

Matching Curriculum for Junior High School Students in Rural and Remote Areas in Indonesia: Towards the Needs of Learning and Working

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ABSTRACT

The improvement of basic education in rural and remote areas in Indonesia was done through alternatives. One important alternative is the nine-year compulsory education program done through one roof Junior High School (JHS). Education in one roof JHS requires specific curriculum that is developed according to the existing potential and limitations. Through research and development in some schools, produced a special curriculum that combine the need to learn and work through work thematic learning model on the core lesson, local content, and self-development activities. Through the expert testing and field testing, the curriculum is considered effective to enhance the learning process and results significance which orients to the pre-vocational skills training.

KEYWORDS: curriculum, JHS, rural areas, remote areas, integrated, learning, working, work theme

INTRODUCTION

So far JHS curriculum in Indonesia has experienced several changes. Lastly, the prevailing curriculum is the School Based Curriculum 2006 (SBC-2006), and Curriculum 2013 (C-2013). Both curriculum are more prepared centrally (nationally) and applied equally to all JHS and other equivalent formal educations. At SBC-2006, although at the introduction the school is given freedom to develop the school level curriculum, especially on local content [1], but in fact the teachers have not been able to develop a curriculum that suits the characteristics of the school yet. And also in the C-2013, with the curriculum provided centrally, it causes confusion for teachers, especially in developing scientific and thematic learning [2].

The change and development of JHS curriculum in Indonesia are carried out centrally and applied equally to all JHS, has caused a lot of problems, especially its implementation in remote schools like one roof JHS. A number of lesson in the curriculum can not be implemented because it does not comply with the conditions of the school and the needs of learners. The result of study conducted by Ulfatin et al [3] one roof JHS has many limitations, namely the access development difficulty because of the remote area, low teacher qualification, inadequate textbook, all students come from poor families, and the graduates do not continue their education to senior high school.

Based on the curriculum documents analysis, Ulfatin et al recommend the need of special curriculum development tailored to the needs of students in one roof JHS. Required curriculum emphasizes skills training activities, in addition to the emphasis on the needs of attitudes and knowledge development. It is intended to make the graduates have skills to work. Starting from the pilot study results, a special curriculum for one roof JHS in rural and remote areas have been successfully developed. This curriculum was developed by combining together (integrated) between the learning and working needs. To know the structure and effectiveness of the developed curriculum, two research questions were answered in this research, the first how the description of the learning and working curriculum that was specifically designed for one roof JHS in rural and remote areas, and second, how the learning models to implement the learning and working curriculum.

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METHODS

Learning and working curriculum for one roof JHS in rural and remote areas developed by Research and Development (R&D). The R&D steps were modified from Borg and Gall [4] and Owens [5], become short step by Ulfatin [6] namely: (1) pilot study, (2) product development and preparation, and (3) product assessment. The pilot study was conducted by multi-site studies at four one roof JHS in Malang regency and Kediri regency, East Java Province. The result showed that one roof JHS has unique from the school profiles, resource management, characteristics of learners, and the real curriculum which has limitations.

Curriculum development was done by drafting and describing the components of the curriculum, which consists of basic framework, organizational structure, and the material. The basic framework curriculum includes understanding, general foundation, competency standards, and process picture or learning model. The curriculum organizational structure includes lesson arrangement, load learning, and learning content. The curriculum material includes a syllabus, learning plan, and learning sources. The curriculum components has been validated and assessed by experts and declared as effective substantially to be applied in the one roof JHS in Indonesia[7].

Curriculum products assessment in field was done with action research in grade 7 of one roof JHS in the Malang regency, East Java and one roof JHS in West Lombok regency, West Nusa Tenggara. In addition, the assessment is also strengthened by focus group discussions involving 49 principals of one roof JHS in the Malang regency, East Java and West Lombok regency, West Nusa Tenggara.

