



RESEARCH ARTICLE

IMPLEMENTATION STRATEGY OF GEOGRAPHY LEARNING PROCESS BASED ON CURRICULUM 2013 IN BACKWARD REGIONS (Case Study in Lebak Regency, Banten)

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Abstract

In the Curriculum 2013, teachers play an important role in shaping the character and competence of learners according to the character of each individual, who must be creative in sorting and choosing, and developing methods and learning, and must appear in front of the learners. Therefore, teachers need to design appropriate learning to realize attitude-based learning, skills, and knowledge. Successful implementation of the Curriculum 2013 is certainly a challenge for backward regions to carry it out properly and in accordance with established standards. This study aims to determine implementation strategy of geography learning process based on Curriculum 2013 in backward regions. This research uses qualitative approach with descriptive method. The principal participants in this study were Geography teachers at the State Senior High School who have implemented the Curriculum 2013 in backward region in Lebak Regency, Banten. Meanwhile, the participants of the base are learners and academic supervision. The research instruments are observation, interview, and document review.

Keywords: Strategy, Curriculum 2013, Geography Learning.

Abstrak

Dalam Kurikulum 2013, guru memainkan peran penting dalam membentuk karakter dan kompetensi peserta didik sesuai dengan karakter masing-masing individu, yang harus kreatif dalam menyortir dan memilih, dan mengembangkan metode dan pembelajaran, dan harus muncul di depan peserta didik. Oleh karena itu, guru perlu merancang pembelajaran yang sesuai untuk mewujudkan pembelajaran, keterampilan, dan pengetahuan berdasarkan sikap. Keberhasilan penerapan Kurikulum 2013 tentu merupakan tantangan bagi daerah terbelakang untuk melaksanakannya dengan benar dan sesuai dengan standar yang ditetapkan. Penelitian ini bertujuan untuk mengetahui strategi implementasi proses pembelajaran geografi berdasarkan Kurikulum 2013 di daerah tertinggal. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Partisipan utama dalam penelitian ini adalah para guru Geografi di Sekolah Menengah Atas Negeri yang telah menerapkan Kurikulum 2013 di daerah tertinggal di Kabupaten Lebak, Banten. Sementara itu, peserta pangkalan adalah pembelajar dan supervisi akademik. Instrumen penelitian adalah observasi, wawancara, dan telaah dokumen.

Kata kunci: Strategi, Kurikulum 2013, Pembelajaran Geografi

A. Introduction

The success of the goal of education is dependent on the quality of input and a number of variables in the process of education. One of the fundamental factors that determine the achievement of these goals is the curriculum. Along with the rapid changes in various aspects it is appropriate if the curriculum always evolves in anticipation of future needs (Wagiran, 2007, p. 2). Therefore, the Indonesian government is actively developing and developing programs to improve the quality of education, one of them with the improvement of the curriculum. The improvements are set forth in the Curriculum 2013.

The curriculum 2013 is attitude-based, skill-based, and knowledge-based learning. Such learning begins with the formation of a good attitude in students. On the basis of a positive attitude in this learning, then students move through the practice of certain skills related to the subjects he studied. The results of a series of activities undertaken, are then expected to gain a wide range of knowledge (Abidin, 2016, p. 16).

These three competencies, indispensable for students to live and to socialize, and contribute to the well-being of mankind (Fadillah, 2014, p. 179).

The learning process of Curriculum 2013 emphasizes the fulfillment of competency aspects of attitude, skills, and knowledge. Such learning begins with the formation of a good attitude on the self side. On the basis of a positive attitude in this learning, then students move through the practice of certain skills related to the subjects he studied. The results of a series of activities undertaken, then the students are expected to get a variety of knowledge. In order to realize this attitude-based, skill-based, and knowledge-based learning the main step that teachers should undertake is designing appropriate learning (Abidin, 2016, p. 16).

Ideal conditions that occur in the learning process Curriculum 2013 can be identified with activities that centered on learners, the nature of contextual learning, textbooks containing

materials, activities steps, and assessment systems and competencies are expected to emphasize aspects of knowledge, skills and attitudes in a way proportiona (Mulyasa, 2013, p. 62).

