



2016

**INTERNATIONAL CONFERENCE
ON EDUCATION & SOCIAL SCIENCE
(UK-ICESS)**

9-10th November

PROCEEDING

**“EDUCATIONAL & SOCIAL ISSUES
IN THE CHANGING ASIA”**

ISBN: 978-602-19859-7-7



UNIVERSITAS KANJURUHAN MALANG



unikama
Universitas Kanjuruhan Malang

Jl. S. Supriyadi No. 48 Malang
Telp. +62 341 801488 Fax. +62 341 831532
Website: <http://www.unikama.ac.id>

PROCEEDING

2016 International Conference on Education and Social Science (UK-ICISS) “Educational and Social Issues in the Changing Asia”

ISBN: 978-602-19859-7-7

Malang, Indonesia
November 9-10, 2016

**Universitas Kanjuruhan
Malang**

Jl. S.Supriadi No. 48
Malang, Indonesia – 65148
Tel. (+62)341-801488
Fax. (+62)341-831532
www.unikama.ac.id
www.uk-icess.org



PROCEEDING

2016 International Conference on Education and Social Science (UK-ICISS)

“Educational and Social Issues in the Changing Asia”

ISBN: 978-602-19859-7-7

Reviewers

Prof. Dr. Sudjijono, M.Hum

Prof. Dr. Laurens Kaluge

Dr. Supriyanto

Umi Tursini, Ph.D

Umiati Jawas, Ph.D

Rusfandi, Ph.D

Editors

Ayu Liskinasih, M.Pd

Uun Muhaji, M.Pd

Dr. Permata Ika Hidayati

Hena Dian Ayu, M.Si, M.Pd

Cover Design

Susiati

Printed and Published by

Universitas Kanjuruhan Malang

Jl. S. Supriadi No. 48 Malang, Indonesia – 65148

Tel. (+62)341-801488; Fax. (+62)341-831532

www.unikama.ac.id; www.uk-icess.org; uk-icess@unikama.ac.id

First printing, November 2016

Copyright ©2016 by Universitas Kanjuruhan Malang

The texts of the papers in this volume were set individually by the authors or under their supervision. Only minor corrections to the text may have been carried out by the publisher. By submitting the paper to the 2016 International Conference in Education and Social Sciences (UK-ICISS), the authors agree that they are fully responsible to obtain all the written permission to reproduce figures, tables, and text from copyrighted material. The authors are also responsible to give sufficient credit included in the texts, figures, legends, or tables. The organizer of the conference, reviewers of the papers, editors, and the publisher of the proceedings are not responsible for any copyright infringement and the damage they may cause.

PREFACE

The 2016 International Conference on Education and Social Science (UK-ICESS) is the first international conference hosted by Universitas Kanjuruhan Malang as a part of its XLI Dies Natalis commemoration. This international conference invites all educators and researchers in the field of education and social sciences to share latest issues, research, and information in these areas. Thus, as an important part of this academic forum, the organizing committee is pleased to present the Proceeding of 2016 International Conference on Education and Social Sciences which brings up the main theme of *Educational and Social Issues in the Changing Asia*.

There are 65 papers in this compilation, covering various topics around the theme of educational and social issues in the changing Asia which were studied from vast research areas; such as economics, health, education, language, arts, technology, geography, civics, and entrepreneurship. It is expected that all papers in this proceeding will enrich our knowledge and broaden our insights of current issues, trends, research, and information in the areas of education and social sciences.

Lastly, the organizing committee would like to deliver great appreciation to writers, presenters, and all parties who have been contributing to the publication of this proceeding.

