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## IMPLEMENTATION OF COMPETENCY-BASED CURRICULUM IN BANDUNG NATURAL SCHOOL

**ABSTRACT:** *Competency-Based Curriculum is a new curriculum in Indonesia; it is as perfecting of curriculum before. The KBK (Kurikulum Berbasis Kompetensi or Competency-Based Curriculum) mission is unifying curriculum that can touch whole aspects of children needed, one to each other is related; it is not separation but it can also reflect to skill dimension with interested theme. Meanwhile, at this time, the development of children creativity is determined by the closeness of teachers, one is determined by the applicable curriculum. In the field, the problems have also been faced by both principals or managers and teachers or educators regarding KBK socialization issues. This research tries to answer about how the implementasion of competency-based curriculum in Bandung Natural School generally as well as specifically? The research uses qualitative method through descriptive approach, observation, deep interview, and library study. The outcome of this research shows that set up of communication in KBK application at Bandung Natural School is more based on autonomy in written form and non-written; the process of communication in KBK application at Bandung Natural School is the best collaboration between theory of learning in the class with adventure and exploration on the nature; media of communication that is used on Bandung Natural School is hand-phone, e-mail, letter, michrophone, publishing, and connecting book; and the supporting factor is the qualities of teacher, while the inhibiting factor is being act of challenging as taking care of children problem.*

**KEY WORDS:** *Competency-based curriculum, media, teacher and student, professional skill, and Bandung Natural School.*

### INTRODUCTION

The school can show point to a garden where plants grow freely. The educational objectives, according Froebel, is the development capacities naturally of a child and the forces associated with nature, and it is re-appointment the natural impulses. Froebel, then, divided education in several steps, they was namely children, adolescents, and youth. Froebel argued that schools should provide children the natural environment and healthy; so, it can invite interest and attention of children (cited by Hamalik, 2003).

Even since childhood, politeness seeds had grown since baby living from parent examples. The way of children learning is in the absorption of information through the senses. Childhood ended when the child has been able to express themselves through the words, singing, body movements, and the

pictures. Although there are various ways to self-expression, but the highest is the game.

Childhood is a training period to improve skills in various games. At this time, the child wants to know the outcome of the game, they also want to know how things happened, like singing, listen the stories, and the movement activities. Children can not stay silent. Here, the role of teacher is to facilitate the child through the game, so that he/she can achieve some social and moral values of society.

The 4 to 6 years old is a sensitive period for children. Children began to be sensitive to receive the full potential development efforts. Sensitive period is the maturation period of physical functions and psychological. This period is the time to lay the first foundation in developing the physical abilities, cognitive, social emotional, self-concept, discipline, independence, artistic, moral, and religious

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values. The development efforts must be done through playing by learning or while learning by playing. The development process is possible at the age 6 to 12 years old which are said the schooling period. At this time, the development of children creativity is determined by the closeness of teachers, one is determined by the applicable curriculum.

### **ABOUT THE COMPETENCY-BASED CURRICULUM**

KBK (*Kurikulum Berbasis Kompetensi* or Competency-Based Curriculum) is a new curriculum and it is the perfecting result of improvements to the previous curriculum. Basically, the KBK mission is a full curriculum that can “touch” every child needs aspect, interrelated, not compartmentalized; it can also reflect the skills dimensions by presenting the interesting themes. KBK was established by the Department of National Education in July 2004.

In the field, the problems have also been faced by both principals or managers and teachers or educators regarding KBK socialization issues. The concept of competency-based curriculum was based on the Decree No.232/U/2000 Minister of National Education. The contents of the decree states that education system should be changed more curriculum-based competencies. In Decision of Minister No.045/U/2002 reiterated that competence is a set of smart action, full of responsibility that has a person as a condition to be capable by the society in carrying out tasks. In other words, competence is the fundamental advantage of an individual that reflects his attitude.

Basically, the curriculum is only seen as a basic reference that must be further translated by the teacher to see the potential of each child. Teachers act as facilitators and the students are as subjects. Students must be actively present their ideas, find solutions to problems encountered, and determine what steps to take. Be aware that KBK demands a paradigm shift from the teacher. Teachers do not longer rely on old paradigms which it is as link of activity and purpose of change. No more events of “chalk and talk” and students only sit, listen, and quote. There is a

fundamental change in concepts, methods, and strategies in teaching, including assesment.