The learning process initially focused on exploration, elaboration, and confirmation is complemented by observing, questioning, processing, reasoning, presenting, summarizing, and creating. Secondly, teachers are not placed as the sole source, so learning is carried out by making use of learning resources not only in the classroom, but also in the school and community environment. Third, the development of social and spiritual attitudes is not taught verbally, but by example and example (Majid & Rochman, 2015, p. 15).

However, the current state of education is still far from the ideal conditions set out in the Curriculum 2013. Referring to the research by Triwiyanto, nearly 50 percent of schools at all levels have not met the minimum educational standards. That is, there are still many schools that must be improved the quality of education services. Though the burden must be coupled with schools that are still in minimum standards, which of course not yet optimal quality of education services (Triwiyanto, 2013, p. 132).

In particular, the problem conditions that occur in the implementation of Curriculum 2013, especially in learning Geography, teachers difficult in transforming the design of Geography Curriculum 2013 in daily activities. Based on the results of research by Dwidagdo, that the learning process that still prioritizes the cognitive aspect, the lack of teaching materials based on Curriculum Geography 2013 character education, not yet developed learning activities using scientific approach, the assessment process is considered more complicated and low teacher skills, not even a few teachers who have difficulty in managing lesson hours using a scientific approach, thus impacting the number of lessons less (Dwidagdo, 2014, p. 7).

A more polemical problem for schools in backward regions that are heavily burdened to implement geography learning process based

on curriculum 2013. Due to the Curriculum 2013, which requires preparation in various aspects, from manuals, standard operational procedures, training materials, student books, teacher manuals, regulations and so on (Kompasiana.com, 2013). The demand for preparedness from various aspects is not in line with backward regions condition which still has obstacles to access and organize education which is standard of Curriculum 2013. Thus, the successful implementation of Curriculum 2013 in backward region would be a challenge to implement it properly and in accordance.

Even in terms of implementation of the learning process in general, so far schools in the backward regions held education with all the limitations that exist. According Murniasih, the impediment of education is influenced by the availability of facilities and infrastructure, the availability of funds, and the ability of teachers to develop effective learning models. As a result, the learning process only takes place conventionally (Murniasih, L., W. Subagya & I. B. Nyoman Sudria, 2013).

In line with that described by Syukri, the problem is reflected in the teaching-learning activities that in the learning process and its assessment put more emphasis on the cognitive aspect, the attitude and skill aspects become disregarded. This happens because the teacher only understands theoretically about the preparation of an attitude and skills assessment instrument but has not been able to practice it in the preparation, implementation in the classroom, and how to analyze the results of its implementation in the classroom (Syukri, 2014. p. 127).

The backward regions that became the object in this study, namely Lebak Regency, Banten. Selection of Lebak Regency, Banten as the object of research is based on two indicators of consideration. The first consideration, related problems in the area Lebak Regency both physically and socially. The second consideration is the accessibility between Lebak Regency with Jakarta City which became the center of Indonesian government is only about 100 kilometers. This is very ironic, because with a relatively close distance, but there are still areas that fall into

the category of lagging. The third consideration, the Human Development Index (HDI) is low, such as the low average school age and school enrollment rates.

The consideration of the location chosen by the researcher is based on the data obtained by the researcher that Lebak Regency has literacy rate of 98.07%, the average length of school only reaches 5.84 years or equivalent to grade 6 SD (class VI) and is the lowest in Banten Province, School Participation Rate (APS) of 7-12 year olds is 99.14 percent, 13-15 years is 92.71 percent and 16-18 years is 58.32 percent (Peraturan Perencanaan Pembangunan Nasional. Nomor 2421/Dt. 7.2/04/2015, 2015).

The overall data that has been described previously, shows the low quality of human resources (Human Resources) in Lebak Regency. And, affirming that the biggest challenge for Lebak Regency is the effort to improve the quality of human resources which has been one of the obstacles in the development process of Lebak Regency. Because, the better the education obtained, the hope that the community will more easily absorb information related to development, as a means to improve the standard of living and welfare of society.

