

IMPLEMENTATION OF COMPETENCY BASED CURRICULUM IN ENGLISH LANGUAGE LEARNING

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Abstract - *Competency-Based Curriculum (CBC) is a relatively new curriculum and is a result of improvements to the previous curriculum. Basically the mission of the CBC (Competency-Based Curriculum) is a complete curriculum that touches all aspects of learning needs in English, are interrelated, not compartmentalized and may reflect the dimensions of skill with interesting themes. The new CBC set by the Department of Education in July 2004. This study tries to answer about the implementation of competency-based curriculum in language learning. This study uses a qualitative descriptive approach, observation, interviews and literature study. The results showed that the implementation of competency-based curriculum in English language learning with learning proven effective with better although there is also criticism that states are more rigid in learning English.*

Keywords: *Competency- Based Curriculum, Implementation and learning English*

1. INTRODUCTION

KBK is a new curriculum and it is the perfecting result of improvements to the previous curriculum. Basically the KBK mission (Competency-Based Curriculum) is a full curriculum that can "touch" every student needs aspect, interrelated, not compartmentalized, it can also reflect the skills dimensions by presenting the interesting themes.

Basically the curriculum is only seen as a basic reference that must be further translated by the teacher to see the potential of each student. 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' Chalk and talk 'and students' only' sit, listen, and quote '. There is a fundamental change in concepts, methods and strategies in teaching, including assessment.

KBK requires teachers to become familiar with information technology, internet access, familiar with science and technology and art, 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 method is still a discourse and not to be knowledge yet, just skills for teachers.

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 not 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 KBK is too hasty; it means that teachers and schools are not substantially involved in the design of KBK. Teachers and schools in implementation is not prepared to be the bearer of change. In addition, they have limited ability to socialize 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.

2. METHODOLOGY

Mulyana (2001:201) case study is a comprehensive description and explanation of the various aspects an individual, group, society. In studying the maximum extent possible 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 Nazir (1985:66) 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. (Abererombie in Garna, 1999:32), 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 first approach, which will be examined relating to the understanding of social phenomena in the public culture. Second, this research seeks to understand the social context in the community. According to Hebermas, qualitative methods more freely to find unique-uniqueness because they put the object as creative and dynamic players (Mulkan, 2000).

This research problem is a process, therefore the things that need to be studied is 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 me 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 (Koentjaraningrat, 1984: 129).

3. RESULTS AND DISCUSSION

In terms of curriculum in the daily life of all kinds are often perceived. The diversity of perceptions that arise in daily life could not be separated from a different perspective. In another terminology curriculum for most lay people be prepared as a set of subjects that students must learn. For students, the curriculum is defined as learning tasks, exercises or the contents of their textbooks to read memorize and learn. For parents, the curriculum may be perceived as the exercises or work. As for teachers, curriculum is associated with a document that contains information or guidance on teaching techniques, or text book that should they teach. Students to learn at first word is commonly used in the field of athletics, but in the further development was adopted as a common vocabulary in the world of education (Sadarudin 2006: 1).

Patterns of communication in the implementation of competency-based curriculum, the principles of competency-based curriculum are:

1.	<p>Focusing on students.</p> <ul style="list-style-type: none"> - The orientation focused on student learning. - Students as subjects of learning. - Differences and speed in learning of student's attention.
2.	<p>Integrated Learning.</p> <ul style="list-style-type: none"> - Integrated management learning done. - Learning comes down to one goal, to reach the standard capabilities of graduates.
3.	<p>Individual learning.</p> <ul style="list-style-type: none"> - Opportunities for individual in learning process
4.	<p>Complete Learning</p> <ul style="list-style-type: none"> - Refers to the exhaustiveness learning. - Renovation of the basic skills to the next basic skills.

5.	<p>Troubleshooting.</p> <ul style="list-style-type: none"> - Referring to the problem solving activity that happens in society. - Contextual Learning Approach.
6.	<p>Experience Based Learning.</p> <ul style="list-style-type: none"> - Learning is carried out through certain experiences to achieve certain basic skills.
7.	<p>Teacher Role</p> <ul style="list-style-type: none"> - The teacher's role is not only as instructors, but also as a facilitator.
8.	<p>And others, according to the demands of development.</p>

Competency-based Curriculum in the strict sense is "a course, esp. a specific fixed course of study, as in school or college, as one leading to a degree." (Ross 1982:7). The curriculum is the number of subjects at school or in college who have traveled to get a diploma or degree rise. In other words, the curriculum is considered as an important bridge to reach the end point of the lesson one and is characterized by the acquisition of a particular certificate. General curriculum is a series of all program activities have been planned and implemented by each institution both primary and higher education, at the macro level understanding of the curriculum is not only eye-shaped draft subjects are then presented to students, but all activities in the education curriculum, the curriculum should contain a number of systems that interact with each other, such as SBC curriculum that emphasizes active student, then in this land should be student learning activities oriented, then that means what I needed in pursuits related to the curriculum to achieve an ideal goal desired by educational goals and objectives of the institution / institutions (of all the systems mentioned above are all meaningful curriculum) is thus the curriculum not only understood as a draft course/course syllabus, but beyond that the curriculum is an activity that is in a class activity/institution, this is according to what was raised by Robert Zaiz "curriculum is a recourse of subject matters to be Mastered"