Malang, November 2016

The Committee

TABLE OF CONTENT

Preface	iii
Table of Content	iv

Conference Papers

1. The Application of Cooperative Learning Model (Tutor and Tutee) in the Playing Outdoor Activities for Early Childhood <i>Achmadi; Aisyah</i>	1
2. Parenting Parents in Developing Character Education in Early Childhood <i>Aisyah; Isabella Hasiana</i>	8
3. Looking beyond Teacher's Classroom Management: EFL Teachers' Pedagogical Knowledge from Different Backgrounds in Teaching Autistic Students in Different Settings <i>Alam Aji Putera, M. Adnan Latief, Ali Saukah, Sri Rachmajanti</i>	15
4. Student Activities in Learning NCTM Standards with Cognitive Load Theory Concept of Rank in Grade X Vocational High School <i>Arika Indah Kristiana, Suharto</i>	25
5. Effect of Betel Leaves Decoctionin to Speeding Perineum Healing for Postpartum Women in BPM Endang Sutikno Kediri <i>Candra Wahyuni</i>	30
6. The Importance of Entrepreneurship Education for Farmer <i>Darmadji</i>	36
7. Is Internal Corporate Social Responsibility Related to Employee Engagement? <i>Dianawati Suryaningtyas</i>	46
8. Implementation of Entrepreneurial Learning Model Based on Local Wisdom through Mind Mapping Method to Achieve the Effectiveness of Learning <i>Endah Andayani; Lilik Sri Hariani; Suko Winarsih; Rusno</i>	54
9. Entrepreneurship Learning Model Involving the Businessman (Entrepreneur in Residence); Implementation of Social Entrepreneurship at Ciputra University <i>Wina Christina, Herry Purwoko, Astrid Kusumowidagdo</i>	64
10. The Implementation of Social Science Inquiry Learning Strategy in Civics Education <i>Hernawaty Damanik, I Nyoman S Degeng, Punaji Setyosari, I Wayan Dasna.</i>	71

11. Flores Local Genius on Move (Integrating both Character Education and Manggaraian Local Genius in Teaching English Speaking) <i>Hieronimus Canggung Darong</i>	78
12. The Effectiveness of <i>Jengah</i> Conception to Control the Students' Communication Anxiety in Mathematics Learning <i>I Made Ardana</i>	88
13. The Impact of Blended Learning towards Teaching Learning Process and Student's Maturity <i>R. Jacobus Darmanto; Agustinus Fahik</i>	95
14. The Use of Google Slides to Build Students' Collaborative Work in Reading Comprehension Skill to Master the Report Texts <i>Jastman</i>	103
15. Good Behaviour Game to Reduce Aggressive Behaviours on Children <i>Gracia Sudargo, Laura Makaria Sudargo</i>	113
16. The Implementation of Curriculum 2013 on Economics by Using Scientific Approach in SMAN Malang <i>Lilik Sri Hariani; Endah Andayani</i>	122
17. Students' Perception of Interactive Multimedia Mediated Web-based Learning <i>Mclean HY, Isnawati</i>	128
18. Building Student's Character through Indirect Teaching in Indonesian High Schools <i>Mirjam Anugerahwati</i>	138
19. The Relationship between Gender, Age, and Attitude toward Mathematics among Malaysian Gifted Students <i>Mohd Fadzil bin Kamarudin; Mohd Hasrul bin Kamarulzaman; Noriah Mohd Ishak</i>	143
20. The Development of Learning Model for Accounting Education Based On Islamic Ethics in Higher Institutions <i>Muslichah, Evi Maria</i>	154
21. Integrating Sustainability Education into Higher Institutions <i>Muslichah; Shabrina Ramadania</i>	167
22. Perceptions of Novice English Teachers on Student-Centre Approach in Teaching English <i>Neni Nurkhamidah; Sinta Dewi Yulianti</i>	176