KBK requires teachers to become familiar with information technology, internet access; familiar with science and technology and art; and understanding the relationship between field of study with the other field of study, especially it can be application to real life. The evidence suggests that the quality of teachers in Indonesia are still far from sufficient to make a fundamental change in the nature of this competency-based curriculum. The quality of human resources is the order 109 of 179 countries by Human Development Index.

Based on observation, understanding to application of KBK still far from expectations. Even nationally are not available tutors who really understand the principles and application of this KBK completely. The teachers do not even know yet the teaching with the use projects that combine several subjects at once. Thematic teaching is unfamiliar heard by the teacher. This curriculum is only partially understood well, so it is partially implemented.

Inability to understand the underlying approach of this curriculum makes the teachers does not try to change their old teaching patterns fundamentally. They have not been able to implement the KBM in a joint project with teachers from other subject areas. Teachers do not understand the subject's constellation who taught in the relationship and connection with other subjects and they still see the various fields of study and its own separately without any relationship with other subjects. Teachers still see the study field from “text”, not “context”, for the CTL (Contextual Teaching-Learning) method is still a discourse and not to be knowledge yet, just skills for teachers (Suderadjat, 2002; and Ahmadi & Prasetya, 2005).

The macro caused the national or local teachers who are not placed as strategic human resources to make a change (compared with neighboring countries). Besides the teacher's quality is still low, they are still underpaid. It is contrast in Japan, although not a profession with the highest incomes, the teacher is a citizen of honor in which is all other professional respect for him.

Preparation to change the KBK is too

hasty; it means that teachers and schools are not substantially involved in the design of KBK. Teachers and schools in implementation are not prepared to be the bearer of change. In addition, they have limited ability to socialize the KBK in seminars and trainings. Teachers rarely receive training from both the government and foundations where they work.

The fundamental problem is also seen to the competencies that are still seen as narrowly as an attempt to provide vocational skills to enable students to be involved directly in life middle. KBK aligned with life skills program that happened to be launched almost simultaneously with this KBK.

## METHOD

The study was conducted at Bandung Natural School, because Bandung Natural School had previously implemented competency-based curriculum. This can be seen clearly from the methodology of education is done quality of teachers, the intensity of the meeting, facilities, and restrictions on the number of students in one class. So, the achievement of targets to be achieved in accordance with the approach KBK implementation faster (Destiwati, 2010).

This study will use a qualitative approach. Reasons for using this method are to be able to describe the properties of individuals and groups in Bandung Natural School. This research is a case study. According to Deddy Mulyana (2000:201), case study is a comprehensive description and explanation of the various aspects on an individual, group, and society. In studying the maximum extent possible on an individual, a group, or an event, the researcher aims to provide a complete view and depth a subject under study. The nature of the data from case studies is able to maintain the integrity of the object, meaning the data collected in order to learn the case study as an integrated unit.

The purpose of case study, according to Robert K. Yin (1995), is to provide detailed description of the background, characteristics, and distinctive characters of the case. While the qualitative approach is useful to describe a reality in the society (Bugir, 2004), with the stated purpose of qualitative research is to

attempt to understand phenomena in such a way and does not require quantitative, or because the symptoms are not possible to measure accurately.

To understand these phenomena, it is necessary to learn according to socio-cultural context. This is because, firstly, approach which will be examined relating to the understanding of social phenomena in the public culture. Secondly, this research seeks to understand the social context in the community. According to Jurgen Habermas (1993) and Uchyana Onong Effendy (2000), qualitative methods more freely to find unique-uniqueness, because they put the object as creative and dynamic players.

This research problem is a process; therefore, the things that need to be studied are real. Data on these processes is obtained through careful observation and specific. In order to test, the observations necessary to have replicated more specific observations for the second and the results compared. Comparison between single event and other events made case that then need to be deepened through the interview method.

Researchers put into the group. It is expected that researchers are able to better understand what is perceived by the group and to be observed more in the behavior developed by the group. In addition, through a direct jump to join the group studied, researchers hope to be able to understand the culture.

Interviews were conducted to obtain information about the things needed from informants by talking face to face with the person. In-depth interviews and open use of questions based on the guidelines containing grains or main idea of the outline of the questions that will be presented (Fisher, 1978).

