

# Curriculum “Sekolah Penggerak”: An Overview of Solutions to Learning Problems

**Maulida Cindy Magdalena**

Department Education for Islamic Elementary Schools Teacher, Faculty of Education, UIN Sunan Kalijaga,  
Jl. Marsda Adisucipto No 1 Yogyakarta 55281, Indonesia. Tel. +62-274-540971, Fax. +62-274-519739.

**Corresponding author**

20204082034@student.uin-suka.ac.id

**Abstract:** Some of the problems found in the 2013 curriculum include understanding and applying scientific approaches, understanding learning integration, material levels, and time constraints. Currently, the Indonesian ministry of education and culture is developing a program called “Sekolah Penggerak”. This program performs several concepts in many aspects to answer these problems. These differences are found in the learning time, learning stages, and competencies that must be achieved by students. It shows that the “sekolah penggerak” programme focused more on essential and fundamental learning processes. Based on documents and theoretical studies, the “sekolah penggerak” program can answer several problems such as limited time and material levels. But solutions to other problems such as scientific approach problems were not found. However, further studies on the concept and implementation of “sekolah penggerak” are still needed.

**Keywords:** Essential learning, Curriculum 2013, Curriculum sekolah penggerak, Literature review.

---

## Introduction

Several phenomena occur in the implementation of the 2013 curriculum in Indonesia. The 2013 curriculum has a scientific approach to activities in each material called 5M (*observing, asking, trying, reasoning, and communicating*). Teachers need to think about a variety of scientific approach activities on each material according to the needs of students. Teachers need to understand this scientific approach to implement the 2013 curriculum. However, based on several studies, most teachers know what a scientific approach is, but they have some problems in applying the scientific approach in lesson plans, learning activities, and evaluation. Analyzing the problems that cause miss conception and implementation problems is very important. As we know, the 2013 curriculum book is the biggest window for teachers to understand and implement this curriculum. The results of the study found that in general, books for fourth grade elementary school students had not been presented with a scientific approach. Although in the introduction it is written that the

approach used is scientific. However, in reality, material development has not yet applied the scientific approach properly. Some parts are still presented in the conventional way, namely presenting the material directly without letting students try, ask, and reason. Even some of them are presented in the form of exposure that can only be read by students, without being observable (Ruminiati and Andajani, 2016). The gap between conceptual and reality can cause some difficulties for teachers. There are four main problems related to these difficulties, including difficulties in preparing lesson plans (53.8%), combining themes between content (51.1%), providing learning media (53.8%), and attitude assessment (55.6). %).

Another problem is that many teachers think that the 2013 curriculum is an integration between subjects (Ema Rahma Melati, 2015) but on the other hand the 2013 curriculum is also a comprehensive integration of cognitive, affective, and psychomotor skills. (Exposure of the Deputy Minister of Education and Culture of the Republic of Indonesia for Education, 2014). Again, books are

the biggest window for teachers to understand and implement the 2013 curriculum. However, research finds that assignments for spiritual and social aspects in thematic books are almost non-existent (Hamimah *et al.*, 2019) These problems make it difficult for teachers to understand and apply authentic and comprehensive assessments.

It also found that the material in the 2013 curriculum was too high for the level, which could lead to disparities between "smart" students and "less smart" students. They do not have time to make a good process for their knowledge, because time is very limited. Based on the teacher's statement, for one theme ideally four to five meetings, but only two to three meetings, so the process is not optimal (Edi Irawan, 2016) Time constraints also affect the assessment. The number of aspects of effective assessment is very large, so that with limited time, teachers cannot assess optimally. And the teacher only assesses each last subtheme. It makes the assessment of the student's process during learning is not optimal (Hisbullah, 2020).

All the research results mentioned earlier are strong enough to be the basic argument that we need to re-analyze learning activities based on the 2013 curriculum books. Currently, there are at least five areas of research on this issue.

1. The formation of characters/characters mentioned in the 2013 curriculum book (Mumpuni and Masruri, 2016).

The results: first, the 2013 Curriculum teacher guidebook as a whole contains seven character values according to the Regulation of the Minister of Education and Culture Number 64 of 2013 concerning the Content Standards of Elementary and Secondary Education. The character values are religious, honest, disciplined, responsible, polite, caring, and confident. The frequency of occurrence of this character value depends on the focus on character development and the theme presented.

