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## THE EFFECTIVENESS OF THE DRILL METHOD IN INCREASING ELEMENTARY SCHOOL STUDENTS' SHOOTING ACCURACY ABILITY

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### Abstract

This study aims to determine the problems of fourth grade teachers in implementing the 2013 curriculum at SDN 081 Panyabungan. This study uses a qualitative descriptive method. Data collection and processing techniques use observation, interviews, and documentation. The procedure for collecting and processing data passes through 3 stages, namely the preparation stage, the implementation stage, and the final stage. Data analysis techniques are data reduction, data display/data presentation, and conclusion drawing. The results of this study indicate that the data obtained from the results of the lesson plans and the assessment of teaching practice in implementing the 2013 curriculum at SDN 081 Panyabungan are included in the good category. With a total average value for the results of the RPP assessment is 87.75 and the assessment of teaching practice is 86.37. From these data it can be said that the implementation of the 2013 curriculum in grade IV elementary schools is in the good category

**Keywords:** Problematics, Teacher, 2013 Curriculum Implementation

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## INTRODUCTION

One of the dimensions that cannot be separated from the development of the world of national education in the future is the policy regarding the curriculum. The curriculum is the heart of the world of education. For this reason, future curricula need to be designed and refined to improve the quality of education nationally and improve the quality of human resources. Indonesia Puskur, 2000(Apri Damai Sagita Krissandi 2018). In the world of education, the curriculum holds a central position in the entire educational process. The curriculum has a role in passing on the culture of the past so that it can be adapted to current conditions.

Indonesia has undergone several curriculum changes. According to Suparlan (2012), Indonesia's first curriculum was the 1947 Lesson Plan. At that time, the term curriculum had not been used. Then, the 1947 Lesson Plan was changed to the 1950 Lesson Plan. Then it was replaced with the 1958 Lesson Plan. This lesson plan was later revised to the 1964 Lesson Plan. After that the lesson plan was changed to the 1968 Curriculum. Since this is the term lesson plan that has been used for many years. year changed its name to curriculum. Then, this curriculum was changed again to the 1975 Curriculum. Furthermore, 1984 Curriculum, 1994 Curriculum, Competency-Based Curriculum (KBK) 2004, Education Unit Level Curriculum (KTSP) 2006 and finally Curriculum 2013.(Kosassy 2017)

These various curriculum changes are loaded with the presence of teachers as real curriculum developers in schools. As curriculum developers in schools, teachers must be able to develop curriculum in schools well so that learning objectives are achieved.

The 2013 curriculum is essentially a form of improvement from the previous curriculum, therefore this curriculum certainly has advantages and disadvantages. In this case, efforts are needed to support the government's efforts to consistently make changes such as improving the quality of the implementation of the school curriculum in Indonesia in order to create students who are ready to face the challenges of the global world while maintaining the characteristics of the nation..(Elmiati 2018)

The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization..(Asnawi, Fransyaigu, and Mulyahari 2016)

The general principles in curriculum development are the principles of relevance, flexibility, continuity, practicality/efficiency, and effectiveness. The principle of relevance, includes internal and external relevance. Internally, it concerns the relevance that occurs between curriculum components (objectives, content/materials, strategies, and evaluations). While externally, it concerns the relevance of curriculum components to the demands, needs, and development of society (Nasution, 1991; Amri, 2013; and Mulyasa, 2013).(Purwadhi 2019)