23. What is so Difficult about Learning Science through English? <i>Novriani Rabeka Manafre</i>	182
24. Analysis Cognitive Ability Enhancement through Cosmography Constructivism Facilitated Media Learning Management System <i>Permata Ika Hidayati, Soetjipto</i>	188
25. Micro-Hydro Power Plant Realia as Media to Enhance Students' Understanding on Power Plant <i>Radina Anggun Nurisma, Hendrik Elvian Gayuh Prasetya, Teguh Hady Ari Wibowo</i>	197
26. Self-Control and College Adjustment: Aspect and Measurement <i>Rahmah Hastuti</i>	204
27. The Motivation and Performance of Health as Consequence the Welfare Employees <i>Ratna Wardani</i>	213
28. Connection and Mathematical Disposition toward Advanced Mathematical Thinking in APOS Mathematics Learning <i>Retno Marsitin</i>	221
29. An International Group Membership on <i>Facebook</i> and Its Effect on Giving Feedback during Peer Review <i>Riza Weganofa; Henni Anggraeni; Rofi'ul Huda</i>	232
30. Community Service: Empowering the Deaf <i>Riza Weganofa, Siti Mafulah, Fitri Anggraini</i>	239
31. Critical Thinking about Education and Tax Policy in Indonesia: Study on Cases of Tax Evasion in European Countries <i>Rostamaji Kornawan</i>	243
32. Bilingual Concept of Cross-Linguistic Transfer: A Challenge for Contrastive Rhetoric <i>Rusfandi</i>	248
33. The Use of Videos to Improve Students' Ability in Listening to Narrative Texts <i>Widia Purnamasari; Sakti Nugroho</i>	255
34. The Use of Online Media to Enrich Student's Vocabulary <i>Siti Mafulah, Fitri Anggraini Hariyanto</i>	268

35. The Development of Learning Physics Device Based on KKNi to Increase Students' Mastery Concept and Critical Thinking <i>Sudi Dul Aji, Choirul Huda, Chandra Sundaygara, Muhammad Nur Hudha</i>	277
36. A Survey Study on the Independence and the Openness of the Will be Teacher <i>Sudiyono; Maris Kurniawati</i>	285
37. Arts-based Responses to Cultural and Religion Identity to Inform Initial Teacher Education <i>Sue Erica Smith; Ratna Suryaratri; Deasyanti Adil</i>	292
38. Economic Empowerment Community to Economic Institutions <i>Pesantren</i> <i>Supriyanto</i>	300
39. Critical Thinking of the Elementary School Students in Coffee Plantation Area Based on Math Science Exemplars Task through Performance Assessment <i>Suratno; Dian Kurniati</i>	307
40. The Implementation of the Scientific Approach of Curriculum 2013 in English Classes at Sekolah Menengah Atas Negeri 6 Malang <i>Surya Fajar Cahyo Nuraeni</i>	313
41. Urgency of Education Based Socioecopreneurship in Indonesia (Analysis on Elementary Education) <i>Susan N H Jacobus</i>	324
42. Knowledge Management Model in the Achievement of Effectiveness of the Organization of Private Higher Education in Malang <i>Tanto Gatot Sumarsono; Abdurrabi</i>	329
43. Self-Assessment of Speaking Proficiency: Students' Criteria and Attitude <i>Umi Tursini</i>	341
44. Managing Instruction: Leadership Practices for Instructional Improvement in Indonesian School Reform <i>Umiati Jawas</i>	350
45. The Use of Creative Writing Handbook in Developing Ideas and Creativity of English Education Department Students in Writing Class <i>Uun Muhaji; Irene Trisisca</i>	365
46. The Analysis of Banking Systemic Risk in Indonesia <i>Vinus Maulina, Riril Mardiana Firdaus</i>	372

47. The Analysis of Banking Systemic Risk and Financial Linkages in Indonesia <i>Vinus Maulina; Sri Wilujeng</i>	382
48. Analysis of the Influence of the World's Oil Prices, Inflation, Interest Rate, and Rupiah / US Dollar Exchange Rate on the Return of Mining Sector's Shares Registered in Indonesia Stock Exchange in 2010 – 2015 <i>Waseso Segoro, Andri Kartika</i>	390
49. Improvement of Motivation and Learning Outcomes through Assessment of Social Sciences Student Portofolio in State Junior High School 5 Malang <i>Yuli Ifana Sari, Siti Halimatus Sakdiah, Hermina Mulyati Sudir</i>	398
50. Couched Peer Feedback: Teacher’s Intervention in Collaborative Peer Feedback Writing Activities <i>Annisa Astrid</i>	404
51. The Implementation of Fanpage in Creating Positioning Product for UMKM in Jakarta And Yogyakarta <i>Tjipto Djuhartono, Annisaa Utami, Wening Estiningsih</i>	416
52. The Implementation of Bureaucracy Reform: Role of Transformational Leadership, Organizational Culture and Employees Quality Competence as the Mediator <i>Christea Frisdiantara; Harinoto</i>	424
53. Knowledge Management and Transformational Leadership on Employees’ Performance Mediated by Organizational Culture <i>Harinoto</i>	437
54. Establishing Reading Comprehension on Report Text through the Presence and Absence of the Text Itself <i>Veranika</i>	448
55. Counseling Families through Parenting Positive Techniques in Dealing with Authoritarian Parenting <i>Wiwit Wahyutiningsih</i>	455
56. I _b W Kecamatan Kedopok Kota Probolinggo <i>Irma Tyasari, Enike Dwi Kusumawati, Suryaningsih, HB Sujiantoro</i>	461
57. Revitalising Anti Corruption Values in Economy Development as The Learning for Pre-service Teachers <i>Ninik Indawati</i>	466