2. Analyzing the book in terms of language (Purnanto and Mustadi, 2016).

The results show that the Non-Kemdikbud 1 textbook meets the language use aspect with a proportion of 82.69%. It is certain that the use of

language in this text is included in the good category. The weakness in this textbook lies in the inconsistent use of illustrations and the selection of some words that are not in accordance with the stage of student development. Meanwhile, Non-Kemdikbud 2 textbooks fulfill aspects of language use by 78.36%. It can be ascertained that the material contained in this text is included in the sufficient category. Weaknesses in this textbook are the use of punctuation marks that are not in accordance with the stage of student development and the consistency of using icons.

3. 2013 Curriculum Implementation (Wahyudi and Muhamad Chamdani, 2017).

In preparing lesson plans (53.8%), combining themes between content (51.1%), providing learning media (53.8%), and attitude assessment (55.6%). Other obstacles that teachers complain about include the lack of available books that are suitable for use in learning and the low interest and motivation of students, and there are still students who cannot read, count, and even do not really understand Indonesian, so there are times when they do not understand properly. assignments given by the teacher. Based on the results obtained in this study, it is suggested that some further research can increase the effectiveness of the implementation of integrated thematic learning.

4. Theof the basic competencies of the 2013 curriculum with the book.

Compatibility the content of 2013 curriculum books is in accordance with the basic competencies.

5. Pedagogical content in the book (Gaguk Resbiantoro, 2016).

The average percentage of each PCK sub-component in the 2013 curriculum SD teacher book is 82% learning achievement, 44% core knowledge, 52% nature of knowledge, 74% learning activities, 50% assessment, 67% examples and explanations, metacognition framework 58%, the difference in student treatment 58%, and the provision of motivation to students 79%.

6. The scientific approach in the 2013 curriculum book (Ruminiati and Andajani, 2016).

In general, books for fourth grade elementary school students have not been presented with a scientifically based approach. Although in the introduction it has been written that the approach used is scientific, in the development of the material, the scientific approach has not been applied properly. Some parts are still presented in a conventional way, namely explaining the material directly without giving students the opportunity to try, ask, and reason. In fact, some of them are presented in the form of presentations that can only be read by students, without being observable.

Currently, the government is starting to identify some of the problems that exist in education in Indonesia. First, learning outcomes are still low, indicated by the results of the PISA test which shows 70% of students do not have minimum competence in reading, 71% for mathematics, and 60% for science (Center for Educational Assessment, 2019). Second, various data indicate that the quality of education in various regions is still, which means that the quality of education in Indonesia is still not evenly distributed. Third, the teaching model of teachers in Indonesia is believed to still act as a successor of knowledge, not as a facilitator. Many teachers are allegedly not focused on character development and arouse student learning curiosity. In the case of the teacher asking questions, about 90% of the responses are only one-word answers. The teacher's way of asking questions is shallow, does not support the Driving School Academic Manuscript Program | 5 the emergence of higher-order thinking skills and the ability to explain logical thinking (strategic plan of the ministry of education and culture 2020-2024). This conclusion is in line with the data from the Teacher Competency Test (UKG) conducted on Indonesian teachers. The highest UKG 2019 average score achieved by elementary school teachers was 54.80, junior high school teachers were 58.60, and high school level was 62.30. In aggregate, the average national UKG score is only 57 out of a maximum value of 100 (Regional Education Balance, 2019).

With the above problems, it shows a portrait of education in Indonesia that still needs to be

addressed and has strengthened various programs and policies at the national level. One of them is the driving school program. Through driving schools, it is hoped that an ecosystem will be created both nationally through regulations, such as a prototype curriculum becoming a national curriculum.

Indonesian education in its history continues to progress to build a better educational civilization. Including drive schools is part of the process. So it is very important to contribute to the study of changes that exist in the prototype curriculum of the driving school compared to the 2013 curriculum.

## Materials and Methods

This study uses a qualitative approach with a literature review type of research to analyze the problems of the 2013 curriculum and the direction of curriculum development in the surrounding drive schools. Some of the results of previous studies and other important documents related to this problem will become the data for this research. Then the data that has been analyzed will use three stages. First, data reduction, data grouping, and drawing conclusions.