Each curriculum has its own advantages and disadvantages. The advantages and disadvantages of the 2013 curriculum according to Trisnawati (2016) are as follows: (Setiawati and Dewi 2019) Advantages: (1) Students are required to be more active, creative and innovative in solving any problems they face at school. (2) There is an assessment of all aspects. Determination of value for students is not only obtained from test scores but also obtained from the value of politeness, religion, practice, attitude and others. (3) The emergence of character education and character education which has been integrated into all study programs. Disadvantages: (1) In addition to students who are required to be more creative, the 2013 Curriculum also requires teachers to be creative. This results in many teachers who are not mentally and physically ready so that it takes a long time to achieve these demands. (2) In the 2013 Curriculum, the National Examination is still a factor that hinders the balanced orientation of the learning process and results. (3) Students must master too much material so that the material cannot be received well and there are also some teachers who are less active in delivering subject matter. (4) Most of the teachers have not mastered the use of the latest technology and learning media so that the teachers still use the conventional way of teaching. (5) Scouting becomes a burden for students who do not like scouts, so students feel compelled to do it.

Fadlillah (2014:175) states that in the 2013 Curriculum learning, there are characteristics that distinguish it from the existing curricula while in Indonesia. The characteristics of the 2013 curriculum are learning approaches that carry a scientific and thematic-integrative approach, graduate competencies that include aspects of attitudes, knowledge, and skills, as well as evaluations that use authentic assessments..(Sulistiawan, Yulistio, and Arifin 2017)

According to Hosnan (2014: 34) the scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing, formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, draw conclusions and communicate concepts, laws or principles found.(Lestari 2020)

The scientific approach contains the following criteria: (1) Substance or learning material based on facts or phenomena that can be explained with certain logic or reasoning (not limited to estimates, fairy tales, fantasies, or legends. (2) Teacher explanations, student responses, and teacher-student educative interactions are free from immediate prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking. (3) Encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning substances or materials. (4) Encourage and inspire students to be able to think hypothetically in seeing the differences, similarities, and links to each other from the substance or learning material. (5) Encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to

the substance or learning material. (6) Based on the concepts, theories and empirical facts that can be accounted for. (7) The learning objectives are formulated in a simple and clear way, but the presentation system is attractive. (Maryani and Fatmawati 2018)

Based on the Regulation of the Minister of Education and Culture Number 22 of 2016, it is stated that the steps of learning with a scientific approach include observing, asking, trying, reasoning (associating), concluding, and communicating (forming a network). These five steps are known as 5M. A more detailed explanation is as follows. (1) observing is a deliberate and systematic activity about social phenomena, natural phenomena, or life issues. The learning process that can be carried out at this step is reading, listening, seeing (without or with tools) or observing directly facts, events, or an experimental process. (2) Asking Questioning in the learning process is essentially asking to get answers based on curiosity. In this activity, students are trained to formulate questions, which can be processed through asking questions or formulating questions about what is observed, read, or heard. (3) Reasoning is a logical thinking process to acquire knowledge. Reasoning in the context of a scientific approach refers to the ability to group various ideas and associate various events. The activities in this step can be interpreted as processing information obtained from previous activities. In this step students are processed to expand or deepen a number of information that has been obtained in the previous activity. In this activity, students are processed to have an honest, thorough, disciplined attitude, obey the rules, work hard, apply procedures, and think inductively and deductively. (4) Trying The activity in this step is conducting experiments. However, this experimental step can be carried out by alternative activities, which can be in the form of reading activities other than textbooks, analyzing an event or events, or conducting interviews with resource persons. Through this activity, students are directed to have thorough, honest, polite competence, respect the opinions of others, apply analytical and synthesis skills through various ways of the material being studied. (5) Communicating, at this step students must convey the results of observations, and convey conclusions based on the results of experiments or analysis. Submission of conclusions can be through communication orally, in writing, or other media in the form of products. Products can be in the form of essays, posters, mockups or miniatures of an object, or other product forms. Communicating activities aim to develop students who have an honest, thorough, tolerant attitude, are trained in the ability to convey the results of thoughts systematically, express opinions briefly and clearly, and develop good and correct language skills both orally and in writing. (Rostika and Prihantini 2019)