The low quality of human resources in Lebak Regency is closely related to the complex educational problems. First, most school quality has a low quality of education, reflected in school accreditation achievements and the average national exam score (Tim Puslitjak dan Jarlit. Pencapaian Standar Pengelolaan Pendidikan Dasar di Kabupaten Lebak. Laporan Penelitian Pemerintah Kabupaten Lebak, 2014). Secondly, the low level of community education. Third, the condition and availability of educational facilities are very considerate because they have not met the appropriate and adequate standards, especially the high school education facilities (Peraturan Badan Perencanaan Pembangunan Nasional. Nomor 2421/Dt.7.2/04/2015, 2015).

B. Context and Review of Literature

1. Curriculum 2013

“The curriculum is a plan and design that provides guidance or guidance in the process of teaching and learning.” (Sukmadinata, 2009, p. 5). The curriculum is seen as a plan devised to smooth the teaching and learning process under the guidance and responsibility of the school or educational institution and its teaching staff (Natusion, 2006, p. 5).

The 2013 curriculum is an Attitude-based, skill-based, and knowledge-based learning. Such learning begins with the formation of a good attitude in students. On the basis of a positive attitude in this learning, then students move through the practice of certain skills related to the subjects he studied. The results of a series of activities undertaken, are then expected to gain a wide range of knowledge (Abidin, 2016, p. 16). These three competencies, indispensable for students to live and to socialize, and contribute to the well-being of mankind (Fadillah, 2014, p, 179).

In the Curriculum 2013, teachers play an important role as the formation of the character and competence of learners in accordance with the character of each individual, who must be creative in sorting and choosing, and developing methods and learning materials, and should look fun in front of learners (Mulyasa, 2016, p. 16). Therefore, teachers need to design appropriate learning to realize attitude-based learning, skills, and knowledge.

2. Geography Learning

“Geography has a complex object of study that emphasizes human relationships with the environment and involves various scopes.” (Barlet & Cox, 1982, p. 2). Geography has three main characteristics, namely spatial location and variation, ecological in the community of relationships, and regional analysis linking them (Gerber, 2011, p. 3). Geography learning is essentially about studying Geographic phenomena scattered on the surface of the earth. To provide an image of the distribution and location of the symptoms to the students, not only preached,

questioned, and discussed, but must be demonstrated and demonstrated (Sumaatmadja, 1997, p. 79).

The existence of geography in the structure of teaching programs in schools is very important because in essence Geography is a geospheric phenomenon that provides knowledge, helps in the formation of values and attitudes, as well as skills in developing the ability to think critically and solutif to students directly or indirectly interact with the environment (Abidin, 2016, p. 36).

In the Curriculum 2013, Geography subjects are set to have four Core Competencies that are competence aspects of living and practice religious teachings, affective aspect competencies, cognitive aspect competencies, and psychomotor aspects competence. Principles of learning Geography is based on all learning theories that are oriented to the activities of learners. The role of educators in the principle of learning Geography acts as a mentor and facilitator. Student involvement in learning is not only cognitive engagement but also emotional involvement resulting in appreciation and internalization of values. For the creation of learning conditions above, the principles of learning that need to be considered by learners and educators is the principle of readiness learning, motivation, attention, positive perception, and constructivistik both in developing knowledge, skills, attitudes, and values Geography (Kemdikbud.go.id, 2013).

With the foundation of the above learning principles, the appropriate learning steps of Geography is by approaching the learning process of science or called the scientific approach (Kemdikbud.go.id, 2013). The scientific approach in learning is an approach that involves digging information through observation, questioning, experimentation, then processing data or information, followed by analyzing, reasoning, concluding, and creating (Majid, 2014, p. 211). Therefore, teachers should plan for Geography learning according to curriculum demands using a scientific approach and a learning model that encourages learners' ability to disclose or

research, and can produce contextual, individual or group work.

3. Strategy (SWOT)

“According to Hamel and Prahalad (1995) strategy is an ever-increasing and continuous action and is based on the viewpoint of what the future customers expect” (p. 4). In addition, Quinn explains that strategy provides a picture of a pattern or plan that integrates key goals, policies and actions in a cohesive relationship (Saxena, 2009, p. 504). According to Sallis which has become a common tool used in the planning of educational strategies and quality improvement programs implemented by schools, which in its management will be associated with inputs, processes and outputs. SWOT can be divided

into two elements: internal analysis (strengths and weaknesses) and external or environmental analysis (opportunities and threats). The purpose of this test is to make maximum strength, make minimal weaknesses, reduce threats, and build opportunities (Sallis, 2008, p. 221-223).