## Results and Discussion

### Problems Found

1. Most of the teachers know what the scientific approach is, but they have some problems in applying the scientific approach in lesson plans, learning activities, and evaluation.
2. There are four main problems associated with these difficulties including difficulty in preparing lesson plans (53.8%), combining themes between content (51.1%), providing instructional media (53.8%), and attitude assessment (55.6%) (Nuraini and Abidin, 2020).
3. Another problem is that many teachers think that the 2013 curriculum is an integration between subjects (Ema Rahma Melati, 2015) but on the other hand the 2013 curriculum is also a comprehensive integration between cognitive,

affective, and psychomotor skills (Exposure of the Deputy Minister Education and Culture of the Republic of Indonesia in Education Sector, 2014).

4. It was also found that the material in the 2013 curriculum was too high for the level, which could lead to disparities between "smart" students and "less smart" students. They do not have time to make a good process for their knowledge, because time is very limited. Based on the teacher's statement, for one theme ideally four to five meetings, but only two to three meetings, so the process is not optimal (Edi Irawan, 2016).
5. Time constraints also affect the assessment. The number of aspects of effective assessment is very large, so that with limited time, teachers cannot assess optimally. And the teacher only

assesses each last subtheme. This makes the assessment of student learning processes during learning is not optimal (Hisbullah, 2020).

### The concept of Change Through "sekolah penggerak" Program

#### A. Class becoming phase

Before, we knew that the achievement of basic competence is created for each class. But now the achievement of basic competencies is created at each stage.

Phase A : Generally SD Class 1-2

Phase B : Generally SD Class 3-4

Phase C : Generally SD Class 5-6

Phase D : Generally SMP Class 7-9

Phase E : Generally SMA Class 10

Phase F : In general, SMA Class 11-12

#### B. Time Division

**Table 1.** In the past the time division was based on weeks, now the time division is based on years.

Lessons	Time Allocation per Year (weeks)	Project Allocation per Year	Total
Islamic and Character Education	108 (3)	36	144
Christian and Character Education	108 (3)	36	144
Hinduism and Character Education	108 (3)	36	144
Buddhist and Character Education	108 (3)	36	144
Catholic and Character Education	108 (3)	36	144
Confusian and Character Education	108 (3)	36	144
Religious Faith and Character Education	108 (3)	36	144
Civic Education	144 (4)	36	180
Indonesian Language Studies	216 (6)	72	288
Mathematical Studies	144 (4)	36	180
Sports and Health Education	108 (3)	36	144
Choose at least 1 (one) subject of art and culture:			
• Music	108 (3)	36	144
• Fine art			
• Theater			

• Dance			
English	72 (2)	-	72
Local content	72 (2)	-	72
Total	828 (23)	252	1080

### C. Comparison Competencies To Be Achieved by students.

#### 1. Mathematics

There are several competencies in the previous 2013 curriculum that were not mentioned in the competencies that students must achieve in the "sekolah penggerak", such as:

- Knowing length, area, mass, capacity, time, and temperature
- understanding understanding of quantities by counting forward to 100 and backward from 20
- Getting to know the symbol number and describe the appearance of numbers in simple
- Know multiplication and division operations on natural numbers the result is less than 100 through exploration activities using concrete objects
- Know the exchange rate between money

#### 2. Indonesian Language

In Indonesian language studies, focusing on the curriculum in 2013 is about the various kinds of text. However, in “Mobile School, the competencies that will be achieved by students are focused on basic skills such as being a good listener, adding vocabulary from texts or videos, asking and answering questions, speaking politely, describing experiences in everyday life, and having neat writing.

#### 3. Islamic Lessons

There are several competencies in the previous 2013 curriculum that were not mentioned in the competencies that students must achieve at the *sekolah penggerak*, such as:

- Religion Recognizing the messages contained in QS Al Fatihah, Al Ikhlas and Al Alaq (96): 1-5
- Knowing the oneness of Allah Based on observations of himself and His creatures found around homes and schools, he

c. knows the oneness of Allah SWT, the Most Gracious, Most Merciful, and Most Holy, based on observations of himself and His creatures found around homes and schools

d. related to instructions for studying

e. Knowing the hadith related to clean and healthy living behavior

f. Knowing the meaning of QS An-Nas and QS Al-Ashr

#### 4. Civic Education

There are several competencies in the 2013 curriculum previously, not mentioned in the competencies that students must achieve in the "sekolah penggerak", among others:

- Recognizing the diversity of individual characteristics at home and at school
- Know the meaning of unity in diversity at home and school
- Understand the diversity of individual characteristics at home and at school
- Understand the meaning of unity in diversity at home and school

And that is changed by several competencies:

- Learners can recognize the symbols of Pancasila, the
- National Emblem of Garuda Pancasila, and tell the relationship -symbol of Pancasila with the precepts in Pancasila
- He can identify things that are considered valuable and important to himself and others and is responsible for maintaining those things that are valuable and important to him.
- Students can determine the rules that exist at home and at school and implement them with the guidance of parents and teachers.
- Students can also express their opinions in class according to their level of thinking and context.
- Students can state their identity according to

- their gender, interests, and behavior.
- g. In addition, they can distinguish their identity with friends at home and at school.
  - h. Learners can know the characteristics and physical characteristics of the home and school environment, as an inseparable part of the territory of the Republic of Indonesia.
  - i. He can mention examples of behaviors and attitudes that protect the environment, and practice them at home and at school.

#### 5. Science and Social Studies

Previously, in the 2013 curriculum, science and social studies were integrated with other subjects. However, in the "sekolah penggerak" there are specific competencies for this subject.

- a. Learners identify and ask questions about what is in themselves and conditions in the home and school environment as well as identification of problems related to everyday life. Students optimize the use of the five senses to make observations and ask questions about living things and changes in objects when given treatment.
- b. Students use observations to explain simple patterns of consequences using several media. Students recognize the human body, such as the five senses, and how to treat it.
- c. Students elaborate their understanding of the concept of time, day and night and recognize the names of days, names of months, weather conditions in relation to daily activities.
- d. Students are able to describe their identity and those around them, their roles and responsibilities as members of a

- e. Students can describe objects in the surrounding environment as part of the natural and artificial environment, describe their location, and make simple floor plans in the home and school environment. Students reflect healthy living behavior by participating in maintaining the cleanliness and health of the surrounding environment.
- f. Observing At the end of phase A, students observe phenomena and events simply by using the five senses.
- g. Asking and predicting questions about things they want to know when making observations. Students make predictions about objects and events in the surrounding environment.
- h. Plan and conduct investigations With guidance, learners participate in investigations to explore and question. take measurements with simple tools that are nearby to get data.
- i. Process, analyze data and information Use various methods to organize information, including figures, tables. Students compare and compare the results of observations with predictions.
- j. Evaluating and reflecting With guidance, students compare the results of different observations with reference to theory.
- k. Communicating results Communicating the results of the investigation orally and in writing in simple format

#### 6. Art and Culture

Table 2. Competencies in "sekolah penggerak".

Elements	Outcomes Learning
Experience	Imitating the sound comes from a simple music with familiar elements of sound through songs marked with bars two and three
create	Make a simple music with elements -intrinsic and extrinsic sound elements
Reflect	Simple music practice through singing activities with two and three time signatures or playing

	musical instruments/media, either alone or together
Thinking and working Artistic	Good and routine musical activity habits in simple music practice through two-bar songs and three
Impact	EducationalParticipants gain experience, impressions, and are accustomed to being active, good, and routine in music and musical activities through songs marked with two, three bars and playing simple musical sound media
Competence in the 2013 curriculum Grade 1	Class 2
1) Know how and the results of expressive pictures The person	1) Recognizes materials and its function as well as in making works of art
2) recognizes various rhythmic patterns of songs using rhythmic musical instruments.	2) Recognize rhythm patterns of songs marked with three bars, varied patterns and flat rhythm patterns with rhythmic musical instruments
3) Recognizes the elements of motion, parts of body movements and the level of movement in dancing.	3) Understand daily movements by paying attention to the tempo of motion
4) Observes various materials, tools and their functions in making handicrafts.	4) Know how to process natural materials that can be used as creative works and processed foods
5) Recognizes cultural arts and local languages.	5) Understand culture and local language in the area where they live
	6) Get to know works of art, culture and local language

## 7. Sports and Health Education

Table 3. Competence in “sekolah penggerak”.