Authentic assessment is an activity to assess students that emphasizes the process and results with various assessment instruments that are tailored to the demands of competencies in the competency standards or core competencies and basic competencies. Authentic assessment refers to the achievement of learning outcomes based on the scores obtained against the ideal score not compared to other students. In an authentic assessment, the teacher conducts

an assessment of basic competencies, core competencies and graduate competency standards (Kunandar, 2014: 31). (Nurhayati, Jayusman, and Ahmad 2018)

According to Suwandhono (2016), the characteristics of authentic assessment are the embodiment of several things. First, the real experience (involves real-word experience); second, carried out during the learning process and at the end of the lesson; third, in the form of a personal assessment (self-assessment), a reflection of the assessment of skills and performance; fourth, sustainable; fifth, integrated; sixth, used for feedback; Seventh, transparency measures of success and failure are known by students. (Jauhari, Rofiki, and Farisi 2017)

Implementation of the curriculum requires someone who acts as the implementer. Teachers are an important factor in curriculum implementation. Therefore, teachers are required to have the ability to implement it because without it the curriculum will not be meaningful as an educational tool. On the other hand, learning will not be effective without the curriculum as a guide. Thus the teacher occupies a key position in curriculum implementation. (Fauzan 2016)

Implementation of the 2013 Curriculum carried out in madrasas/schools, first pays attention to the process of applying concepts, ideas, programs, or curriculum arrangements in accordance with government policies, but at the time of implementation look at the existing situations and conditions so that the implementation of learning can be carried out smoothly. (Pratama 2018)

The existence of teachers as educators in schools is one of the determining factors in curriculum implementation. As a curriculum developer, teachers must prepare their own RPP (learning implementation plan). RPP is the first step in developing learning so that the RPP made by teachers must be based on applicable provisions. One of the things that teachers must develop in making RPP is to develop indicators of Basic competencies (KD) that have been determined. Development of indicators must be able to be understood and mastered by the teacher. The ability of teachers in developing lesson plans is very influential in achieving learning objectives. In making RPP (Learning Implementation Plan) teachers are required to think creatively in choosing approaches, strategies, learning models to learning media that will be used in learning because teachers know best the conditions and characteristics of students.

Problematics are obstacles that occur in the continuity of a process or problem. (Yunof Candra 2019) Problematics comes from English "Problematic" which means problem or problem (Echols & Hasan Sandy, 2000). Problematics comes from the word problem which can be interpreted as a problem or problem. The problem itself is an obstacle or problem that must be solved, in other words, the problem is a gap between reality and something that is expected well, in order to achieve maximum results. There is also in the Big Indonesian Dictionary the word problematic means that it still causes problems: things that still cause a problem that still cannot be solved (Depdiknas, 2005). (Yustati 2019)

As previously mentioned, the scientific approach is one of the characteristics of the 2013 curriculum. The scientific approach is an approach that is based on facts or phenomena that can be explained by certain logic or reasoning, not approximation, fantasy or fairy tales (Akhyar H. M. Tawil, 2014). (Ghozali 2017) As one of the student-centered approaches, the scientific approach is very helpful for teachers in implementing learning in accordance with the demands of the 2013 curriculum. However, in its application the teacher also finds problems. Teachers still find problems in applying the scientific approach, including the lack of understanding and preparation of teachers in applying the approach and the lack of teacher creativity in implementing meaningful learning.

In addition to the scientific approach, authentic assessment also found problems in its application. In the previous curriculum the assessment was only based on (cognitive) knowledge, but in the 2013 curriculum, the assessment assessed from three aspects, namely attitudes, knowledge, and skills so that teachers found it difficult to give assessments to students. Teachers feel burdened because they describe each competency in each subject.

