

History Teachers' Social Construction of History Learning in the 2013 Curriculum in High Schools in Semarang Regency

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Abstract

The purpose of this study is to describe the social construction of the history teacher of the 2013 curriculum, the implementation of the 2013 curriculum, and the constraints on implementing the 2013 curriculum in history learning at high schools in Semarang Regency. This research includes qualitative data collection techniques through in-depth interviews, documents, and observations. This study's analysis technique uses data collection, reduction, presentation, and conclusion. This study found that in applying the 2013 curriculum in learning history, the social construction of the history teacher 2013 curriculum in high schools in the Semarang district varied due to the dialectical process teachers experienced through different experiences and influenced by several factors. In implementing the 2013 curriculum on learning, the teacher is adjusted to the characteristics of the school, school facilities, and infrastructure, and the characteristics of students applying the 2013 curriculum present various obstacles. Constraints faced by teachers include student activeness, lack of literacy, use of learning models and methods, and lack of training for teachers to help teachers understand the application of the 2013 curriculum in learning.

Keywords: *social construction, 2013 curriculum, history learning*

Introduction

The curriculum is an essential component of the education system. The curriculum is designed to realize one of the goals of national education while maintaining the stage of development of students and the suitability of the curriculum to the environment, national development needs, and developments in science, technology, and the arts by the type and level of each educational unit. The curriculum is a set of plans and arrangements regarding learning content, materials, and methods used as guidelines for organizing teaching and learning activities (Hamalik, 2008, p. 18; Riyadi, 2019). Law Number 20 of 2003 states that the curriculum is a set of plans and regulations regarding objectives, content, and learning materials. Certain education. The curriculum in Indonesia has changed since 1975. The education curriculum in Indonesia has changed according to the times. One goal is the suitability of education for times that are

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changing and developing (Burhanudin, 2018, p. 90). Then, the curriculum began to change, starting from the 1994, 2004 Curriculum (KBK), the 2006 Curriculum (KTSP), and 2013 Curricula. The 2013 Curriculum is the curriculum that applies in the Indonesian education system today. The 2013 Curriculum is the permanent curriculum implemented by the government to replace the 2006 Curriculum (KTSP). The 2013 curriculum emphasizes using a scientific approach, authentic assessment, and integrative thematics in learning (Budiani, 2017, p. 46). The 2013 curriculum aims to foster activeness in students and teachers in learning. Teachers must be creative in creating exciting learning, and students must be more critical and responsive in the learning process. The 2013 curriculum is expected to solve various problems currently being faced in the world of education, especially in the era of globalization, which is full of various challenges (Mulyasa, 2013, p. 163; Supriatna, 2011). The 2013 curriculum is not very different from the 2006 curriculum (KTSP). The 2013 Curriculum and 2006 Curriculum (KTSP) allocate time for students' self-development and theory discussion, but students are also directed to be directly involved in an experiential learning process.

In the 2013 Curriculum, there is also a revision that requires the integration of strengthening character education in tools and learning (Purnomo, 2019, p. 157). Learning characteristics in the 2013 curriculum include the development of three aspects of competence: attitude, knowledge, and skills. These three aspects of potency have different acquisition trajectories. Apart from that, the 2013 Curriculum also uses a scientific learning approach. In the attachment to the Regulation of the Minister of Education and Culture Number 69 of 2013 concerning the Basic Framework and Structure of the High School/Madrasah Aliyah Curriculum, it is stated that the 2013 Curriculum was developed with improvements to the following mindset, firstly, the teacher-centered learning pattern becomes student-centered learning. Second, the one-way learning pattern becomes interactive learning.

Third, isolated learning patterns become networked learning. Fourth, passive learning patterns become active-seeking learning patterns. Fifth, the pattern of learning alone becomes group learning. Sixth, the single-tool learning pattern becomes multimedia tool-based learning. Seventh, mass-based learning patterns are a customer need. Eighth, the pattern of learning from a single science (*mono discipline*) becomes learning from multiple sciences (*multi-disciplines*). Ninth, passive learning patterns become active learning. The 2013 curriculum has a division of history subjects, which are Indonesian and history subjects. Indonesian history is a subject given to all students, also called a compulsory history subject. Meanwhile, history subjects are only given to high school students majoring in social studies or as cross-interest subjects (Ulhaq, 2017, p. 2).