## RESULTS AND DISCUSSION

### *About the Communication Pattern.*

Communication patterns that occur at Bandung Natural School are the communication pattern of competency-based approach that is always inherent in all activities of the students and teachers at Bandung Natural School. Competency-Based Education at Bandung Natural School is education that not only emphasizes the students to learn facts,

concepts, or principles, but they also must be skilled to be able to apply knowledge in dealing with life and technology.

Patterns of communication in the implementation of Competency-Based Curriculum, which applies at Bandung Natural School, can be described that the principles of the KBK (*Kurikulum Berbasis Kompetensi* or Competency-Based Curriculum) in Bandung Natural School are: (1) Focusing on students, i.e. the orientation focused on student learning, students as subjects of learning, and differences and speed in learning of student's attention; (2) Integrated learning, i.e. integrated management learning done and learning comes down to one goal to reach the standard capabilities of graduates; (3) Individual learning, i.e. opportunities for individual in learning process; (4) Complete learning, i.e. refers to the exhaustiveness learning and renovation of the basic skills to the next basic skills; (5) Troubleshooting, i.e. referring to the problem solving activity that happens in society and contextual learning approach; (6) Experience-based learning, i.e. learning is carried out through certain experiences to achieve certain basic skills; (7) Teacher role, i.e. the teacher's role is not only as instructors but also as a facilitator; and (8) Others according to the demands of development (Devito, 1977; Yusuf, 1989; Liliweri, 1994; Ekomadyo, 2005; and Goldberg & Larson, 2006).

***About the Communication Rule.***

Competency-based education emphasizes the ability of rules that must be possessed by graduates of an education. Competence, often called the standard of competence, is a general ability that graduates must master. Competence, according to Hall and Jones, is a statement which describes the appearance of certain ability unanimously that represents a blend of knowledge and skills that can be observed and measured (cited in Yamin, 2005). Competencies and skills are graduates of primary capital to compete at the global level, because the competition is happening the human resource capacity. Therefore, the application of competency-based education is expected to produce graduates who can compete at the global level. The implications of competency-based education are the

development of syllabus and competency-based assessment system.

Competency-based education paradigm, that includes curriculum, learning, and assessment, is emphasizing the achievement of learning outcomes in accordance with the standards of competence. The curriculum includes teaching materials given to students through the learning process. Learning process carried out by using the principles of learning that includes development of material selection, strategy, media, assessment, and resources or learning materials.

The level of success achieved by students learning can be seen in the ability of students in completing the tasks that must be controlled in accordance with certain procedures standards. "*The key point is independence, so they later can face the future. From there, we build Bandung Natural School. Morality, leadership, and mastery of science can face the future*" (interview with Principal of Bandung Natural School, 25/7/2012).

***About the Use Words and Instruction.*** Before we go into the problem above, it is necessary to understand Taba, in his book *Curriculum Development: Theory and Practice* in 1962, whose defines the curriculum as a plan for learning something that is planned to be studied by students (cited in Zais, 1976; and Mulyasa, 2005). Meanwhile, another view saying that the curriculum as a written document containing a plan for students during learning at the school (Beauchamp, 1975).

Provides limitations on the curriculum as a set of plans and arrangements concerning the content and teaching materials and methods used to guide teaching and learning activities. This formulation of the curriculum implies that the curriculum includes plans, content and teaching materials, and ways of teaching-learning activities.

Based on the above understanding of the curriculum is not only a document that contains an outline of goals and teaching programs. However, the meaning of the curriculum will mean that after the relevant translated in the form of teaching and learning process as a form of curriculum system operational.

J.P. Miller and W. Sellar (1985) suggested



that a curriculum is the flexibility contains two positions. In the first position associated with flexibility as an educational idea for the training. Thus, the theoretical position that must be developed in the curriculum is as a plan. The second notion is a rule of curriculum developers. Presence of this developer position is very critical matter because of changes in educational or training ideas.

In terms of curriculum developers, the flexibility rule is defined as a trait or characteristic of the curriculum should provide opportunities to accommodate any new ideas or improvements on existing ideas before. In the sense of a curriculum document should have the qualities of adaptability in the event of a change to an idea of the changes to the document in line with the magnitude of change that idea. This is required because the community continues to grow and demands on what they want from education flourished. The curriculum should be able to change in accordance with the demands of technological progress for society and the nation does not become obsolete.