SWOT analysis is used to identify various factors to formulate a strategy. This analysis is based on efforts to maximize strength (strengths) and opportunities (opportunities), but simultaneously can minimize weakness and threats (Rangkuti, 2009, p. 18). To analyze more than the four elements, it is necessary to look at external factors (opportunities and challenges) and internal (strengths and weaknesses) as an important part of the SWOT analysis (Fahmi, 2013, p. 260).

Table 1. Qualitative SWOT Matrix

<i>EXTERNAL</i>	<i>OPPORTUINITY (O)</i>	<i>THREATS (T)</i>
<i>INTERNAL</i>		
<i>STRENGTHS (S)</i>	<p>STRATEGY SO (<i>Comparative Advantages</i>)</p> <p>That strategy using strength to take advantage of opportunities</p>	<p>STRATEGY ST (<i>Mobilization</i>)</p> <p>Strategies that use force to deal with threats</p>
<i>WEAKNESSESS (W)</i>	<p>STRATEGY WO (<i>Divestment/ Investment</i>)</p> <p>Strategies that minimize weaknesses to take advantage of opportunities</p>	<p>STRATEGY WT (<i>Damage Control</i>)</p> <p>That strategy minimize weaknesses and avoiding threats</p>

Source: Kearns (K.P, *Lead Article, Vol. 3, No.1,1992*, p. 13). and Rangkuti (Rangkuti, 2009, p. 19). (Modified)

C. Method

Researchers choose to use a qualitative research approach to determine how to find, collect, process and analyze data research results. The type of method used in this research is descriptive. The main participants in this study, namely Geography teacher in State High School 1 Maja Lebak Regency, Banten who has implemented the Curriculum 2013 in backward regions of Lebak Regency, Banten. Meanwhile, the participants of the base are learners and academic supervision which in this case can be represented by the authorities,

such as the principal, deputy head of the curriculum, or supervisor academic. To obtain the necessary data in this research, the data collection process that will be used researcher is semistruktur interview, participant observation, and document review.

D. Findings

Table 2.
Result Qualitative SWOT Matrix

<p><i>EXTERNAL</i></p> <p><i>INTERNAL</i></p>	<p>OPPORTUINITY (O)</p> <p>a. Cooperation with Geography Teacher Organization to help the successful implementation of Curriculum 2013 especially Geography learning process.</p> <p>b. Provide opportunities for teachers to develop skills and understanding through trainings to improve the success of the Curriculum 2013.</p> <p>c. Efforts of teachers who are always enthusiastic to understand the learning process based on Curriculum 2013, either syllabus, RPP, learning model, learning resources, learning media, learning methods and authentic assessment techniques.</p>	<p>THREATS (T)</p> <p>a. The low interest of students to study for high school level considering that generally learners come from economically disadvantaged families.</p> <p>b. Parent learners who are skeptical and have a bad paradigm about education.</p> <p>c. Accessibility is difficult to be taken by learners to travel long distances to school.</p> <p>d. Low interest and reading ability of learners.</p> <p>e. Low economic ability, so that learners do not have the power to buy textbooks lessons.</p> <p>f. Teachers who feel overwhelmed, complicated, and have difficulty with the completeness of the completeness of learning tools, assessment techniques, the application of scientific approaches, and others</p>
<p>STRENGTHS (S)</p> <p>a. Understanding teachers about the standards of the Curriculum 2013 process</p> <p>b. Teacher creativity in managing learning and classroom.</p> <p>c. Creativity of teachers to handle the lack of textbooks Geography lessons by directing and familiarizing students independently seek or find materials to be learned.</p> <p>d. Teachers always instill motivation to learn to learners.</p> <p>e. Teachers have skills in the use of instructional media.</p> <p>f. Teachers and students intertwine closeness and good familiarity, so it can be said that students have an interest in learning in learning attitudes. This will greatly assist teachers in identifying the differences in the character of each learner, monitoring student learning progress, and providing an objective view of attitude assessment to each learner.</p>	<p>STRATEGI SO (Comparative Advantages)</p> <p>a. Teachers who have the will and ability to study syllabus and re-develop lesson plan in accordance with the real condition of the school, can establish cooperation with Geography Teacher Organization to improve the quality of the planning process achievement.</p> <p>b. Teachers preparing administrative lessons should not only be used as personal archives, but also need to discuss regularly with the principal and with the school committee.</p> <p>c. The teacher's understanding of the 2013 Curriculum process standard, can be refined provides an opportunity for teachers to develop skills and understanding through trainings to improve the success of the Curriculum 2013.</p>	<p>STRATEGI ST (Mobilization)</p> <p>a. Teachers who always instill motivation to learn to learners who have low learning interest.</p> <p>b. Instead, teachers should not only establish intimacy with learners, but also parents of learners who to give an understanding of the importance of education. During meetings with school committees, not only about funding issues, procurement of books, school program plans, but also how the development of learners.</p> <p>c. Teachers pay attention to the ability of reading students, by always assigning students independently looking for learning resources that will be studied for as long as presented. It is expected, can overcome the low interest and reading ability of learners.</p> <p>d. Monitoring activities not only focus on the implementation of the learning process, but the physical and psychological conditions of the learners, and establish a good closeness with the parents of learners</p>