58. Innovation And Business Strategies To Enhance Firm Performance: Study of SMEs Cluster In Malang <i>Rita Indah Mustikowati, Iva Nurdiana Farida</i>	472
59. The Development of Policy Evaluation Model of Bank Indonesia(BI) and Otoritas Jasa Keuangan (OJK) for Mandatory Audit of BPRS <i>Koenta Adji Koerniawan, Irma Tyasari</i>	481
60. Community as the Actor in Empowerment: The Role of Community Information Group of Surabaya in Building Well-informed Community <i>Nurul Ratna Sari</i>	487
61. The Air Flow as Function of Temperature in Rectangular Heated Chamber in Solar Thermal Cyclone Wind Turbine Generator <i>Sugiono, A. Raharjo, Sujatmiko</i>	499
62. Development of Android-Based Blended Learning Accompanied with Video Tutorials To Improve Students' Understanding And Skill Of Computer Programming Course <i>Choirul Huda, Nurul Ain</i>	504
63. Evaluation of Placement Policy: Correlation between Placement Test Score and Students' Achievement in Integrated Course <i>Ayu Liskinasih, Rizky Lutviana</i>	513
64. Application of Multiculturalism Based Approach to Improve Students' Understanding in Literary Criticism (Case Studies in English Literature Department of Kanjuruhan University, Malang) <i>Sujito</i>	519
65. Financial Performance Evaluation Department of Industry, Trade, and District in Indonesian Market Developments in Optimized SMEs <i>Ida Nuryana</i>	527

The Implementation of Curriculum 2013 on Economics by Using Scientific Approach in SMAN Malang

Lilik Sri Hariani; Endah Andayani

liliksrihariani@yahoo.co.id; endahandayani_3@yahoo.com

University of Kanjuruhan Malang

Abstract: Curriculum is one of the main pillars that affects the success of national education. To improve the quality of education in Indonesia, the Minister of Education of Indonesia has been applying Curriculum 2013 in order to create students who have good quality and pro-active answering the challenge of the changing era. In implementing the teaching, teachers are charged to implement the scientific approach. Scientific approach is the kind of teaching which adopts the scientific methods in constructing the knowledge through scientific methods. The result of this research show that: 1) Implementation of Curriculum 2013 in state senior high schools in Malang has been started since the school year of 2013/2014, teachers feel there are difficulties in analyzing the relations among the passing standard of competence, main competency, and basic competence; 2) Teachers feel there are difficulties in implementing scientific research on economics lesson because teachers are not familiar yet to implement scientific methods in a teaching as stated in Curriculum 2013; and 3) Teachers feel there is difficulty in understanding Economics lesson books, for the lesson of Economics which is suitable with Curriculum 2013 has not been designed systematically to achieve the assigned competence.

Keywords: *Implementation, Curriculum 2013, Scientific Approach*

INTRODUCTION

Curriculum is one of the teaching tools which has important roles in education because curriculum is a bellwether to reach the purpose of education. According to Dakir, 2004; and Mulyasa, 2007, curriculum holds the key role in education, and it also relates with the bellwether, content and teaching process, in which these will decide the kind and qualification of graduates in any education foundations.