RESULTS AND DISCUSSION

As the consequence of one roof JHS presence in rural and remote areas in Indonesia, then refer to the Regulation of Education and Culture Minister of the Republic of Indonesia Number 72 Year 2013, it is required special services education. Appropriate curriculum for special services education of one roof JHS is a curriculum that brings the need to learn and work. This is because all students come from poor families, so that they do not continue their education to senior high school and want to get to work. Although to work soon, they want to learn because the JHS students are in the golden age of growth. Learning and at the same time working needs almost equivalent with the nonformal and informal education system, so refer to Supriyono [8] it needs connectivity between school and informal education at home and out of school education that emphasizes job training.

Curriculum in one roof JHS can not be equated with the curriculum of JHS with a standard national curriculum, even the world standard today is reinforced by Pritchett and Beatty [9] which states that in developing countries, the achievements of student learning outcomes lower than standard learning outcomes in curriculum, especially when compared to the other advanced countries standards. Exemplified that test scores Indonesian children and Danish on Mathematics at Program for International Student Assessment (PISA) with same age and education level (grade 8 or age 15), 76 percent of Indonesian students are below the basic level 2, compared to only 17 percent of Danish students. According to Pritchett and Beatty, school curriculum can not if it only shows how students should attain such capability in PISA standards, but it should show how teachers design the curriculum that suitable with various levels of needs and conditions. Curriculum should describe what teachers are instructed or mandated to teach, what they plan to teach, and what they actually do in the classroom. The problems we describe might not only be due to teachers following a prescribed curriculum, but also due to any combination of curricula, syllabi, lesson plans or instruction.

The developed curriculum for one roof JHS tried to combine work and learn needs. Learning needs pursued through reference national curriculum as public schools [10]. However, local curriculum oriented to the fulfillment of work or job skills (including the development of an attitude). The developed local curriculum refer to the recommendation of Billet [11] that give more emphasis on two main concepts that is vocation and occupation.

Curriculum Basic Framework

Curriculum that combines learning and working needs is successfully developed starting from a philosophical foundation, theoretical, juridical and socio-geographic, as well as organized within curriculum structure that contain core lesson, local content, and self-development. The philosophical foundation come from the cultural roots and intellectual intelligence of the adolescence learners according to Nonks, et. al. [12] are in the golden phase of basic intelligence development. This phase is the internal potential, so if not optimal, it will have a negative impact on the development of the next phase.

Philosophical foundation in fact refers to the idea conceived by Dewey and Whitehead in Tanner and Tanner [13] about "learning by doing". Dewey tried to juxtapose and integrate the concept of learning and doing, which is, what do students learn in school can be experienced directly and done in the community. And also the concept of "life in all its manifestations" by Whitehead that is recommended become subjects in school. Dewey and Whitehead have opened and the sparked that education should provide an opportunity for students to learn and think about life simultaneously.

The curriculum theoretical foundation means from the competence standard, in this case following the formulation of Presidential Regulation Number 8 Year 2012 about Indonesian National Qualifications Framework (INQF) that the goal of education is to achieve the outputs standard and outcomes that suitable with the education levels. Started that the achievement of learning outcomes of JHS level is the lowest qualification that is recognized with the technical nature of work ability. Thus, if a citizen of Indonesia only has passed the qualification levels of elementary school, then in theory not yet have the ability to work the required minimum.

Juridical foundation, based on the previous supporting legislation, namely the existence of the JHS curriculum now must refer to the Government Regulation Number 19 Year 2005 on National Education Standards, and Regulation of the Minister of Education and Culture Number 65 Year 2013 on Standards of Primary and Secondary Education Process. There are the criterion about implementation of learning in primary and secondary education units to reach the graduates competence.

The socio-geographic foundation, based on the community characteristics and background of the region where the school exist. Geographical situation in rural and remote areas as well as the low parents economy make the parents understanding about children's education is very low. According to the society [14], learning meant to be done by following class activities in accordance with the schedule of school lesson. Therefore, learning is considered as a secondary activity (need much cost) because they have to go to schools located in remote areas. Meanwhile, the work is defined as activities that can directly make money. Learning activities are considered separately (even opposite) with working activities. Work quickly to get money becomes the main activity for parents with children involved. The quicker to work, the happier for parents and children because they will quickly get money. Therefore, the curriculum is designed to integrate the learning and working.