The results of the research that are relevant to this study are the research of Mariamah, et al entitled "Analysis of the Difficulties of Elementary School Teachers in Implementing the 2013 Curriculum at SDN 3 Belo". There are problems faced by teachers in implementing the 2013 curriculum in elementary schools, including the low level of knowledge and understanding of teachers in implementing the 2013 curriculum, the lack of 2013 curriculum training for teachers at Belo Elementary School, the lack of supporting facilities for implementing learning in the 2013 curriculum at Belo Elementary School, and the low student learning interest. The difference between Mariamah et al's research and this research is that this study uses a quantitative method, while this study uses a qualitative method.

Furthermore, research by Risma Nurhandayani, Rieke Distania Dewi, and Ulfa Meila Elfiana entitled "Analysis of Teacher Difficulties in Implementing the 2017 Curriculum at SDN 7 Bangsri". This study shows that there are problems faced by teachers in implementing the 2013 curriculum, including difficulties in making learning media, teacher understanding, integration between subjects in thematic learning, and mastery of information technology. The difference between the research of Risma Nurhandayani, Rieke Distania Dewi, and Ulfa Meila Elfiana with this research is that this research is a data collection technique using interviews and questionnaires. Meanwhile, in this study, the data collection techniques used were observation, interviews, and documentation.

## RESEARCH METHODS

The research method used is a qualitative research method with descriptive qualitative research. The data collection technique of this research is by observation, interview, and documentation. In this study, researchers made observations by observing directly the

implementation of the 2013 fourth grade curriculum in elementary schools, but researchers were not involved in the learning process. The observation guide used by the researcher in this research is the observation guide at the time of introduction to the school field (PLP) to obtain data on the implementation of the 2013 curriculum in grade IV elementary schools.

RPP assessment in the implementation of the 2013 curriculum uses a Likert scale using scores (1,2,3, 4 and 5). The classification of scores is as follows:

**Tabel 1. 2013 Curriculum RPP Assessment Criteria**

Score	Criteria
5	Very good
4	Good
3	Acceptable
2	Poor
1	Very poor

Sugiyono, (2016:93).(Rockyane and Sukartiningsih 2018)

Classification of RPP assessment scores are as follows:

**Tabel 2. Classification of 2013 Curriculum RPP Assessment Scores**

Rank	Rate
Very good	90-100
Good	80-90
Acceptable	65-79
Poor	55-64
Very poor	0-54

(Koyan, 2003: 56)(Jajang 2017)

Furthermore, for the observation of teaching practice in 2013 using a Likert scale using scores (1,2,3, 4 and 5). The classification of scores is as follows:

**Tabel 3. Criteria for Observing the Practice of Teaching Curriculum 2013**

Score	Criteria
5	Very good
4	Good

3	Acceptable
2	Poor
1	Very poor

Sugiyono, (2016: 93)(Rockyane and Sukartiningsih 2018)

Classification of teaching practice observation scores are as follows:

**Tabel 4. Classification of Teaching Practice Observation Score 2013 Curriculum**

Rank	Rate
Very good	91-100
Good	76-90
Acceptable	61-75
Poor	51-60
Very poor	<50

(Sudijono, 1987)(Sadikin and Hakim 2019)