In a life full of competition, the need of people about quality rises too. It can be caused by the expectation of public that schools can answer and anticipate the possible challenges in the future. Hence, some schools try to implement the curriculum which is different with another school in order to improve the quality of education in their own schools.

Curriculum in Indonesia has been changes for many times, such as curriculum 1984, 1994, 2004, 2006, and 2013. These kind of curriculum changes are meant to prepare students to be more prepared to face the challenges in the future through knowledge, creativity, attitude and skills on adapting in the changeable circumstances.

Curriculum is an important tool in guaranteeing the success of education. Without a good curriculum, it will be hard to aim the goals of the purpose and the education object. Curriculum covers two things, they are teaching plan and the implementation which will be experienced by the students in order to reach the purpose of education as expected. Curriculum also means as a package of plan and rule for the purpose, content, lesson material and also method used as the guidance of activity implementation to reach the certain education purpose (Copy of Peraturan Pemerintah RI Number 32 Year 2013). In the rule attachment of Minister of Education and Culture No.69 in 2013 briefly stated that curriculum 2013 aims to prepare Indonesian students to have the ability to live as person and as believer, productive, innovative, creative, affective, and also capable of contributing in living as people of the nation and people of the world.

Curriculum 2013 is a development from the previous curriculum, the KTSP (Kurikulum Tingkat Satuan Pendidikan). In curriculum 2013, education is emphasized to create productive, creative, and innovative humans. According to Mulyasa (2013), curriculum 2013 has some essential things, they are: 1) curriculum 2013 uses contextual approach which has natural characteristic because it starts, focuses, and gather to the nature of students to develop other competencies according to their own competencies. In this case, students are the subject of learning, and the teaching process goes naturally through working and experiencing according to the certain competencies and not by transferring knowledge; 2) curriculum 2013 which has the basics of character and competence can become the basic of other skill developments. The ability of mastering science, knowledge, and certain skills in a work, the ability to solve problems in daily life, and the development of personal aspects can be done optimally based on the certain standard of competency; and 3) there are certain fields of study which the implementation is suitable by using competence approach, especially the one that is related with skill.

The implementation of curriculum 2013 nowadays becomes a hope for the government and the public to make the young generations become more pious, productive, creative, innovative, affective, and capable of contributing in living as people of the nation and people of the world in a world that rapidly changes. That is why, to implement the curriculum is crucially needed the good teamwork from many aspects whether it is from the governors, the school staffs, or from the public.

Curriculum 2013 emphasizes on the teaching on affective aspect or the attitude change and the competence which is to be accomplished. This is a balance among attitude, skill and knowledge. It is expected that the learning can be interesting and also to develop the students' creativity to achieve the competence both for the knowledge competence and skill competence, also emphasizes on the spiritual competence and social competence of students. By these methods students are not only given the knowledge but also skills and attitude shaping. Students are expected to know not only what and who but also why and how until become daily routine, for examples: being honest, discipline, responsible, and other values. The change of learning paradigm requires creativity and innovation to adjust the need of competency in the curriculum. Curriculum 2013 commands to use the scientific approach in all the learning process. The teaching by using scientific approach consist of observing, questioning, thinking, associating, and communicating (building social network). Scientific approach can also use some strategies and learning styles such as: *discovery learning, inquiry learning, project based learning, and problem based learning.*

In the learning of economics, the implementation by using scientific approach is aimed to improve students potencies in order to make them aware of the social problems in their circumstances, to have the positive mental towards better change, and creative in solving each problem in their life or in their people.

METHOD

This is a qualitative descriptive research design. The subjects of this research are economics teachers in state senior high schools in Malang. The descriptive research is a different research method which tries to portray and explain the provided subjects. In general, descriptive research is conducted for the main purpose to portray correctly the systematically the fact and the characteristics of the research subject. The subject being described in this research is the implementation of curriculum 2013 by using scientific research. In this research, the researcher is the key instrument who collect the data by doing interview, observation, and spreading questionnaires. The data analysis is used by data reducing, data displaying, and data verifying.