Elements of	Learning Outcomes
Movement Skills	At the end of the stage, students demonstrate the ability to imitate basic movement pattern activities, sixth grade activities, rhythmic movement activities, and active games and water sports (conditional).
Knowledge of Movement	At the end of this phase, students know the procedures for performing basic movement patterns, gymnastic activities, rhythmic motion activities, and water sports and game activities (conditional).
Utilization of Movement	At the end of this phase, students know the procedures and are able to practice physical fitness development exercises related to health, healthy living behavior patterns in the form of recognizing the names and functions of body parts and maintaining personal and environmental hygiene.
Character Development and Internalization of Movement Values	At the end of this phase students demonstrate responsible behavior in listening to the directions and feedback given by the teacher, begin to respect others, and accept the variety of joys gained through physical activity.

### Class 1

- 1) Knowing the parts of the human body and their uses

- 2) short-term impact of carrying out activities
- 3) understanding basic patterns such as locomotor, non-locomotor and manipulative movements

- 4) Knowing theKnowing how to maintain personal hygiene which includes cleanliness of the body, nails, skin, teeth, hair, nose, ears, hands and feet and clothes

#### Class 2

- 1) Understand the benefits of warming up and cooling down before and after physical activity
- 2) Understanding and practicing body positions (sitting, standing, reading, walking) that really
- 3) understands and practices how to maintain classroom cleanliness (such as; picket environmental cleaning) classroom, board writing) and school environment
- 4) Knowing what to do and avoid before and after doing physical activity

#### 1. Learning Time Allocation

As we know the time distribution of learning time changes in the curriculum of the driving school prototype. If in the 2013 curriculum the time allocation is per week, but in the prototype curriculum the driving school is per year.

There are several problems related to time in the 2013 curriculum. In one study, it was stated that students did not have enough time to process their knowledge properly. Based on the teacher, for one theme ideally four meetings, but in learning it has two to three meetings, so the process is not optimal. (Edi Irawan, 2016). Time constraints also affect the assessment. The number of aspects of effective assessment is very large, so that with limited time, teachers cannot assess optimally. And the teacher only assesses each final subtheme. This makes the assessment of the student learning process not optimal. (Edi Irawan, 2016; Hizbullah 2020).

Based on the theory Students acquire knowledge (they learn) by processing experiences (Dewey, 1998). Thus, going through the experience (digesting, seeing, perceiving, and comprehending) is the best way for students to acquire knowledge, consolidate and internalize information in a way that is meaningful to them.

So conceptually the change in the distribution of learning time in the prototype curriculum at the driving school can provide time flexibility for each subject, so it is hoped that students have sufficient

time to process the knowledge gained from the experience presented to them.

This is in accordance with the statement in the academic text of the driving school, CP is designed based on phases, not per year, as shown in Figure 9. Longer time span so that the subject matter is not too dense and students have enough time to deepen the material and develop competence.

#### 2. Learning Load

The average learning load at the Driving School is simpler and focuses on fundamental aspects. Which is good for fixing the problem that the material is too high for each level (Edi Irawan, 2016). This is in accordance with the statement in the academic text of the driving school, the subject matter in a subject that often needs to be reduced. This reduction is done so that students have enough time to study a concept in depth, which makes them able to apply the concept in various contexts and learning opportunities.

#### 3. Scientific

Approach The scientific approach is an approach that prioritizes scientific construction in shaping students' knowledge. In the context of the 2013 curriculum, this approach is manifested in several stages of learning activities (*observing, asking, trying, reasoning, and communicating*). These stages will help students in digesting, imagining, understanding, and understanding the experiences presented to form their knowledge.

This concept is a concept that needs to be continued in the curriculum "sekolah penggerak", because it will help to "teach at the right level" as in the drive school concept. But we cannot find this concept in the academic manuscript of curriculum "sekolah penggerak" or in the books.

The learning profile shows changes in student skills every year. But learning becomes very shallow in some countries because the curriculum moves faster than the pace of learning. Our simulations show that countries with fast curricula, cumulatively have lower learning outcomes. Then it is found the paradoxical fact that learning potential will be maximized when the curriculum

and teachers are slower. This is also in accordance with the theory presented by Dewey.

Students acquire knowledge (that is, they learn) by processing experience. Thus, living an experience (digesting, thinking about, reflecting on, and making sense of experience) is the best way for students to acquire knowledge or to consolidate and internalize information in a way that is both meaningful and conceptual coherent for them.

