

THE EFFECT OF UNDERSTANDING OF 2013 CURRICULUM IMPLEMENTATION ON THE MOTIVATION AND PERFORMANCE OF SD TEACHERS IN CONTEXTUAL LEARNING IN TEMANGGUNG DISTRICT

Evi Kurniawati¹, Suhartono²

^{1,2} Universitas Terbuka (Indonesia)

kurniawatievi93@gmail.com, hart@ecampus.ut.ac.id

ABSTRACT

Elementary and secondary level education units have implemented a new curriculum to replace the 2006 KTSP Curriculum, becoming the 2013 Curriculum. So with this curriculum change, researchers are trying to research whether understanding the 2013 curriculum affects teacher motivation and performance.

Considering the Covid-19 that has hit the world, including Indonesia, this has led to new rules, namely the implementation of physical distancing so that the spread of the Covid- 19 virus can be minimized, so that research during this pandemic is carried out by practicing physical distancing which then becomes the basis for conducting research using technology, one of which is the other is by using the google form as a questionnaire distribution and data collection. The data were collected from September to November 2020. The sample consisted of 62 respondents in answering the questionnaire from the variable understanding of the 2013 curriculum implementation, the variable motivation and the variable teacher performance. Dissemination and data collection of questionnaire results using the google form and SPSS-26 assistance for statistical tests and used to answer the formulated hypothesis, namely the influence of understanding the implementation of the 2013 curriculum on the motivation and performance of elementary school teachers in contextual learning. The results showed that: 1) there is a positive and significant effect of the 2013 curriculum understanding variable on motivation by 2,99%, 2) there is a positive and significant effect of the 2013 curriculum understanding variable on teacher performance by 6,56%, 3) there is a positive and significant effect simultaneously at 9,5%. The conclusion is that understanding the implementation of the 2013 curriculum has a positive and significant on the motivation and performance of elementary school teachers in contextual learning during the covid-19 pandemic.

Keywords: *2013 Curriculum Implementation Understanding, motivation, teacher performance and contextual learning*

1. PRELIMINARY

Motivation starts from the basic word "motive" which means energy, which is able to move and be able to master the personal will to initiate and carry out the arrangement of activities in a behavior. Besides that it can be interpreted as a driving force, motivation also has a meaning, namely a collection of efforts in the process of providing a certain condition.

Teachers need a motivation as a stimulus when doing tasks, in order to obtain learning objectives. Motivation functions as a motivator and stimulant for teachers when carrying out their duties as educators, so the teacher tries to carry out his duties to the maximum and always rebuilds his performance.

The 2013 curriculum or listed in SISDIKNAS puts more emphasis on thinking competencies that focus on skills, knowledge, and attitudes. Based on this, it can be seen about the motivation of each teacher in the implementation process of the 2013 curriculum.

Teacher performance is an obligation in the process of improving the quality of learning services which includes the implementation of the curriculum for all components of the subject. One of the parameters that is considered to be able to improve the performance of elementary school teachers is the level of understanding of the curriculum used.

Contextual learning prioritizes the involvement of a student in finding the material. It can be defined as a learning process, which is linked to direct experience. In the contextual learning process, students are expected to be able to find and find subject matter independently.

Students with a high level of learning activity in seeking and finding out for themselves about a material can later have extensive knowledge. This is because they have studied science as a whole which has a relationship between a science and other sciences. The knowledge gained is not only in the form of memorization, but knowledge that is learned and believed by students themselves. With an understanding of the implementation of the 2013 curriculum, the process of inculcating the concept of knowledge is easier to do, because the concept of the 2013 curriculum is thematically based with character deepening.

One of the sub-districts in Temanggung Regency that has successfully started the implementation of the 2013 Curriculum at the elementary school stage is Temanggung District. There is a division of elementary schools in Temanggung District, namely 7 clusters which are divided into 8 to 10 elementary schools. Each cluster in a dabin consists of 5 to 6 elementary schools, which have one primary school as the core primary school. Then, elementary schools that are not included as core elementary schools are called impacted primary schools. Management Unit from the Temanggung District Education Office, indicated that elementary schools are plotting or pilot schools that are expected to be able to implement the 2013 Curriculum. In Temanggung District, there are 20 elementary schools that have been designated as core primary schools. Therefore, it can be said that there are 20 elementary schools as pilot schools that use the 2013 Curriculum.