## RESULTS AND DISCUSSION

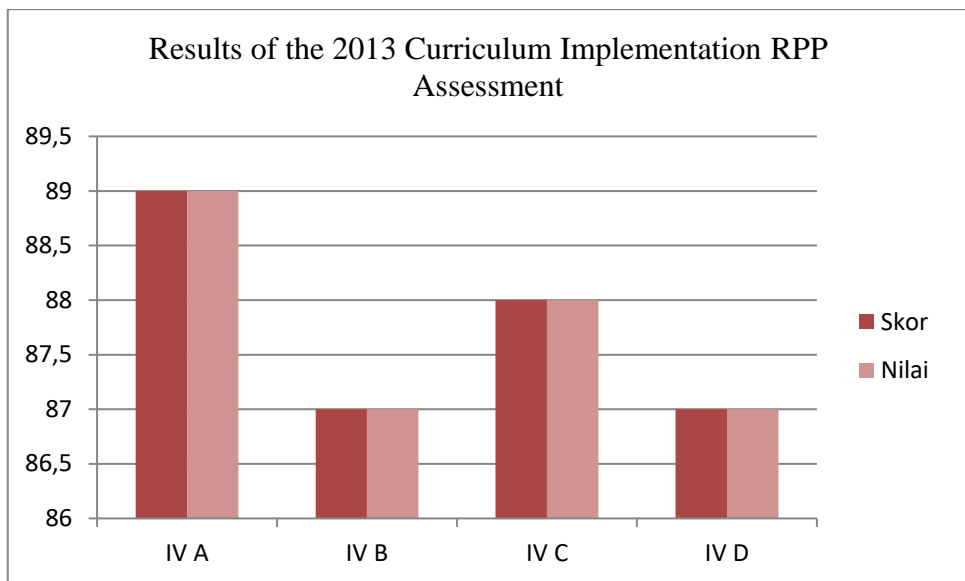
Below are the results of the RPP assessment and teaching practice observations carried out. Results of the Teaching Practice Assessment in 2013 Curriculum Implementation in grades IV-A, IV-B, IV-C, and IV-D

**Tabel 5. Results of the 2013 Curriculum Implementation RPP Assessment**

No	Grade	Score	Rate	Description
1	IV A	89	89	Good
2	IV B	87	87	Good
3	IV C	88	88	Good
4	IV D	87	87	Good
Average		351	87,75	Good

From these results, a graph can be drawn as follows:





RPP assessment is carried out to determine the teacher's ability to make lesson plans in implementing the 2013 curriculum. The lesson plan (RPP) is a face-to-face learning activity plan for one or more students. RPP is developed from the syllabus to direct student learning activities in an effort to achieve basic competencies. (Rusman 2017) The assessment was carried out on grade IV teachers A, B, C, and D.

The RPP assessment at the first meeting obtained a value of 89 where the RPP that had been presented by the teacher was included in the good category. However, there are several points that are less than optimal, including the formulation of indicators, teachers only make one indicator of competency achievement, teachers are less than perfect in making the complete coverage of the formulation of indicators for achieving basic competencies, and teachers are less than perfect in selecting and organizing teaching materials in adjusting the material to the time allocation.

The RPP assessment at the second meeting obtained a score of 87. The lesson plans presented by the teacher were included in the good category. However, there are some points that are less than optimal, including, the teacher is not perfect in making indicators of competency achievement, the teacher is not perfect in the completeness of the coverage of the indicators for achieving basic competence, the teacher is not perfect in the selection of learning resources / learning media, and the teacher is not perfect in the assessment of learning outcomes, namely completeness of question instruments, answer keys/scoring guidelines are not complete.

The RPP assessment at the third meeting obtained a value of 88. The lesson plans presented by the teacher were included in the good category. However, there are some points that are less than optimal, including, the teacher is less than perfect in the selection of teaching

material organization, the teacher is less than perfect in adjusting learning strategies and methods according to the characteristics of students, and the teacher is less than perfect in learning assessment.