Thus, the curriculum should be able to explain: (1) what should be taught; (2) why are taught; (3) how to teach it; and (4) how do we know if someone has studied it? These four basic questions need to be understood by teachers as curriculum developers in the classroom (Drost, 2005).

The curriculum is defined as the reference standard set forth in the form of a written document that includes: objectives, materials, organize learning experiences, and evaluation. The implications of this understanding requires the ability of teachers to translate the curriculum into teaching and learning activities, and the ability to develop evaluations of teachers for student learning outcomes studies.

Understanding the diversity of curriculum implementation is given by the experts showed great interest to the real nature of the curriculum. The success of implementation is described as a process of mutual adaptation between the user and institutional conditions. Implementation of the curriculum is a dynamic process involving the role of citizen learning and teaching staff in time and space.

R.S. Zais (1976:18) defines the application or implementation as “*putting into effect the curriculum that was produced by the construction and development process*”. Implementation is intended as an activity based on the curriculum to match with the expected plan.

Fullan, as cited in J.P. Miller and W. Seller (1985:246), defines implementation as a process to implement ideas, programs, or a set of new activities in the hope that others can accept and make changes. J.P. Miller and W. Seller (1985), then, suggest the implementation of the curriculum absorbed materials and new beliefs that exist in the curriculum that integrates the activities of teaching staff. This conception reflects that teachers occupy key positions in the curriculum implementation activities. Conception of implementation adopted in this study is the implementation of the curriculum in the classroom learning activities. Activities in the classroom are the main target of a curriculum. The position of teachers, as curriculum developers in the classroom, is very important and strategic in the effort to implement training curriculum.

On the other hand, the curriculum is a very important part to be known by teachers in efforts to achieve the learning objectives for learning citizens. This condition is emphasized by George A. Beauchamp (1975:164) that the main task in curriculum implementation is to arrange the school environment in such a way that the curriculum is used by teachers as a point of departure for their teaching. The curriculum becomes a working tool for teachers as they develop their instructional strategies. This is the point where the message of the curriculum planner is communicated to and interpreted by the teacher for a specific group, or for group of pupil.

In the learning process occurs curriculum implementation process. J.P. Miller and W. Seller (1985:13) said that in some cases, implementation has been identified with instruction. Based on this view, the curriculum in the dimensions of this activity is intended to promote and realize the nature of the curriculum ideas written into the actual potential by conducting a series of activities in the form of learning.

Implementation of learning at *Sekolah Alam*

*Bandung* (Bandung Natural School), there are in the forms of communication below:

Communication is the communication, we do is mutual understanding. Human communication is usually expressed. We do with non-verbal language. Evaluation of what we do with the hide-and-sound, we are calm. With non-verbal, if we are fussy they seemed depressed (interview with Principal of Bandung Natural School, 25/7/2012).

***About the Communication Process.*** The process of communication that occurred in Bandung Natural School is good partner collaboration between theoretical classroom learning with adventure and exploration in the wild. Bandung Natural School has a natural school environment in the North of Bandung, a scenic expanse of paddy fields and hills, and adjacent to the forest and river Curug Dago Cikapundung.

Visits in a show class kindergarten were watching the growth of bean and saw the bee's body shape by using a magnifying glass. While in other classes, elementary school children were playing designing ship-callused. In another corner of the classroom, they will be, some children were having a discussion about how to love animals. Also seen in the field of children who have completed all the subjects, were playing ball, fishing in the pond, or cool to read books in the library.

Communication is communication done a lot of direction. So, our communication styles, teachers are not the only source of learning. They could be more intelligent than their teachers. We provide closeness with them, and the distance is very close (interview with Teacher of Bandung Natural School, 18/7/2012).

Conditions studied in Bandung Natural School reflect the unique learning styles and different from the school in general. School educators at the Bandung Natural School have a unique perspective on Bandung Natural School students, that every child is unique. Every child has unique properties that cannot be equated to one child with other children (interview with Teacher of Bandung Natural School, 18/7/2012; and with Principal of Bandung Natural School, 25/7/2012).

