

who play an active role in supporting the successful achievement of quality and the formation of effective schools, the role of the committee must receive priority and proactive legality to achieve educational success. (Mulyasa, 2013). The committee must take an active role in accordance with the mandate of the National Education System Law as the school committee as a figure capable of providing consideration, direction and support of personnel, facilities and infrastructure, as well as education supervision at the level of the education unit organized by the school.

The new paradigm of education by involving elements of society who care about education is not a new item. (Widyastono, 2015). The School Committee is a renewal of the community's participation previously called the BP3 (Educational Assistance Agency) whose roles and functions are similar, but do not touch empowerment and development efforts. School Committee as a form of community participation reform is translating from efforts to bridge the roles of parents and the education community and care for education to play a wider role in accordance with the mandate of reform. Where the role of the School Committee is: (1). Advisory agency (2). Supporting agency (3). Controlling agency (4). Mediator of communication between the public and the government.

The duties and functions of the School Committee are: (1). Establishing the Statutes and Bylaws of the School Committee, providing input on the contents of the School's Strategic Development and Services Plan (2). Determine and assist personal welfare, assessing accountability and implementation (3). Reviewing school performance and conducting internal auditing (school self assessment), recommending, accepting principals and teachers. (Sutarman., et.al., 2017). The School Committee must also maintain quality assurance, maintain, develop potential, explore sources of funds,

evaluate, renovate, identify and manage community contributions to schools as an educational unit.

One factor inhibiting the progress of education in this school is the cost factor, namely the minimal and limited funding of supporting education costs as a tool to support the improvement of the quality of education. Costs greatly affect the implementation of education which is considered to have strategic value in an effort to support the improvement performance and to support continuous improvement in the quality of education.

In the era of Regional Autonomy and School Autonomy, school committees should no longer be an organization that seeks funds which are then managed by the school organizationally. (Sutarman., et.al., 2020). But are expected to be able to manage and account for the sources of funds they obtain themselves. In addition, the committee must play an active role in the implementation of supervision of the implementation of education carried out by the school as an education unit as a whole education provider. School committees no longer play the role of school stamps and money machines, but must act as an organization that has the authority to externally supervise education.

The School Committee is also expected to be able to create an atmosphere of quality education in its entirety and correct, and the creation of an effective school in accordance with expectations. (Mulyasa, and Wiwik, 2017). The School Committee as a school partner, must begin to be sensitive and concerned with all the shortcomings that exist in the school, especially the lack of educational funding sources. School Committees must endeavor to assist schools in raising public funds as a form of participation and community participation in helping to achieve the quality and success of education services for the community. Fundraising as a form of funding assistance for educational funding must be done independently,

partnership and cooperation, participatory, openness, and accountability in line with the concept and model of School Based Management (SBM) as a form of implementation of the autonomy of education.

IV. CONCLUSION AND IMPLICATIONS

PAI curriculum development, in both Elementary Schools in Primary and Primary Islamic Elementary Schools Al Multajam Kuningan, West Java; can be concluded as follows:

1. PAI curriculum development has been running but the results have not been maximized.
2. Factors that influence the PAI material are still divided into several aspects, namely Al-Qur'an, Hadith, aqeedah morals, fiqh and Islamic dates.
3. The learning is carried out separately and only focuses on the PAI sub-subjects.
4. The orientation of studying the Koran still tends to the ability to read texts, not yet leading to the understanding of meaning and extracting meaning textually and contextually.
5. The aspects of aqeedah morals, worship and sharia are taught only as a religious reference not as forming personality.
6. The curriculum development undertaken by the fifth grade PAI teacher, has not been in accordance with the objectives so it is less effective

Implications

PAI curriculum development planning:

1. Planning the development of national education curriculum, and school curriculum. Formulated in the vision, mission, goals and learning program. So that it will clearly illustrate the objectives to be achieved, as well as the preparations that must be prepared. Thus PAI teachers will not be wrong in

preparing plans, teaching, syllabus and teaching materials.

2. Diversity of understanding of religion that develops in society will be a treasure trove of wealth in providing students with a comprehensive understanding to be more tolerant and democratic.

Implementation of PAI curriculum development:

1. Learning Islamic religious education is not only a transfer of knowledge, but must have the dedication of being a teacher in order to be able to convince students, in giving religious lessons, it will become a guide for their lives that must be carried out in daily life.
2. The large amount of material that must be delivered with limited time available, should not be used as an excuse for the irrelevance of religious education. because PAI teachers can add learning time to extracurricular activities, collaboration with religious activities in the community.

Evaluation of curriculum development: Aspects to be evaluated, the PAI teacher needs to determine the evaluation activities to be carried out among others:

1. The level of achievement of the goals that have been formulated
2. Teaching tasks that have been implemented
3. Formulation of teaching material activity programs
4. The involvement of parents in helping their children learn
5. Monitoring study activities of students who have learning difficulties
6. The system for presenting the methods used in learning
7. Provide guidance to students conducted by the teacher.
8. Study of individual student learning abilities.

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