The developed curriculum structure for the one roof JHS has been stated as appropriate by expert and field testing [7]. The appropriateness was assessed by lesson arrangement, time allocation of learning load that accordance with the student conditions. Subjects were grouped into three sections, namely core subject, local content, and self-development (see Table 1). Learning load was calculated in the form of face-to-face activities maximum of 36 hours a week of learning. In addition to face-to-face activities, students must follow a structured self-development activities at home in the form of co-curricular activities and independent activities with parents. Co-curricular activities and independent learning hours are not counted it learning load, but will demanded the results through portfolio assessment.

Table 1 Learning and Working Curriculum for One Roof JHS Students

No.	Subject Components	Learning load of face to face and grade		
		VII	VIII	IX
	Groups A (Core subjects):			
1	Religious and moral education	3	3	3
2	Pancasila and civic education	3	3	3
3	Indonesian	5	5	5
4	Mathematics	5	5	5
5	Natural Sciences	5	5	5
6	Social Sciences	4	4	4
7	English	4	4	4
	Groups B (Local Content):			
8	Arts and Culture (including Local Language)	2	2	2
9	Sports physical Education and health	3	3	3
10	Craft (Pre-vocational skills)	2 + *)	2 + *)	2 + *)
	Groups C (Self Development):			
11	Extra curricular, co-curricular, and Independent Activities	*)	*)	*)
	Total of learning hours	36	36	36

+ *) Beside done in 2 hours face to face, added with the work activities that are integrated into the subject from group A, B, and C.

*) Learning load hours are not counted, but the results are demanded through the following activities:

- Extra curricular = activity done at school outside subject hours of groups A and B.
- Co-curricular activities to enrich the subjects = group A and B that were carried out at home, but still monitored by the school.
- Independent activity = activity done at home with their parents and family (the teacher's task to motivate through communication with parents).

Curriculum organization in Table 1 can be said follow the correlated and broad field curriculum system [15]. Correlated curriculum in this context means that the curriculum composition shows the connectivity between subjects, characterized by the subject grouping (A, B, and C). Organizing this kind of curriculum is based on the Herbart idea that emphasizes the importance of subject concentration and correlation. While the broad fields curriculum implies that the curriculum was expanded not only in the subjects but also covers the self-development activities.

Based on Table 1, the learning content that emphasizes learning skills fulfillment is begun from craft subject as local content. Craft subject gives the experience of pre-vocational skills and classified into transcience-knowledge (Ministry of Education and Culture, 2013). The craft subject objectives facilitate the students to be creative through effective technology and art based work, create aesthetic, ergonomic, ecosystem, and technological based works and foster a critical attitude towards art and technological progress. In addition, able to utilize the local wisdom work use media and materials through ergonomic, hygiene, right-fixed-fast, eco systemic and metacognitive principles; and produce works in life.

In practice, the schools are given freedom to choose sub-areas and craft materials coverage according to the school potentials. Schools can also develop sub-areas or new coverage details in subject suitable with the existing limitations on the learners. This is as recommended by Pritchett and Beatty [9], which is stated in the title of article "Slow down, you're going too fast: Matching curricula to student skill levels".

Curriculum Equipment and Learning Sources

The needed equipment in the curriculum implementation is syllabus and learning implementation plan (LIP). Syllabus and LIP prepared by teachers in groups through workshops. Syllabus and LIP reflect the integration of learning and working with kind of skills that suitable with the learners conditions. The integration is exemplified as follows. In craft subjectis chosen one of the four areas of work (crafts, engineering, aquaculture and processing) to determine the theme and

integrated learning sources. Example of themes is the plants (vegetables) cultivation for Natural Science, Mathematics and Crafts subjects. In the syllabus, the teacher for the three subjects choose the core competency, which is trying, processing, and presenting in the concrete and abstract realm suitable with the viewpoints / theories. These core competencies are divided into basic competence, such as to understand the concepts and procedures of vegetable cultivation in rural and remote areas, and practice the cultivation based on the concepts and procedures in area.