***About the Media Communications.*** Media in communication is used at Bandung Natural School is nature itself. Such as mutual assistance in activities to clean trash from Dago Pojok to Bandung Natural School students and teachers. Mutual cooperation was held goal to train children to care for the environment, care about the environment now becomes our problem, because it starts with the human habit of littering simple so that children are invited to take the child care on that.

The second for the special classes' implementation of this activity has specific targets is to identify organic garbage and trash and how to overcome unorganic. Just some time ago not only know the type of garbage, but to the combustion process. To this day, the child is only invited to take the trash and put in garbage cans and there are also additional charges of scouting charge, charges for specific codes, and code breaking found the meaning, who managed the teacher giving rewards to students who had solved the meaning of a particular password.

Every time held events like this, have certain themes, themes for solving current problems; and some time ago a theme familiar with organic waste, burning, and the classes tailored to the particular theme and class themes with curriculum tailored to be achieved. As its name implies, it is used as a medium of nature and the media of this nature be the object of education in our sense of exploration in the educational process and as a testing tool, as a substitute as a laboratory (interview with Principal of Bandung Natural School, 25/7/2012).

Because nature is provided as the greatest laboratory, so that we can explore that world through the media first, which we use nature as a medium for learning and exploring nature as much as possible based on the subjects you want to achieve. For example math, counting the number we use natural media and instead use the alternative that we buy like a class that calculates the purchased equipment but can use the stones here are comparable and widely known, traveling and so we use the class rooms of the pond, rice fields. Nature is used as an evaluation, including art and science of all kinds (interview with Teacher of Bandung Natural School, 18/7/2012).

Nature as a media production can be managed; we use production capital such as the fish we harvest and sale, our rice harvest and sale. Nature as a means of human development, human interaction maximum mean to nature even children can have an attitude or a good skill against nature. In connection with parents, at *Sekolah Alam Bandung* (Bandung Natural School) have regular meetings with parents to discuss the evaluation of learning and child development problems, learn to plan ahead a month. “*We use nature as media at Sekolah Alam Bandung. So that children are able to explore the nature*” (interview with Teacher of Bandung Natural School, 18/7/2012).

**About the Supporting Factors of Communication.** Supporting factors contained in Bandung Natural School is a factor of qualified teachers and professionals in *Sekolah Alam Bandung* (Bandung Natural School). “*For us, factor is the existence of teachers who have a commitment to curriculum development*” (interview with Principal of Bandung Natural School, 25/7/2012).

Teaching profession, according to the Law on Teachers and Lecturers, must have professional principles as set forth in article 5, paragraph 1, and its example. Professional teachers and lecturers are specific occupations that require professional principles as follows: (1) Having the talent, interest, spirit, and idealism calls; (2) Having educational qualifications and educational background of its tasks; (3) Having the required competencies of its tasks; (4) Comply with professional code of ethics; (5) Having the rights and obligations in implementing the tasks; (6) Obtaining income determined in accordance with work performance; (7) Having the opportunity for sustainable profession; (8) Obtaining legal protection in doing professional task; and (9) Having a professional organization that are legal entities (Nasution, 1986; Suparno, 2000; Suderadjat, 2004; and Waspodo, 2005).

## CONCLUSION

Based on the analysis in this study, several conclusions can be drawn that communication patterns that occur at Bandung Natural School are the communication pattern of competency-

based approach that is always inherent in all activities of the students and teachers at *Sekolah Alam Bandung* (Bandung Natural School). About the rules of communication, competency-based education emphasizes students' self rule in the ability of graduates should possess a level of education. Competence is often called the standard of competence and it is a general ability that graduates must master.

The process of communication that occurred in Bandung Natural School is a very good collaboration between theoretical classroom learning with adventure and exploration in the wild. Bandung Natural School has a natural school environment in the north of Bandung, a scenic expanse of paddy fields and hills, and adjacent to the forest and river Curug Dago Cikapundung. Media of communication used at Bandung Natural School is nature itself. Such as mutual assistance in activities to clean trash from Dago Pojok to Bandung Natural School students and teachers.

Inhibiting factors for the natural school is a challenge, such as a lack of parenting well as students at home. From the analysis of teachers and psychologists at Bandung Natural School was 10% of the overall student experience Bandung Natural School parenting poorly in his/her home. While supporters of the quality factor of the school teachers a good nature.

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