The time is needed to internalize an experience that is presented into a concept of knowledge. So, the curriculum must adjust to the rhythm of knowledge processing. The speed of the curriculum should also not ignore the skill level capital that students already have. Hirst says that exercise changes the limits of attentional capacity. The speed of the curriculum that is too fast and not in accordance with the process of internalizing the concept of knowledge will make students untrained and ultimately difficult to focus attention on various skills.

To implement learning that is oriented towards strengthening and developing competence, the subject matter in a subject often needs to be reduced. This reduction is done so that students have enough time to study a concept in depth, which makes them competent to apply the concept in various contexts and learning opportunities. This reduction in the burden of learning is the direction of curriculum and learning changes in many countries, which are based on the awareness of the denseness of their current curriculum (OECD, 2020).

Pritchett and Beatty (2015) show that in several developing countries including Indonesia, the subject matter is so dense that teachers continue to move quickly to complete chapter by chapter, concept by concept, without taking into account the ability of students to understand the lesson. According to Pritchett and Beatty (2015), this is not because teachers do not care about children's learning abilities, but because their performance is judged by the completeness of teaching so many teaching materials. When the lesson is delivered in a hurry, there is not enough time for students to understand the concept in depth, which is actually very important to strengthen the foundation of their competence. Pritchett and Beatty (2015) found

that students who had difficulty understanding concepts in the early grades in elementary school also experienced difficulties at later levels. That is, the learning process is too rushed due to a too dense curriculum, making it difficult for students' competencies to develop. Therefore, it is necessary to reduce content so that deep learning is more likely to be realized.

Thus, this simplification does not mean that the achievement standards set are lower (OECD, 2018). This actually makes it possible to design learning that is in accordance with the stage of learning achievement of students (teaching at the right level). Because even though students are at the same age, the level of student learning achievement may not be uniform.

If students learn something that is still in its level of development and achievement, they are free from anxiety because they understand and believe that they will be able to meet the demands of learning given by the teacher. A number of studies such as Berger, Alcalay, Toretto & Milicic (2009) Pietarinen, Soini and Pyhältö (2014), and Miller, Connolly and Maguire (2013) as cited by Grabel (2017) show a positive correlation between well-being) with the academic achievement of students.

Ki Hajar Dewantara also emphasized the importance of mental health in the context of learning as reflected in the Among system, a teaching and education method based on compassion, honing and care (care and dedication based on love). Students who are healthy and happy, both physically and mentally will make them ready to learn as a provision for their lives. Through this principle, the difference in intelligence and potential of students is confirmed, and then facilitated so that their right to learn and get quality learning can be fulfilled.

Therefore, taking into account the level of development and needs of students means that no child is left behind. Differences in terms of learning needs, potential, and level of ability do not prevent any student from getting better learning quality. The impact is that differentiated instruction can be an approach to accommodate differences in the potential, talents, learning styles, and interests of students. Therefore, when there are students who

repeatedly fail to achieve learning outcomes, then learning needs to be made different for these students so that learning remains interesting and useful for these students. This kind of learning is designed to meet the diverse needs of students so that all students can succeed.

### Conclusion

Conceptually, "*sekolah penggerak*" can solve some of the problems found in the curriculum of 2013, such as learning time and learning loads. However, a solution to the problem of a scientific approach was not found. It is better if the concept of "*sekolah penggerak*" can develop a scientific approach because it is important for constructing students' knowledge. However, this research is limited to the concept of "*sekolah penggerak*". Further research is needed on its implementation.

### Conflict of Interest

I am Maulida Cindy Magdalena, as the author of this paper declares that there are no conflicts of interest concerning the publication of this article.