The next step is the description to the goal for each subject that integrated (Natural Science, Mathematics, and Crafts). Examples: the natural science subject goal is to recognize the hierarchy of biological life, explains the observation of cell's role as a structural unit and the smallest life function, and practice the life organizational events of vegetable organs (tomato). At math subject, the goal is to have curiosity, confidence, and interest in mathematics and its usefulness through learning experience to apply integer operations in everyday life, and understand the concepts of addition, subtraction, multiplication, and division of integers by calculating the production cost of tomatoes planting. While the craft goal is to understand the procedure vegetables cultivation, use farm equipment correctly and efficiently, and skillful in maintaining crops are needed in everyday life. Based on these objectives, it can be done in the integration of LIP through the work theme of "tomato vegetable cultivation". The theme formulation can be made more interesting, such as "planting during childhood and harvesting during adult".

After the theme is determined, then continued with learning scenario with contextual approach project based learning [16]. With this approach, it can be prepared the sources, materials and teaching aids, especially the students worksheets. In the planning stage also prepared an assessment tool for learning outcomes. Aspects that are assessed give emphasis on the meaningfulness of learning outcomes that include learning and working activities. Meaningfulness of learning and working activity is measured from a number of indicators, such as the interest of students to subject; joyful learning; students understanding to the subject; student involvement in the learning activities; intensive guidance from teacher; and periodic assessment of teacher. While for the work indicators were measured from work activities; learn by direct practice (experimental and demonstration); the use of many learning sources around school environment, the experiment or demonstration results of the works can be applied in everyday life; and periodic observation to the students' work.

To support the learning process provided books or supporting book by the teachers. Learning sources book is concentrated on the craft subject materials and the presentation emphasizes to development of procedural modeling material that shows the practical steps in practicing the skills. The type and variety of work skill areas were selected based on local potentials that is affordable and around school by giving emphasis on efficiency and significance principles in everyday life.

In learning practice, books is only the initial source to deliver the breadth of learners insight. Furthermore, the main priority is learning directly to object and material. Selection of objects and material sources must involve students and parents/relatives, to support continuity between learning in school activities with independent activities at home. In this curriculum, learning directly (by utilization) is most needed. Learning sources directly taken from the environment around the learners school and home. To add insight and provide innovative learning, the teachers can create and search for new media sources.

Work Theme Integration Model to Bring Together the Learning and Working Needs

According to the teachers assessment, graduate competency standards and the goals of one roof schools can not be equated with other JHS. If it is forced together, then only certain competency standards from national curriculum can be achieved, the rest is not affordable because do not conform with the school conditions. On the contrary, the very necessary competence is the real work ability (work to get work quickly). Kind of the needed real work skills are, among others leads to vocational skills (skills to do particular job) and personal skills (include the motivation to

work at skilled level). This kind of skills called pre-vocational skills according to learners age of JHS (12-15 years).

Process of working skills learning beside in the form of craft, can be done by integrating the work theme on a number of subjects, as exemplified above. Even integrated into all the students activities, both at school and at home. At school, the work theme is integrated in all the core subjects, local content, and extra curricular activities. While activity in the home is integrated in co-curricular activities and independent activities with family. Integration of work activity is illustrated in Figure 1.

Curriculum implementation emphasis on the learning integration with the one work theme from sub-fields of crafts subject for several subjects (3-4 subjects). Each subject is implemented according to their individual schedules, but to the theme is same for all subjects, namely the theme is specified in groups through workshops preparation for LIP arrangement. Craft subject on Fig.1, beside as special subject to train the vocational and personal skills, also as initiator to produce varied themes that can be chosen by all subject teachers. In the craft subject, for example, presented four kinds of skills that became the main work theme, namely craft, processing, engineering, and cultivation. Competence in any kind of work skills drawn from craft subject is aligned with the scientific competence at the core subjects and on local content or self-development activities (extra-curricular, co-curricular, and independent activities) chosen by teacher. Thus, several different subject teachers can choose one or more works theme from crafts subject to be integrated into their learning activities.