Implementing history learning based on the 2013 Curriculum emphasizes a scientific approach. The scientific approach in the 2013 Curriculum is applied to all subjects at all levels (Pujatama, 2014, p. 39). The scientific approach is a learning process designed so that students actively construct concepts, laws, or principles through stages that have been formulated (Atmaja, 2019, p. 132). The implementation of the 2013 Curriculum should be able to realize the vision, mission, and goals of national education in stages. However, in reality, the implementation of the 2013 Curriculum in education faces various problems and challenges, so the implementation of the 2013 Curriculum does not meet expectations. The success of the curriculum primarily lies in a teacher as the implementer of the curriculum (Sutarman, 2014, p. 44; Anggraini, 2017).

Social construction theory is a contemporary sociological theory based on the sociology of knowledge. In this theory, there is an understanding of socially constructed reality and reality and knowledge, two critical terms for understanding it. Reality takes on a more significant role when all social strata begin to influence (Sica, 2015, p. 12). Social construction theory is a process of meaning carried out by each individual towards the environment and aspects outside themselves, which consists of processes of externalization, objectification, and internalization (Mahsun et al.; M., 2018). Externalization is adapting oneself to the sociocultural world as a human product, objectivation is social interaction in the intersubjective world, which is symbolized or experiencing a process of institutionalization, and internalization is the individual identifying themselves amidst the social institutions of which the individual is a member.

Social construction comes from the philosophy of constructivism, which starts with cognitive constructive ideas. Constructivism allows someone to understand the concept of social construction (Knoblauch, 2016, p. 123; Enda, E. 2020). In Peter L. Berger and Thomas Luckman's *social construction theory*, humans are seen as creators of objective social reality through an externalization process, as objective reality influences humans again through an internalization process or reflects subjective reality.

The social construction theory of Peter L. Berger and Thomas Luckman tries to synthesize the social phenomena implied in the three moments and give rise to a construction of social reality, which can be seen in terms of its origins as a result of human creation or intersubjective interactions. Knowledge is always a construction of each individual who knows. Therefore, the individual must carry out the construction based on his knowledge, while the environment is the means for this construction (Halim, 2015, p. 87; Marhumah, 2011). So, the problem in this research is regarding the social construction of history teachers towards the 2013 Curriculum,

how the 2013 Curriculum is implemented in history learning, and the obstacles teachers face in implementing the 2013 Curriculum in history learning in high schools in Semarang Regency. This research aims to discover how history teachers socially construct the 2013 curriculum, how to implement the 2013 curriculum in history learning, and the obstacles teachers face in implementing the 2013 curriculum in history learning at high schools in Semarang Regency.

Method

This research uses a qualitative approach because it intends to discover phenomena among history teachers at five high schools in Semarang Regency. Researchers provide in-depth descriptions of these problems according to data obtained in the field. This research was conducted on eight history teachers and two deputy principals for curriculum.

This research occurred at SMA Negeri 1 Bergas, SMA Islam Sudirman Ambarawa, SMA Sedes Sapientiae Bedono, SMA Kartika III-I Banyubiru, and SMA Kanisius. This research focuses on the social construction of history teachers towards the 2013 Curriculum, how the 2013 Curriculum is implemented in history learning, and the obstacles teachers face in implementing the 2013 Curriculum in history learning in high schools in Semarang Regency. Data sources in this research include informants, documents, and events. The data collection techniques used in this research are in-depth interviews, documents, and observations. The data analysis techniques used in this research are data collection methods, data reduction, data presentation, and drawing conclusions

Results and Discussion

Changing the curriculum from KTSP 2006 to Curriculum 2013, history teachers at high schools in Semarang Regency experienced different initial perceptions regarding this change. Apart from that, teachers also face various obstacles related to curriculum changes. The obstacles faced by teachers are mostly related to student activity. However, history teachers at high schools in Semarang Regency, which is the research location, still accept the implementation of the 2013 Curriculum in Learning as government policy regarding changes to the education curriculum, and the 2013 Curriculum is an improved curriculum from the previous curriculum that has been implemented. Implementing the 2013 curriculum, teachers receive curriculum guidelines as a reference for implementing the 2013 curriculum in learning. Teachers also take part in seminars and training related to the 2013 Curriculum to help teachers better understand how to apply the 2013 Curriculum in learning. Preparation and coaching of teachers in the 2013 Curriculum are some of the successful factors in implementing the 2013 Curriculum in addition to other factors such as strengthening the role of government, availability of books, and

strengthening school management and culture (Utomo, 2015, p. 137; Halim, MT, & Raharjo, TJ 2015).