### References

- Arif Wiyat Purnanto and Ali Mustadi. 2016. Analisis Kelayakan Bahasa Dalam Buku Teks TemA 1 Kelas I Sekolah Dasar Kurikulum 2013. *Profesi Pendidikan Dasar* 3 (2): 102-111.
- Atikah Mumpuni and Muhsinatun Siasah Masruri. 2016. Muatan Nilai-Nilai Karakter Pada Buku Teks Kurikulum 2013 Pegangan Guru dan Pegangan Siswa Kelas II. *Jurnal Pendidikan Karakter* 7 (1): 17-28.
- Christian Berger, Lidia Alcalay, Alejandra Torretti, and Neva Milicic. 2011. Socio-emotional Well-Being and Academic Achievement: Evidence from a Multilevel Approach. *Psicologia: Reflexão e Crítica* 24 (2): 344-351.
- Gaguk Resbiantoro. 2016. Analisis Pedagogical Content Knowledge (PCK) Terhadap Buku Guru Sd Kurikulum 2013. *Scholaria* 6 (3): 153 – 162.
- Hamimah, Zuryanty, Ary Kiswanto Kenedi, Nelliarti. 2019. Development of 2013 Curriculum Books Based on Active Thinking in Social Contexts for Elementary School Students. *Al Ibtida: Jurnal Pendidikan Guru MI* 6 (2): 159-176.
- Hisbullah, 2020. Implementasi Manajemen Pembelajaran Kurikulum 2013 di MI Darul Khaeriyah Kecamatan Suli Kabupaten Luwu. *DIDAKTIKA* 9 (1): 9-24.
- Ina Magdalena, Anggun Mila Banowati, Eka Nur Wahyuningsih, Reni Safitri, Ade Fitri. 2020. Analisis Hambatan Penerapan Kurikulum 2013 di SD Muhammadiyah 4 Tangerang. *Jurnal Elementary* 3 (1): 12-15.
- Isna Ida Mardiyana and Ade Cyntia Pritasari. 2019. Analisis Buku Siswa Kurikulum 2013 Sekolah Dasar Kelas IV Tema 4 "Berbagai Pekerjaan" Ditinjau dari Implementasi Pendekatan Saintifik. *Jurnal Pendidikan dan Pembelajaran Sekolah Dasar: Widyagogik* 7 (1): 1-14.
- Janne Pietarinen, Tiina Soini, and Kirsi Pyhälto. 2014. Students' emotional and cognitive engagement as the determinants of well-being and achievement in school. *International Journal of Educational Research* 67: 40-51.
- John Dewey. 2011. Experience-Education. *School of Educators*. p: 1-40.
- Juli Amaliya Nasucha. 2019. Nilai Karakter Pada Mata Pelajaran PAI Dalam Kurikulum 2013 (Analisis Buku Siswa Tingkat 1 di Sekolah Dasar). *Jurnal Pendidikan Islam: Nazhruna* 2 (1): 108-135.
- Miller, S., Connolly, P and Maguire, L. K. 2013. Wellbeing, academic buoyancy and educational achievement in primary school students. *International Journal of Educational Research*, (62): 239–248.
- Muhammad Asrofi and Desiana Wahyuni. 2019. Implementation of the Scientific Approach in Integrated Thematic Learning in Class IV MIN 1 Yogyakarta. *Jurnal Studi Pendidikan Islam: Al-Furqan* 8 (1): 23-36.
- Nuraini and Zainal Abidin. 2020. Kesulitan Guru Dalam Mengimplementasikan Pembelajaran Tematik Terintegratif di Sekolah Dasar. *Premiere Educandum* 10 (1): 49-62.
- Organisation for Economic Cooperation and Development (OECD). 2020. Curriculum Overload: A Way Forward. *OECD ilibrary*: 1-96.
- Para Mitta Purbosari, Koko Prasetyo and Tri Sutrisno. 2018. Implementasi Kurikulum 2013 Kelas V Sekolah Dasar Negeri Jombor 01. *Jurnal DIKDAS BANTARA* 1 (2): 158-169.
- Rizki Kurniawati and Irsyadillah. 2018. Analisis Nilai Karakter Dalam Teks Cerita Buku Pelajaran Siswa Sekolah Dasar. *Master Bahasa* 6 (2): 103-114.
- Ruminiati and Khusubakti Andajani. 2016. Analisis Kesesuaian Isi Buku Tematik Kelas Iv Sekolah Dasar Dengan Pendidikan Karakter, dan Pendekatan Scientific. *Sekolah Dasar* 25 (1): 27-36.

Sasi Mardikarini and Suwarjo. 2016. Analisis Muatan Nilai-Nilai Karakter Pada Buku Teks Kurikulum 2013 Pegangan Guru dan Pegangan Siswa. *Jurnal Pendidikan Karakter* 6 (2): 261-274.

Wahyudi and Muhamad Chamdani. 2017. Implementasi Kurikulum 2013 DI Sekolah Dasar Masalah dan Solusinya (Studi Kasus di Kabupaten Kebumen). *Jurnal Riset Pedagogik: Dwijacendekia* 1 (1): 92-108.