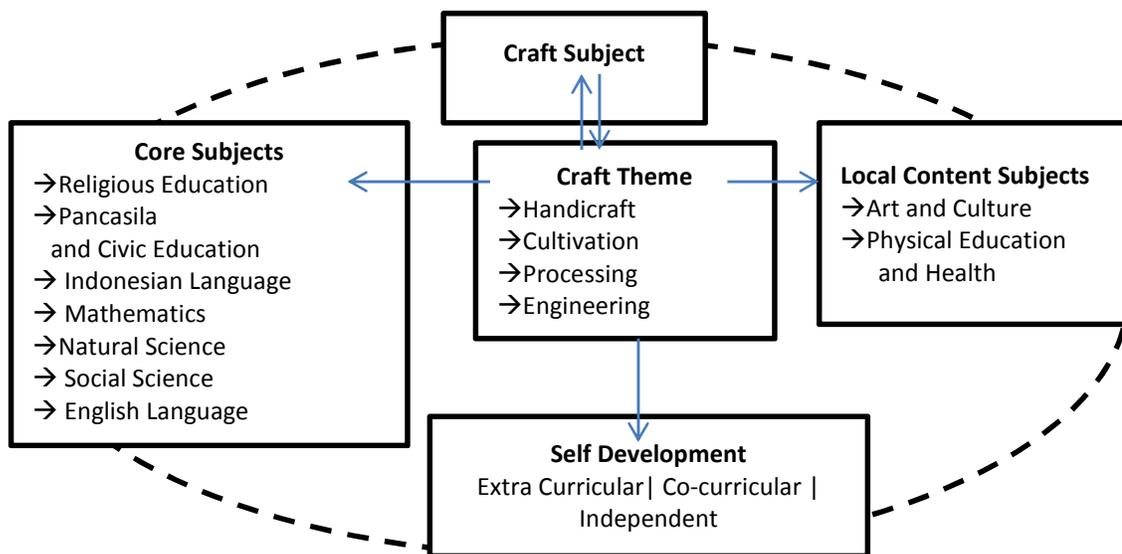


Fig. 1 Work Theme Integration Model in the Learning Activities

Work Theme Integration on Natural Science Subject

Learning implementation is exemplified in the Natural Science subject of seventh grade junior high as follows. Based on natural science subject LIP which have been prepared in group by teachers through workshops, it was specified material "system of life organization". This material is learned during three sessions (3 weeks). The subject matter described through operational material orient to work activities with theme "planting tomato vegetables " at the third meeting. At the initial activities, the teacher opens subject to explain matters that relate to activities that will be carried out in step of core activities. At the core activities are carried out the following actions: (1) the students were divided into small groups; (2) students prepare and practice to grow tomatoes in the garden

courtyard of school with the direction and guidance of teachers in group; and (3) each student has same two types of plants that become her or his responsibilities (one plant in school and the other plants in home). At the second meeting, each student observing the growth of tomato plants which each is recorded on the student activity sheet (SAS). Observations results were discussed among peers in groups and ended with presentation. At the third meeting, learning transfer was done from the learning of tomato planting to other plants species. Note: each learning activity at each end of the session is always followed up by independent action at home with their parents. Learning evaluation is stressed in the learning process by observing the students performance during the activities and portfolios that involve observation by parents at home.

Work Theme Integration on Mathematics Subject

In the Math subject, the work integration done in "the integer". This material is studied in 2 sessions (2 weeks). At core learning, the activity is project-based learning. Core activities include observing, asking, gathering information, and communicating the information. Integers are practiced in the form of calculating the planting vegetables tomatoes cost, maintenance costs, and harvesting cost. In the first activity, direct instructional activities conducted outside the classroom, which is in garden by observing the tomato plant that has been done on the science lesson. With tomato plants visual aid whose elements are polybag media, seeds and compost, the teacher explains the example of planting tomatoes cost count that have been done by students. Followed by cost count by students at their ownplant and recorded on the SAS. The activities ended with the task to make financial statements for planting vegetables cost that have been determined by teacher. Preparing the reports was carried out at home and then be discussed and presented at the second session.

Work Theme Integration on Self-development Activities

Each subject learning (core and local content) is always followed up with activities out of subject hours. This is called self-development activities in the form of extra-curricular, co-curricular, or independent activity at home. Self development activities is selected and undertaken to ensure that the ability of learners gained from learning activities in the subject can be applied in everyday life, which is referred as transfer of learning. By applying the learning outcomes from the core subject and local content to the self-development activities able to improve the learners competence in work and can be an attempt to habituate and form the work ethos in the societal life.