History teachers' social construction of the 2013 Curriculum in high schools in Semarang Regency varies, so there are three categories regarding how teachers construct the 2013 Curriculum in learning, namely teachers who categorize the change to the 2013 Curriculum as a government program related to improvements to the previous curriculum and having better goals in learning. Teachers who construct changes to the 2013 Curriculum in Learning create difficulties for teachers in applying the 2013 Curriculum to learning, and teachers who construct changes to the 2013 Curriculum as a replacement curriculum for the previous curriculum and with the implementation of the 2013 Curriculum in Learning become better. The first category, including 4 out of 10 teachers who were research subjects, was categorized as constructing the 2013 Curriculum as a curriculum change, a government program related to improvements to the previous curriculum so that teachers accepted the change as a curriculum change that had better educational goals.

The second category, covering 3 out of 10 teachers who were research subjects, was categorized as constructing the 2013 Curriculum as a change to the curriculum in education, causing difficulties for teachers in implementing the 2013 Curriculum in learning. History teachers who experience difficulties implementing the 2013 Curriculum come from private schools and are teachers from undergraduate history education schools. Apart from that, teachers experience difficulties because there is only one history teacher in one school—the difficulties teachers face regarding student activity and student absorption of lessons. The third category, including 3 out of 10 teachers who were research subjects, was categorized as constructing the 2013 Curriculum as a replacement curriculum for the previous curriculum. With the implementation of the 2013 Curriculum in learning, teachers felt that the learning process had improved.

In applying the 2013 Curriculum in history learning at SMA Negeri 1 Bergas, teachers adapt to the curriculum implementation guidelines and regulations regarding the 2013 Curriculum. The preparation of learning tools used by history teachers at SMA Negeri 1 Bergas is adjusted to lesson hours, learning models, learning media, learning methods, and learning materials that will be taught by paying attention to the characteristic learning patterns of the 2013 Curriculum. Learning materials are taught to students and teachers by paying attention to the available teaching materials. The selection of learning models, methods, and media applied to learning is adjusted to the characteristics of each class of students. So, each class's application of learning models, methods, and media is different. Learning will be better understood and

understood by learners or students if it is supported using appropriate learning media (Jayusman, 2019, p. 141).

The 2013 curriculum in history learning at Sudirman Ambarawa Islamic High School began to be implemented in the 2013/2014 school year because it was one of the schools targeted for implementing the 2013 curriculum in Semarang Regency. In preparing the learning tools used by history teachers at Sudirman Ambarawa Islamic High School, they adapt to lesson hours with the competencies to be achieved. Apart from that, in learning by implementing the 2013 Curriculum, teachers combine lecture, question and answer, and discussion methods with learning models that can increase student activity in learning activities. Learning by implementing the 2013 Curriculum, apart from using learning methods and learning models in learning activities, is also supported by learning media that is attractive to students. Textbooks are used as teaching materials for students. Sudirman Ambarawa Islamic High School teachers use student handbooks and LKS for compulsory history subjects and textbooks from publishers and LKS for specialization history subjects.

The implementation of the 2013 Curriculum in history learning at Sedes Sapientiae Bedono High School began to be implemented again in the 2018/2019 school year. Preparing learning tools that will be used in learning activities by implementing the 2013 Curriculum, teachers adapting lesson hours to the competencies that will be achieved in learning, as well as learning methods, learning models, and learning media that will be used to increase student activity. At Sedes Sapientiae Bedono High School, school regulations limit the use of electronic media for students. So, in carrying out assignments given by the teacher, students must read more books or other written sources to search for information by minimizing Internet use in learning. Students can use the internet as a source of information while still paying attention to the sources used. Apart from that, when doing student assignments such as papers or other assignments, students do not use laptops to do the work but instead use handwriting. So that when students do presentations during learning activities, they do not use PowerPoint slides or laptops.

Implementing the 2013 curriculum in history learning at SMA Kartika III-I Banyubiru began in the 2017/2018 school year. By implementing the 2013 curriculum, teachers can prepare learning tools using guidelines regarding the 2013 curriculum and guidelines from the Semarang Regency MGMP. In implementing the 2013 Curriculum in learning, teachers use various learning methods, models, and media to increase student activity. Apart from that, teachers also use textbooks and worksheets as teaching materials. At Kartika III-I Banyubiru High School, we regularly carry out education outside of school with visits to historical places,

not just those around the school area. Then, students are given assignments related to previous visits. The 2013 Curriculum in learning at Kanisius High School began to be implemented in the 2018/2019 school year. In preparing the learning tools used in the lesson, the history teacher at Kanisius High School was guided by the existing preparation guidelines and used learning tools from the Semarang Regency MGMP.