(Zaiz 1976: 71) asked education emphasizes the ability of rules that must be possessed by graduates of an education. Competence is often called the standard of competence is a general ability that graduates must master. Competence according to Hall and Jones (1976: 29) 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". Competencies (skills) are graduates of

primary capital to compete at the global level, because the competition is happening is the human resource capacity. That, 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, 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.

Before we go into the problem above, it is necessary to understand Taba (1962) in his book "Curriculum Development Theory and Practice" defines the curriculum as a plan for learning that is something that is planned to be studied by students. Meanwhile, another view saying that the curriculum as a written document containing a plan for students during 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. S. H. Hasan (1992) 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 as a plan. The second notion is a rule of curriculum developers. Presence of this developer position because of changes in educational or training ideas.

The curriculum is all the experiences of students under the auspices of the university's responsibility. While Oemar Hamalik say that the term "curriculum" has a different interpretation formulated by experts in the field of curriculum development from the beginning until today, which refers to the etymology of "curriculum" is derived from the Latin word "curriculae", meaning the distance that must be taken by

a runners (Hamalik, 1994: 16). While the understanding of the curriculum in a broad sense, Ronald Doll suggested that the curriculum is: ... all the experiences Offered to the are under the auspices learns or direction of the school. The curriculum is all the experiences that are presented to students in schools under the auspices or guidance, contrary to what was raised by William B. Ragan interpret the curriculum ... all the experiences of chiller for the which the school accepts respobility (Ragan, 1960).

On this understanding of the curriculum is the period of education that must be taken by students who are aiming to obtain a diploma. While the experts who understand differently about the curriculum that emphasizes the Learning Plan. The curriculum is an educational program provided for students learning. With a program that the students do a variety of learning activities, resulting in changes in student behavior and development, in accordance with the objectives of education and learning. In other words, the school provides an environment for students to provide learning opportunities. That is why the curriculum must be structured in such a way that can be achieved this aim well. The curriculum is not limited to the number of subjects only, but includes all who can provide the development of students as school buildings, learning tools, equipment, student, school yard; which in turn provides the possibility to learn effectively. All relating to the development of students through the curriculum should be planned, as is suggested by Hamalik (1994: 17): The curriculum is as broad and varied as the clod's school environment. Broadly conceived, the curriculum embraces not only subject matter but also several of the physical and social environments. The school brings with his impelling the flow of experiences into an environment consisting of school facilities. Subject matter, student other, and teachers. From interaction or the child with learning these elements results.

This means, of all things and all people involved in providing assistance to students, including curriculum, the lesson content and materials in the curriculum is the number of subjects that must be taken and studied by students to gain some knowledge. Subject (subject matter) is seen as the experience of the elderly or people who are good at the past have been compiled systematically and logically. For example, thanks to the experience and discoveries of the past election were held and hereinafter developed systematically, that is according to a specific sequence; logical, that is acceptable to the mind and thoughts. Curriculum as a learning experience, emphasize that the curriculum is a series of learning experiences. One of the supporters of this view is expressed as follows: Curriculum is interpreted to mean all of the organized courses, activities, and experiences the have pupils under direction of the school, whether in the classroom or not (Romine, 1945, 14). Thus the indication that

arises is: which one component is often the cause of declining quality of education is the curriculum, the impression that emerges in the midst of society is changing every minister must change the curriculum; whereas the previous curriculum was not evenly distributed, suddenly replaced with the new (Muhaimin 2005:334), but an optimistic view assumes that the curriculum is necessary be reconstructed within a reasonable time, to conform with the development and advancement of science, because it's basically a curriculum that is a tool in education, education can never be separated of the order of development of social life. Education, curriculum, and teaching are the three concepts are intertwined with each other. If education as a business and human activity on human adult immature, aims to explore the potential becomes actual. That way, education is a tool to provide a stimulus to human potential can be developed according to what was expected. With the development of human beings that it would be a man (Ibad 2009: 32).

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 I know if someone has studied it. These four basic questions need to be understood by teachers as curriculum developers in the classroom. The curriculum is defined as the reference standard set forth in the form of a written document that includes; objectives, materials, orgenasize 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. 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 the expected plan.