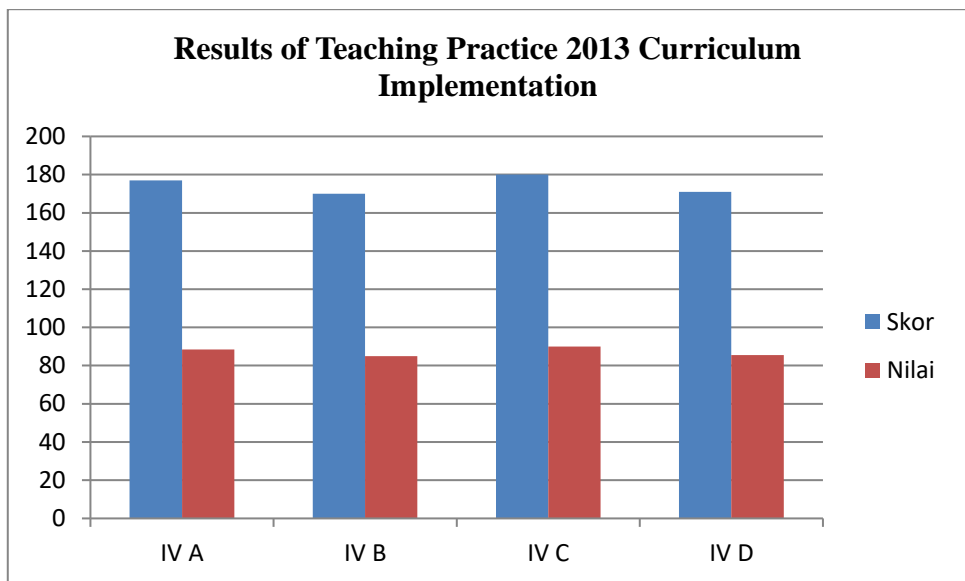
The RPP assessment at the fourth meeting was obtained with a value of 87. The lesson plan presented by the teacher was included in the good category. However, there are some points that are less than optimal, including, the teacher is less than perfect in making indicators of competency achievement, the teacher is less than perfect in the completeness of the coverage of the formulation of indicators for achieving basic competence, the teacher is less than perfect in adjusting learning resources/learning media with students, and the teacher is less than perfect in assessment. learning.

Researchers used observation techniques to obtain data related to the implementation of the 2013 curriculum in elementary schools. Observation is an observation activity carried out by researchers to obtain information. Meanwhile, according to Arikunto (2006: 124) observation is collecting data or information that must be carried out through direct observation efforts to the place to be investigated. Furthermore, according to Arikunto itself, it means that observation is a place that is studied and in which there is an object or objects to be observed. Therefore, it is important in an observation about the object being observed to determine the focus so that the research becomes credible and more limited (Patton, 2001).). (Anggito and Setiawan 2018) Observation of teaching practice by researchers in grades IV-A, B, C, and D.

**Tabel 6. Results of Observation of Teaching Practice Implementation of Curriculum 2013**

No	Grade	Score	Rate	Description
1	IV A	177	88,5	Good
2	IV B	170	85	Good
3	IV C	180	90	Good
4	IV D	171	85,5	Good
Average		698	87,25	Good

From these results, a graph can be drawn as follows:



Observation of teaching practice assessment at meetings in grades IV-A obtained a score of 88.5 which teaching practice in grades IV-A is in the good category. However, there are several points that are not optimal, including, teachers are still not optimal in conveying indicators of competency achievement to students, teachers do not carry out learning in accordance with the planned time allocation. Teachers are less than perfect in implementing learning that allows students to communicate. Teachers are less than perfect in assessing learning processes and outcomes, and teachers do not follow up by giving assignments to students.

Observation of teaching practice assessment at meetings in class IV-B obtained a score of 85 which teaching practice in class IV-B is included in the good category. However, there are several points that are not optimal, including, the teacher does not carry out apperception activities, the teacher does not convey competency indicators, the teacher does not integrate scientific work in learning, the teacher does not carry out active and participatory learning for students, the teacher does not carry out learning that allows students to ask questions, the teacher less than perfect in the use of learning resources/learning media, teachers are less than perfect in fostering active student participation through the interaction of teachers, students, learning resources.

Observation of teaching practice assessment at meetings in class IV-C obtained a score of 90 which teaching practice in class IV-C is in the good category. However, there are some points that are less than optimal, including, the teacher is less than perfect in carrying out active and participatory learning for students, the teacher is not perfect in carrying out learning that allows students to reason, the teacher is less than perfect in fostering active student participation, the teacher is less than perfect in fostering active student participation. through the interaction

of teachers, students, learning resources. Teachers are less than perfect in monitoring the learning progress of students and teachers do not follow up by giving assignments to students.