FINDING AND DISCUSSION

Based on the result of the research it can be concluded that curriculum 2013 in state senior high schools in Malang has been started in the school year of 2013/2014, in the implementation until now some economics teachers still face difficulties in implementing curriculum 2013 because from the questionnaires result shows that 25% respondents state the adequate difficulty in implementing this curriculum. Curriculum 2013 requires all lessons to reach all main competencies from the first up to the fourth competencies where the main competency becomes the sign of students' competence achievements which is explained in the basic competency consist of spiritual attitude, social attitude, knowledge, and skill. The main competence is gained through the basic competence which will be conveyed by teachers during the lesson. To achieve that, teachers face difficulties in analyzing the relationship among the passing standard of competence, main competence, and basic competence. Teachers also find it difficult in formulating the indicator of competence accomplishment to be explained in the learning plan, especially in the indicator of main competence accomplishment 1 and main competence accomplishment 2. Based on the interview held with one teacher of economics, it can be concluded that teachers find it difficult to apply curriculum 2013 because they are not certain about the learning plan whether it is suitable with the curriculum 2013 or not. The problems that the teachers face in implementing curriculum 2013 are various because of the difference of teachers' understanding, this problem occurs because there are some teachers who have not attended the training of curriculum 2013.

There occur many problems when economics teacher apply the scientific approach. It can be known from the result of the questionnaires that 30% of respondents stated they find it difficult to implement the scientific approach in the teaching of economics. The difficulty lie on the scoring that is assumed to be difficult, the implementation of the scientific approach in the learning process, and also to motivate students to be active in the learning process. The learning by using scientific approach is a learning consist of observing, asking, trying or collecting, analyzing or processing, and communicating the result to get the knowledge and attitude (Hosnan, 2014). Those steps can be continued by creating something. Teachers find it difficult in implementing the scientific approach because they are not used to do scientific methods in teaching. The interview result with an economics teacher can be known that many teachers think scientific approach usually used only in science lesson. Besides, the scientific approach is a logical order of observing, asking, collecting information or trying, associating, and communicating which are realized as the only learning approach and the standardized procedure. All of them complicating teachers in developing the learning methods. Scientific approach by using 5M is also lack in accommodating the characteristic of lesson and competence. By guided on 5M it makes the teachers' creativity lack of optimal. There are some

methods that can be used in implementing scientific approach, some of them are *problem-based learning*, *project-based learning* and *discovery learning* that consist inquiries which should be implemented. Collaborating some teaching methods can ease teachers to implement scientific approach in teaching economics.

Curriculum 2013 offers new thing in education. Scientific approach can help teachers in facing and solving any problems. It is then expected for teachers to be able preparing the generations that can think critically and have skills. Scientific approach are regulated in Permendikbud No. 65 in 2013 about Standard Process of Primary and High School Education. Teaching by using scientific approach is a teaching that adopts the scientific methods in constructing knowledge through scientific methods. In the implementation, there are three things: attitude, knowledge, and skill. The teaching by using scientific approach in the sphere of attitude covers the substantial transformation or teaching materials to make the students “know why”. The skill sphere covers the substance or teaching material to make the students “know how”. For the knowledge sphere covers substantial transformation or teaching material to make students “know what”.

It is expected that scientific approach will make improvement and balance between the ability to become good human (soft skills) and to become human who have the ability and knowledge to live worthy (hard skill) from having the competence aspect of attitude, skill and knowledge. Attitude competence is gained through the activity of accepting, carrying out, respecting, living, and practicing. The skill competence is gained through the activity of observing, asking, trying, thinking, presenting, and creating. Besides, the knowledge competence is gained through the activity of memorizing, understanding, implementing, analyzing, evaluating, and creating.

In other hand, based on the interview conducted with an economics teacher who teaches in the X grade of SMA Negeri 2 Malang, it can be concluded that if it is viewed from the learning by using scientific approach the students’ motivation will rise. They feel glad with the new learning style that urges them to be curious.

Related with the lesson book of economics, teachers find it difficult to understand it. Due to the questionnaires result that 35% of respondents stated they feel difficult enough to understand the economics lesson book because that kind of book has not been arranged systematically to reach the set competence, the systematic of serving the economics book is also not suitable with the systematic from the main competence and basic competence too. The difficulty faced by teachers in understanding the textbooks is on synchronizing between the book published from the publisher using main competence and the basic competence set in the curriculum which make teachers guessing in the implementation. It makes teacher often face difficulty in developing the teaching.