WEAKNESSESS (W)	STRATEGI WO <i>(Divestment/Investment)</i>	STRATEGI WT <i>(Damage Control)</i>
<ul style="list-style-type: none"> a. Lack of Geography text-books. b. Less available tools/ learning materials Geography. c. Not yet implemented learning process that utilize environment as source of learning. d. Learning is still centered on cognitive development, and has not fully trained the skills and attitudes of learners. e. The ongoing scientific learning is still conservative. f. Teachers have not fully embed the spiritual side in Geography learning 	<ul style="list-style-type: none"> a. Cooperation with other educational institutions that are incorporated by Geography Teacher Organization is required to assist school issues that have not been available for textbooks and learning materials / tools. b. The teacher's enthusiastic efforts to understand the learning process based on the Curriculum 2013, can utilize the school environment to train the skills and inculcate the attitude competencies that are expected to shape the quality generation. 	<ul style="list-style-type: none"> a. Need periodic assistance and mentoring in preparing the instrument b. Strengthening of scientific approach to teachers with Geography Teacher Organization c. Teachers need to get continuous training to be proficient in implementing scientific learning, because scientific learning supports the strengthening of the learning process. Training and stabilizing the preparation of learning tools for teachers to be creative d. Assessment through categorization according to student ability, not person by person. e. Teachers are required to creatively develop the material and learning process f. Efforts to adjust according to the development of understanding of the curriculum 2013 g. Development of indicators based on basic competencies by teachers together with the Geography Teacher Organization

Source: Research Results, 2017

E. Discussion and Conclusions

The SO strategy (comparative advantages) is a strategy that uses the power to exploit opportunities. Teachers who have the will and ability to study syllabus and re-develop lesson plan in accordance with the real condition of the school, can establish cooperation with Geography Teacher Organization to improve the quality of the planning process achievement. In line with the statement by Widyasari with the holding of this workshop aimed to improve the competence of teachers in planning the learning can be done by a group of teachers who have the same purpose. Competence to plan a high learning can be a motivating factor to plan learning as a manifestation of self-actualization. To improve the competence of teachers in planning lessons, a program is created. This enhancement program has the same characteristics as Applied Approach (AA) program which focuses on practical aspects in the form of skills to plan learning that can be

directly utilized by teachers. The program also takes into account the theoretical aspects. This program is named as the enhancement of competence of learning plan (Widyasari, Jurnal Vol. 17, No. 2, Mei, 2015, Seri-VII, 2015, p. 3).

Teachers preparing administrative lessons should not only be used as personal archives, but also need to discuss regularly with the principal and with the school committee. Also, teachers' understanding of the 2013 Curriculum standard process can be refined to provide teachers with the opportunity to develop skills and understanding through trainings to improve the success of the Curriculum 2013. This is supported by Widyasari by improving teacher competence can be done through in-service education (for example, if the teacher can be directed to follow the lecture again) and in-service training or training such as workshops and supervision. (Widyasari, Jurnal Vol. 17, No. 2, Mei, 2015, Seri-VII, 2015, p. 3).