From the example of work theme of tomatoes cultivation as integrated into the science subject above, each student must take responsibility to plant two tomato plants (at school and at home). Planting tomatoes in home was intended as means to integrate the works theme into independent activity. The planting process and tomato plants maintenance in home by students independently always monitored regularly by teachers (eg.on natural science subject) with help from parents with instrument of student worksheets or portfolio. Assessment results from parents are always reported to teacher on a regular basis. Thus, established good cooperation between teachers and parents to educate and train the work skills.

Reflection Results on Work theme Integrated Learning

Reflection activities was undertaken to look at the significance of work theme integrated learning (the tomatoes cultivation) on three subject (Natural Science, Mathematics, and Crafts) are exemplified above. Each end of the subject, students are asked to respond to process and results indicators. The process side that considered is students effort and enthusiasm in solving problems through "project-based learning/work". Through discussion and practice of planting vegetables tomato directly, students are trained to give opinion and/or have different opinions and creative in doing activities. For example in terms of observation; preparing equipment for planting; discuss plants that suit with the needs of community; perform the planting stages (determining the seeds types, land preparation, planting, watering, fertilizing, and so on); and evaluate the planting process.

Results of action research reflection on the three subjects (Natural Science, Mathematics, and Crafts) that integrates the work theme, as exemplified above showed that from eleven indicators measured through three learning cycles that is designed, only two indicators did not increased. The two indicators were that learning by objects direct observation outside classroom does not always easy to make students understand the subject content. Second, not all experimental/practical activities conducted in schools, can be applied in everyday life by the students. As exemplified above that tomatoes vegetables are not always suitable in all students home environment.

Conversely, with increasing response at each stage (cycle 1, 2, and 3) to the given nine indicators indicated that the work theme integrated learning model that combines learning and working need is acceptable and as curriculum of special services education for one roof JHS in rural and remote areas in Indonesia. The effectiveness indicators are indicated by the learning atmosphere that is fun, the use of many learning sources outside the classroom but not give burden to students, every experimental practice can be used to study some topics in some subjects, attract students interest to always follow the entire learning process, teachers are required to always delivers group and individual guidance and observe the students' work regularly and continuously.

CONCLUSION

One roof JHS has specificity that needs attention. Two prominent characteristics to note are located in remote rural areas, making it difficult to reach by development, and the graduates do not continue their education to higher level because of the parents economy is very low.

The curriculum that needed by one roof JHS students was learning experience to achieve graduation standards as basic education level, and work experience that emphasizes skills in preparation for work. The curriculum is called "Jalakar" (integration of learning and working). The basic framework of "Jalakar" curriculum based on the philosophical, theoretical, juridical, and socio-geographic foundations. Learning and working experience is provided through the core subjects, local content, and self-development which emphasizes the skills aspects through work theme. The graduate standard competency is emphasized at the skills acquisition, in addition to the attitude and knowledge. Overview of the learning process provides ample space for innovation, creativity, and ability by considering the limitations of school environment.

The curriculum structure is formulated through subject arrangement, learning load and learning content. The composition of subject consists of eleven subjects that are grouped into three sections, namely core, local content, and self-development. Learning load is calculated in session hours on average 36 hours of lesson per week, plus a self-development activities in the form of extra-curricular, co-curricular and independent activities. Learning load consists of integrated concepts from various disciplines suitable with subject given in the form of workbased themes learning.

Learning activities are always supported by the syllabus, LIP and learning sources. Syllabus and LIP prepared by teachers in groups through a series of workshops to choose themes that contains learning and working experience in each subject (one theme for several subjects). Work theme inspiratory is taken from craft subject with four subfields of choice, namely handicraft, processing, cultivation, and engineering. Learning sources given emphasis to use direct sources (by utilization) were taken from potential around the school and home. Books are given as supporting sources and prepared by teachers to highlight procedural order to support and facilitate the working practice activities.

Learning model is illustrated as a cycle that reflects the work them integration into several subject matters from several core subjects, local content and self-development activities. The work theme is selected that shows the process sequence to produce a productive work that has meaning suitable with the daily life background of the students in rural and remote areas.

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