The implementation process of the 2013 Curriculum is carried out in the 2016/2017 school year. The application was carried out in pioneering elementary schools in Temanggung District, only in grades and 4. This is due to the need for a lot of preparation in the implementation of the 2013

Curriculum. Starting from the students, teachers, learning media, and textbooks that still do not meet the requirements. Based on observations made in the teaching and learning process of public elementary schools in Temanggung District that have implemented the 2013 Curriculum, the majority of elementary school teachers in Temanggung encounter many obstacles in the process of understanding the 2013 Curriculum. If the teacher has not been able to understand how the process of implementing the 2013 Curriculum, there will be a lack of clarity in the learning process that is applied. Obstacles in understanding the theory and practice of implementing the 2013 Curriculum occur due to too fast changes in a curriculum and the necessity for a particular school to implement it. In fact, there has not been a thorough socialization process for teachers. This causes difficulties experienced by teachers to adapt to existing changes. In addition, the abilities of teachers at the Temanggung District Elementary School are very varied. This happens because the age and educational background of each teacher is different.

Older teachers have a passion for learning that tends to be lower in the process of understanding the 2013 Curriculum compared to teachers with younger ages. In the effort to understand the 2013 Curriculum, a difficulty occurred, namely the teacher did not get explanations, materials, time, knowledge, and examples. In order to become a professional teacher, teachers are required to master personality, pedagogic, professional, and social competencies. In addition, the limitations of infrastructure in elementary schools in Temanggung District cause the teacher's ability to be less than optimal in understanding the 2013 Curriculum.

Based on the background of the problem described above, the following problems are formulated:

- a. Is there an influence on understanding the implementation of the 2013 curriculum on the motivation of elementary school teachers in contextual learning in the Temanggung district?
- b. Is there an effect of understanding the implementation of the 2013 curriculum on the performance of elementary school teachers in contextual learning in the Temanggung district? How big is the influence of understanding the implementation of the 2013 curriculum on the motivation of elementary school teachers in contextual learning in Temanggung District?
- c. How big is the influence of understanding the implementation of the 2013 curriculum on the performance of elementary school teachers in contextual learning in Temanggung District?

With reference to the problem, the research objectives are:

- a. To describe whether there is an effect of understanding the implementation of the 2013 curriculum on the motivation of elementary school teachers in contextual learning in Temanggung District.
- b. To describe whether there is an effect of understanding the implementation of the 2013 curriculum on the performance of elementary school teachers in contextual learning in Temanggung District.
- c. To analyze how much influence understanding the implementation of curriculum 2103 has on the motivation of elementary school teachers in contextual learning in Temanggung District.
- d. To analyze how much influence understanding the implementation of curriculum 2103 has on the performance of elementary school teachers in contextual learning in Temanggung District.

2. LITERATURE REVIEW AND THEORY

Based on its understanding, the curriculum is a determining place of an education. The success of education itself depends on the curriculum applied. The curriculum is an important factor in the implementation of an applicable educational activity. If there is no curriculum, learning activities cannot be carried out properly. Therefore, each educational unit must pay attention to the applicable curriculum.

Based on Law No. 20 of 2003 concerning the national education system, the definition of curriculum is a collection of arrangements and plans regarding the material, objectives, and content of lessons, as well as the methods used as a basis in organizing learning activities to achieve an educational goal. After studying the curriculum based on Law Number 20 of 2003, it can be seen that there are two types of curriculum dimensions. The first type of curriculum dimension is plan and arrangement. This curriculum dimension contains objectives, lesson materials, and content. The second type of curriculum dimension is the method or stages. In this type of dimension, the method or stage in question is a way of organizing learning activities.

Based on its understanding, the 2013 curriculum is a curriculum based on character and competence systematically, which is the result of improvements from the Education Unit Curriculum (KTSP).

The 2013 curriculum has several differences with the previously implemented curriculum. In the 2013 curriculum, there is an aspect that did not exist in the previous curriculum, namely a scientific approach and authentic assessment in learning activities. After successfully passing the curriculum testing process at several selected schools, the 2013 curriculum was then simultaneously used in all schools in the 2014/2015 academic year. In the process of implementing the curriculum, there are three main programs, namely development, implementation, and evaluation. In the 2013 curriculum, there are several changes to the four main elements of the curriculum, namely process standards, graduate competencies, research, and content. Hidayat (2013) explains that the direction of implementing the 2013 Curriculum is an increase and a balance between knowledge, attitude, and skills.

The educational method used in the 2013 curriculum is no longer in the form of a teaching system aimed at passing the exam (teaching to the test). In the 2013 curriculum, the teaching system used pays more attention to aspects of character abilities, love of national culture, character, and social values.