Strategy ST (mobilization) using the power to overcome the threat. Teachers who always instill motivation to learn to learners who have low learning interest. In line with Prayitno Prayitno which explains the teacher of subject, teacher, and other school staff is obliged to help students improve their motivation in learning. One of them is by adapting the teaching with talent, interest, and ability. Increased motivation to learn is very important to be given to all students, this can provide high learning spirit for all students in terms of removing all the talents and interests of students to develop the capabilities that are owned individually or in groups.

In addition, teachers pay attention to the ability to read students, by always assigning students independently looking for learning resources to be studied for as long as they are presented. It is expected, can overcome the low interest and reading ability of learners. This is supported by Prayitno that each student is expected to apply effective attitudes and learning habits because good learning achievement is obtained through effort or hard work. Good learning habits are very supportive in all aspects of student learning, when students have done good things, ranging from the development of attitudes, discipline, diligent and there are responsibilities together, then the learning process will run in accordance with the expectations together, and can give effect which is great in improving student achievement.

Strategy WO (divestment/investment) strategy to minimize weaknesses by taking advantage of opportunities. Cooperation with other educational institutions that are incorporated by Geography Teacher Organization is required to assist school issues that have not been available for textbooks and learning materials/tools. Described by Azizah et al, with approach to stakeholders by approaching kinship between teacher, employee and learner and also parent of learner that aim to easy to reach school program (Azizah et al., 2015, p. 9).

The teacher's enthusiastic efforts to understand the learning process based on the Curriculum 2013, can utilize the school

environment to train the skills and inculcate the attitude competencies that are expected to shape the quality generation. Pasya explains that in the absence of the limitations of Geographic package books this does not create an obstacle, but rather as a challenge to improve his ability to teach and educate. Limited package book can be a motivation to maximize the potential that exists, especially the surrounding environment as a source of learning.

Strategy WT (damage control) strategy to minimize weakness and avoid threats. With the occasional mentoring and guidance in formulating instruments, strengthening the scientific approach to teachers, teachers need to receive continuous training to be proficient in implementing scientific learning, because supports the strengthening of learning process, training and consolidation of learning tools for teachers to be creative, basic competencies by teachers together with Geography Teacher Organization. Suyanto (Rizali, et al., 2009, p. 17).

Teachers should be invited to change by being trained continuously in the making of learning units, inquiry based learning methods, discovery, contextual teaching and learning, using their tools, changes in philosophy and others. Also confirmed by Sapari in teachers should be enhanced by their sensitivity and creativity to develop their pedagogical sensitivity in learning (Rizali, et al., 2009, p. 17).

Strategy implementation of geography learning process based on curriculum 2013 in backward regions, including:

1. The fulfillment of school infrastructure, this is done principals in order to support activities to improve the quality of education in schools.
2. Providing instruction to teachers and learners in teaching, this is done by the principal of a visit to the classes that aims to see how the teaching process is done by teachers and learners, in addition to the principal provides motivation to learners to continue to increase interest in learning in school.

3. Increase professional competence, pedagogic competence, and social competence of teachers, this needs to be supported and supported by the principal to improve the quality of the learning process.
4. Special coaching for learners, this is done by the school in order to provide guidance for learners to improve learning achievement of students both from academic and nonakademik.
5. The learning process should emphasize the exemplification, habituation, culture and change to create the quality of the competence of graduates in order to advance the Kab. Lebak is still left behind.
6. Creativity, enthusiasm, and teacher skills are needed to overcome the difficult problems of facilities and infrastructure in backward regions.
7. Principals need to have the ability to foster good relationships with parents of learners, community members, education offices, relevant government agencies, and potential partner organizations to work with.
8. A harmonious partnership relationship between parents and schools should be created and nurtured, as the students' learning achievements and interests are determined by the culture and learning environment at home and at school.
9. Approach to stakeholders, this is done by the principal conducted a familial approach between teachers, employees and learners as well as parents of learners who aim for easy to achieve school programs.

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