Fullan in Miller & 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. Miller and Seller (1985) 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 (Hasan, 1984:250). 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 learning citizens. This condition is emphasized Beauchamp (1975:164): The First task in curriculum implementation 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. Miller and Seller (1985:13) say: "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.

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, 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.

A job as an office professional said one of the conditions is that the job has a professional organization and its members happy to enter these professional organizations. Teachers as a professional office should have a teacher of this organization. The function of professional organizations in addition to the interests of its members cover and also as motivator members to achieve a better career (Kartadinata, 1999).

Consequently joined professional organizations to control the performance of members, how the

members in providing services to the community. PGRI as one of the teachers' organizations in Indonesia have a function: (a) put all the power in one container, (b) seek a single unit steps and actions, (3) protect the interests of its members, (d) preparing the programs increase the ability of its members, (e) preparing the publication and reading facilities in order to increase the professional capacity, and (f) take action against members who violated both administrative and psychologically.

Educational background of adequate teacher training, teachers' expertise in carrying out educational tasks obtained after a certain teacher training education, and ability are not owned by the public in general who never followed the teaching of education. There are several roles that can be teachers as educators, among others: (a) as a working professional with a teaching function, to guide and train (b) humanitarian workers can realize the function of the ability possessed humanity, (c) as a function of social workers teaching and educating people to become good citizens. The teacher's role is such a personal demands must have managerial and technical skills and working procedures as well as experts work that are grounded in the heart call to serve others.

Implementing a code of ethics of teachers, as teacher professional offices are required to have a code of ethics, as stated in the National Convention of Education in 1988, that the profession is a job that has a code of ethics of certain norms or guidelines to hold a recognized and respected by the community. Code of ethics for an organization very important and fundamental, because these codes are the foundation of moral and behavioral guidelines upheld by every member. Ethical codes for each of its members analyze to improve themselves, and improve services for professionalism of others.

Autonomy and sense of responsibility

Autonomy in the sense of self-regulated, means that teachers must have an independent attitude in performing their duties. Independence is characterized by a teacher has the ability to make value choices, to determine and decide for themselves and be accountable responsibility chosen decision.

Having a sense of dedication to the community

Education has a central role in building community to achieve progress. Teacher education as a force has an important role in the intellectual life of the community. Those teachers are required to have a high dedication to the community, especially in students.

Working on a matter of conscience

In carrying out community service tasks should be based on impulse or a matter of conscience. So that teachers will feel comfortable in heavy duty intellectual

students. Usman (2004) distinguish the competence of the teachers into two, namely personal competence and professional competence. Personal abilities include; (1) the ability to develop a personality, (2) the ability to interact and communicate, (3) ability to conduct guidance and counseling. While professional competence include: (1) Mastery of the educational foundation, in this competency include (a) understand the purpose of education, (b) knows function in society, (c) recognize principles of educational psychology; (2) master the teaching materials, means that teachers must understand the material well-taught lessons. Mastery of subject matter that is on the curriculum and enrichment materials; (3) ability to develop teaching programs, this capability includes the ability to set learning, developing teaching materials and develop learning strategies, and (4) ability to develop learning outcomes assessment tools and learning process.

Here's the view of the informants about learning English

More Effective

“When compared with the competency-based curriculum now that I think is more effective and a lot of learning effectiveness are conducted in English. By making the matter as well as case studies. Because also in the English language learning assessment is made of a case which I think is more effective alone,” the informant said.

“The curriculum now I feel better, with the current curriculum in English language learning makes students inevitably must learn to follow the existing curriculum, and also to train students to be more responsible towards any task assigned by the lecturer,” said the informant.

“Curriculum The curriculum is now better than formerly, because with the assessment given each day and will train and encourage us to be more diligent and active learning,” the informant said.

“Learning English with the use of competency-based curriculum makes things simpler,” the informant said.

“With this nautical curriculum to make more practice and also make more groups in performing a given task,” the informant said.

“Curriculum changes are given about a very effective and easier to understand than the course material is provided,” said informant.

“I think learning in the English language by making the curriculum more effectively and also make for more practice and apply learning English,” the informant said.

“Than the current implementation of the curriculum because they performed better than the theory with practice so that students are more active in learning English,” the informant said.

Too rigid

“I think learning English with competency-based curriculum is too rigid because now all have all become a benchmark and also should be measurable, but aspect than creativity is also important to be better applied,” the informant said.

“Learning to use a competency-based curriculum to make students become confused and stiff, as too much exercise is also provided so that the end is not completely understood,” the informant said.

4. CONCLUSION

KBK was established by the Department of Education in July 2004. In the field, the problems have faced by both managers and teachers regarding KBK socialization issues. The concept of competency-based curriculum 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 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. The results showed that the implementation of competency-based curriculum in English language learning with learning proven effective with better although there is also criticism that states are more rigid in learning English.

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