By implementing the 2013 curriculum, it is hoped that it will produce young people who are creative, productive, and innovative, so that they can survive in international competition. This may happen because the 2013 curriculum based on competence and character has several advantages conceptually. According to Mulyasa (2013), the 2013 curriculum has the advantage of using a scientific approach based on character and using a competency approach that focuses on a field. According to Kurniasih and Sani (2013), in improving the 2013 curriculum, there are several important aspects, including a good evaluation system, student activity, holistic assessment, character education, and competencies as needed.

The teacher is one of the important aspects in the process of implementing the 2013 curriculum (Rohman, 2012). In the process of changing the curriculum, not all teachers are able to master the objectives, purposes, and steps for implementing the 2013 curriculum. Therefore, the development of lesson plans, implementation, and evaluation cannot be carried out optimally which has an impact on the non- fulfillment of objectives.

According to Hasibuan, motivation has the meaning of a psychological process that arises from within a person and is influenced by various factors. There are two types of factors that influence motivation, namely internal factors (intrinsic) and external factors (extrinsic).

According to Rusman (2008: 581), teacher performance is a form of behavior from duru activities in the process of learning activities, which is related to the method used by teachers in planning and implementing learning activities and evaluating the results of learning activities. Meanwhile, performance also means an activity that is carried out and completes a responsibility based on predetermined goals.

Nanik (2010: 72) explains that the concept of learning can support teachers in connecting the material with situations in the real world. In addition, the concept of learning can direct students in connecting the knowledge gained with the application of that knowledge in everyday life. According to Johnson (2008), the contextual learning method is education which has the aim of helping students understand the meaning of the academic material obtained and how to relate it to the application in the real world. Based on this explanation, it can be seen that the contextual learning method is a learning concept. The learning concept in question is a concept where the teacher is able to direct students in connecting the material with its implementation.

3. METHOD

This type of research is research in the form of correlational research. In this study, the population in question is all public elementary school teachers in Temanggung District, totaling 73 people from 7 schools located in Temanggung District, then taken randomly.

The independent variable in this study is motivation (Y1) and the implementation of the 2013 curriculum (Y2) and the dependent variable in this study is the increase in teacher performance, namely variable (X). In this study, the teacher's motivation and performance questionnaire were used as primary data. In the research conducted, the data collection process was carried out by distributing questionnaires to the sample. In the distributed questionnaires, the statements listed are well made, so that they have clear objectivity and objectives for the respondents.

To analyze the data in this study used descriptive analysis and statistical analysis using SPSS V26. Before processing the data with SPSS, it was first tested for normality, linearity, hypothesis testing and partial t-test. This model is used to determine the effect of independent variable to the dependent variable.

Results

1. Simple Regression Test Results Curriculum Understanding with Work Motivation

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>1</i>	<i>(Constant)</i>	92.434	11.519		8.025	0.000
	<i>P Kurikulum</i>	-0.157	0.136	-0.147	-1.151	0.254

a. Dependent Variable: Motivasi

From the results of the simple regression test above, $t_{count} = 8.025$ Sig is 0.000. This means that t_{count} t_{table} is 8.025 1.999, then the hypothesis test is H_0 is rejected and H_a is accepted. This means that understanding the curriculum has a significant influence on work motivation.

2. Simple Regression Test Results Curriculum Understanding with Performance

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>1</i>	<i>(Constant)</i>	99.728	12.482		7.989	0.000
	<i>P Kurikulum</i>	-0.223	0.148	-0.192	-1.513	0.136

. Dependent Variable: Kinerja Guru

From the results of the simple regression test above, $t_{count} = 7,989$ Sig is 0.000. This means that t_{count} table is 7.989 1.999. So the hypothesis test is H_0 is rejected and H_a is accepted. Where it means that understanding the curriculum has a significant influence on teacher performance.

3. Simple Regression Test Results Curriculum Understanding with Motivation and Performance

Multiple Regression Results X, Y1, Y2

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	103.554	11.481		9.019	0.000
	Motivasi	-0.097	0.124	-0.103	-0.781	0.438
	Kinerja	-0.141	0.113	-0.164	-1.244	0.219

a. Dependent Variable: P Kurikulum

Based on the data listed in table 4.16, it is obtained that $t_{count} = 9.019$ and the value of Sig is

0.000. This means that t_{count} table is 9.019 1.999, then the hypothesis test is H_0 is rejected and H_a is accepted. This means that there is a simultaneous significant influence on curriculum understanding on teacher motivation and performance.