Observation of teaching practice assessment at meetings in class IV-D obtained a score of 85.5 which teaching practice in class IV-D was included in the good category. However, there are several points that are less than optimal, including, the teacher is less than perfect in integrating scientific work in learning, the teacher is not perfect in carrying out active and participatory learning for students, the teacher is not perfect in carrying out learning that allows students to ask questions, the teacher is less than perfect in showing skills in using learning resources/learning media, teachers are less than perfect in producing interesting messages from the use of learning resources, teachers are less than perfect in fostering active student participation through teacher, student, and learning interactions. And teachers are less than perfect in monitoring the learning progress of students.

The process of teaching and learning activities carried out by the teacher is based on the lesson plan that has been made by the teacher. Making the lesson plans itself includes choosing media according to the characteristics of students, choosing methods, choosing models, determining time allocations and so on. A lesson plan must meet the following components: (1) Subject Identity: contains a clear identity; (2) Competency Standards: according to the curriculum; (3) Basic Competencies: according to the curriculum; (4) Competency Achievement Indicators: contain operational and measurable words; (5) Learning Objectives: covering three learning domains, cognitive, attitude, and psychomotor; (6) Teaching Materials: Materials given to students must be in accordance with their level of development. (Wikanengsih et al. 2015)

Interviews were conducted by researchers to support the implementation of the research. Arikunto and Suharsimi (2013: 198) state that the interview is a dialogue conducted by the interviewer to obtain information from the interviewee. (Rusmawan 2019) In making RPP, there are still many difficulties faced by the teacher, this is in accordance with the statement given by the teacher about making RPP. According to Mrs. Ike: Yes, I have difficulty, the 2013 curriculum RPP requires a lot of demands, for example, in one theme, it must be completed in one month, but there is no lack of time, besides that I find it sometimes very difficult to determine the method, the media because it must be in accordance with the characteristics of the students. right? Furthermore, according to Mrs. Aisyah: Yes, it is difficult, especially when I have to adjust media that is suitable for children. Children have different characteristics, so we have to be creative in making the media. Meanwhile, according to Mrs. Ummi: The difficulty is because every child has different characteristics, so we have to adjust it so that the learning objectives are achieved.

The problems faced by teachers in implementing the 2013 curriculum are as follows, not all teachers have participated in 2013 curriculum training, resulting in teachers not

understanding much of the substance of the 2013 curriculum, such as graduate competency standards (SKL), content standards (SI), process standards (SP) etc., teachers also do not understand about the 2013 curriculum learning tools, especially about the nature of the syllabus and the format of the learning implementation plan (RPP) which has been revised several times, plus in the process of preparing the lesson plans, teachers do not understand much about the objectives, indicators, approaches and learning models, stages activities, assessment process and media & learning resources in the 2013 curriculum.(Aunu Rofiq Djaelani 2019)

The change in assessment standards in the 2013 curriculum, assessment into authentic assessment according to teachers is a very complex, difficult and complicated activity and takes time. Teachers are used to making questions without answer keys, grids, rubrics and scoring. Even though the assessment in the 2013 curriculum requires that questions are made in accordance with the learning objectives that must be related to the dimensions of cognitive processes & knowledge dimensions (KD3) and skills dimensions, both abstract skills and process skills (KD4).)(Aunu Rofiq Djaelani 2019)

## CONCLUSIONS

Based on the data obtained from the results of the RPP assessment and the assessment of teaching practice in implementing the 2013 curriculum at SDN 081 Panyabungan, it can be concluded that the Implementation of the 2013 Curriculum at SDN 081 Panyabungan in Class IV is in the good category. With a total average value for the results of the RPP assessment is 87.75 and the teaching practice assessment is 86.37. In the implementation of the 2013 curriculum at SDN 081 Panyabungan, there are still some obstacles so that the implementation is less than optimal.

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