From the problems, economics teachers have done many efforts to solve them. Some of the efforts are; 1) economics teachers always do discussion in solving problems with other teachers in the school, 2) living up the MGMP, 3) using any sources and learning mediumssuch as Wi-Fi, LCD, computer, and library. Basically the problem in teaching economics by implementing curriculum 2013 can be solved if teachers keep struggling to improve their knowledge about teaching and adjusting the material with the facilities in the school. The main competence and the basic competence that have been set in the curriculum can be developed by teachers and they can find other references that are suitable with the main competence and the basic competence. Teachers’ commitment in developing competencies, arranging appropriate teaching plan, and implementing the plan can help teacher to accomplish the purpose of learning economics by using scientific approach as in curriculum 2013.

CONCLUSIONS AND SUGGESTIONS

The result of this research show: 1) Implementation of curriculum 2013 insenior high schools in Malang has been started since the school year of 2013/2014, teachers face some difficulties in analyzing the relations amongthe passing standard of competence, main competency, and basic competence which are caused by the lack of teachers’ understanding concerning curriculum 2013 for there are some teachers who had not attended the curriculum 2013 training; 2) Teachers feel difficult in implementing scientific approach on economics lesson because they are not used to implement scientific methods in teaching; and 3) Economics teachers still find it difficult in understanding the economics lesson book, because that kind of book has not been arranged systematically to reach the set competence, the systematic of serving the economics book is also not suitable with the systematic from the main competence and basic competence too.

REFERENCES

- Dakir, 2004,*Perencanaan dan Pengembangan Kurikulum*. Jakarta: PT Rineka Cipta
- Depdiknas, 2006, Konsep Dasar Pendidikan Kecakapan Hidup.(online), ([http://www.infodiknas.com/pendidikan-kecakapan-hidup-konsep -dasar](http://www.infodiknas.com/pendidikan-kecakapan-hidup-konsep-dasar)), accessed 5 Desember 2015.
- Daryanto, 2014, *Pendekatan Pembelajaran Sainifik Kurikulum 2013*, Yogyakarta: Gava Media.
- Hosnan, M. 2014, *Pendekatan Sainifik Dan Kontekstual Dalam Pembelajaran Abad 21*, Bogor: Ghalia Indonesia.
- Kemendiknas. 2014. Struktur Kurikulum 2013. Accessed from <http://www.kemdiknas.go.id/kemdikbud/uji-publik-kurikulum-2013-4> pada 5 Desember 2015.
- Kunandar. 2011. *Guru Profesional: Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru*. Jakarta: Rajawali Pers.
- Margaret Puspitarini. 2014. Tiga Masalah Guru dalam Implementasi Kurikulum 2013. Artikel. Accessed from <http://news.okezone.com/read/2014/10/16/65/1052959/tiga-masalah-gurudalam-implementasi-kurikulum-2013> on May 23rd 2016
- Mulyasa. 2009. *Menjadi Guru Profesional*. Bandung: PT Remaja Rosdakarya.
- Mulyasa. 2013. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: PT. Remaja Rosdakarya
- Neil, John. D. Mc. 1990. *Curriculum and Comprehensive Introduction*. London: Little Brown. High Education a Division in Illinois.
- Permendikbud. 2013. *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah*.

Permendikbud. 2013. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan Dasar dan Menengah.

Permendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103 Tahun 2014 tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah.

Permendikbud. 2014. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 104 Tahun 2014 tentang Penilaian Hasil Belajar Oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah.

Suryaman, M. dan Utorodewo, V.N. 2006. *Pemilihan dan Pemanfaatan Buku Pelajaran yang Memenuhi Syarat Kelayakan*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Tarigan & Tarigan, 1986. *Telaah Buku teks*. Bandung: Angkasa

Tomlinson, Brian dan Masuhara, Hitomi. 2004, *Developing Language Course Material*,. Singapore: SEAMEO Regional Language Centre