Multiple Regression Results X, Y1, Y2

Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	103.554	11.481		9.019	0.000
	Motivasi	-0.097	0.124	-0.103	-0.781	0.438
	Kinerja	-0.141	0.113	-0.164	-1.244	0.219

Dependent Variable: P Kurikulum

Based on the data listed in table 4.16, it is obtained that $t_{count} = 9.019$ and the value of Sig is 0.000. This means that $t_{count} > t_{table} = 9.019 > 1.999$, then the hypothesis test is H_0 is rejected

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	75.008	17.564		4.271	.000			
	Y1	-.181	.146	-.156	-1.244	.219	-.192	-.160	-.154
	Y2	.267	.137	.245	1.956	.055	.268	.247	.242

a. Independent Variable: X

Variable X to Y1 = $-0.156 \times -0.192 = 0.0299 = 2.99\%$

Variable X to Y2 = $0.245 \times 0.268 = 0.0656 = 6.56\%$

Based on the results of the partial percentage calculation above, it can be seen that understanding the implementation of the 2013 curriculum has a positive effect on motivation of 0.0299 or 2.99%, for understanding the implementation of the 2013 curriculum has a positive effect on teacher performance of 0.0656 or 6, 56%.

5. Partial Determination Test R Square

Predictors: (Constant), Y1, Y2

Thus, the value of the coefficient of determination is 0.095 or 9.5% which shows the meaning that understanding the implementation of the 2013 curriculum has a simultaneous (together) effect of 9.5% on teacher motivation and performance. While the remaining 90.5% is influenced by other factors not observed in this study.

3. CONCLUSION

The results of the study indicate that the understanding of the 2013 Curriculum that has been implemented in Temanggung District has a positive influence on teacher motivation and performance in contextual learning, while the major effects are as follows:

- a. Hypothesis testing, using a simple regression test X against Y1 obtained $t_{count} = 8.025$ Sig of 0.000. This means that t_{count} t_{table} is 8.025 1.999, then the hypothesis test is H_0 is rejected and H_a is accepted, meaning that there is a significant influence on understanding the 2013 curriculum on work motivation, the magnitude of the effect is 2.99%, so the first hypothesis which states "Understanding the implementation of the 2013 curriculum (X) has a significant and positive influence on teacher motivation in contextual learning (Y1) at SD Negeri Temanggung District" has been proven and declared accepted.
- b. Hypothesis testing, using a simple regression test X against Y2 obtained $t_{count} = 7,989$ Sig of 0.000. This means that t_{count} t_{table} is 7.989 1.999, then the hypothesis test is H_0 is rejected and H_a is accepted, meaning that there is a significant effect of understanding the 2013 curriculum on teacher performance by 6.56% so that the second hypothesis states "Understanding the 2013 Curriculum Implementation (X) have a significant and positive influence on teacher performance in contextual learning (Y2) at SD Negeri Temanggung District" has been proven and declared accepted.
- c. Meanwhile, the results of the multiple regression test of X against Y1 and Y2 obtained $t_{count} = 9.019$ and the Sig value of 0.000. This means that t_{count} t_{table} is 9.019 1.999, then the hypothesis test is H_0 is rejected and H_a is accepted, that is, there is a significant effect simultaneously on understanding the 2013 curriculum on teacher motivation and performance by 9.5% so that the third hypothesis states "Understanding Curriculum Implementation 2013 (X) has a significant and positive effect on motivation (Y1) and teacher performance (Y2) in contextual learning at SD Negeri Temanggung District" has been proven and declared accepted.

4. SUGGESTION

Based on the conclusions of the study as described above, several suggestions are proposed as follows:

- a. Advice for Teachers
To teachers in order to increase high teaching motivation and create a good work environment as well. Understanding fosters teaching motivation is not only influenced by external factors, the most important is the factor from oneself (intrinsic motivation), namely efforts to improve performance and profession.
- b. Advice for Principals
The principal should pay more attention to and motivate school members in creating a supportive work environment as well as preparing facilities and infrastructure in schools.

The principal pays attention to efforts to develop a good work environment, thereby influencing the performance of teachers in carrying out their responsibilities and duties as educators.

c. Suggestions for the Temanggung District Education Office

The Education Office of Temanggung Regency should facilitate various educational and training activities, workshops, and seminars on a regular and continuous basis in order to increase motivation and teacher performance by facilitating the provision of facilities and infrastructure in order to create a conducive work environment.

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