Learning by implementing the 2013 Curriculum at Kanisius High School uses learning methods, learning models, and learning media adapted to the competencies. Learning media does not only use LCDs; history teachers at Kanisius High School also use teaching aids adapted to the subject matter. Apart from that, the history teacher at Kanisius High School implements learning outside the classroom by visiting historical places, which can become learning resources around the school. Carrying out these visits is hoped to increase students' curiosity and activity in learning activities.

Learning by implementing the 2013 curriculum in each school uses different strategies to achieve the specified competencies. The choice of learning methods, learning models, and learning media is adjusted to the characteristics of each school and student characteristics. Also, using teaching materials to support learning activities is adjusted to students' needs. The use of learning methods, models, and media adapted to the characteristics and learning patterns of the 2013 curriculum is expected to increase student activity; each school implementing the 2013 curriculum in learning activities faces various obstacles.

The implementation of the 2013 Curriculum in learning at high schools in Semarang Regency is quite diverse. In implementing the 2013 Curriculum in learning, teachers are adapted to school characteristics, school facilities and infrastructure, and student characteristics. So, there are three categories in implementing the 2013 Curriculum in learning. In the first category, 4 out of 10 teachers implemented the 2013 curriculum in teacher learning using learning methods, learning models, and learning media based on the characteristics of the 2013 curriculum and adapted to the characteristics of each class of students. In the learning process, the teacher combines lecture, discussion, and question-and-answer methods with various learning models to increase student activity in learning according to the 2013 Curriculum learning pattern. Apart from that, the teacher also uses a variety of learning media to help students understand the material taught and support it with appropriate teaching materials. The second category includes 4 out of 10 teachers implementing the 2013 Curriculum in teacher learning using learning methods, learning models, and learning media by the characteristics of the 2013 Curriculum. Teachers also carry out learning outside the classroom. In implementing the 2013

curriculum in learning, teachers learn outside the classroom by visiting places related to the material being studied.

Implementing learning outside the classroom can increase students' curiosity in the learning process and increase student activity in accordance with the characteristics of learning patterns in the implementation of the 2013 Curriculum. The third category includes 2 out of 10 teachers who implemented the 2013 curriculum in teacher learning using learning methods, models learning, and learning media adapted to school regulations and the characteristics of each student class. In school regulations, there are regulations regarding the use of laptops and the Internet in learning; students are limited in using cell phones, laptops, and internet use. So, teachers do not encourage students to search for information or learning materials using the internet in the learning process. Students who use the Internet as a learning resource must pay attention to the sources used.

When implementing the 2013 curriculum, students were also limited in their use of laptops. So, to carry out the assignments given by the teacher, they still write by hand, and students do not use laptops when carrying out presentations in front of the class. In this learning, the teacher also aims to increase student literacy. Several factors can influence literacy culture in students. One of them is factors originating from the very diverse school environment, such as limited facilities and infrastructure to support literacy activities, which are influenced by the library's condition and the library's book collection. Another influencing factor is a learning situation that does not motivate students to study specific books outside textbooks (Wiyajati, 2019, p. 163). Implementing the 2013 Curriculum in learning faces several obstacles influenced by internal and external factors. One of them concerns changes in learning patterns, which initially involved the implementation of KTSP 2006 in learning with a *teacher-centered learning pattern*, then implementing the 2013 Curriculum in learning with the learning pattern changing to *student-centered*. So, in the *student-centered* learning pattern, students must be more active in learning activities because the teacher is only a facilitator and not the only source of learning. These changes in learning patterns give rise to obstacles regarding student activity in learning activities. History teacher at SMA Negeri 1 Bergas, SMA Islam Sudirman Ambarawa, SMA Kartika III-I Banyubiru and the history teacher at SMA Kanisius experienced problems regarding student activity in learning. Apart from the obstacles faced by students in learning, history teachers at SMA Negeri 1 Bergas, SMA Islam Sudirman Ambarawa, SMA Kartika III-I Banyubiru, and history teachers at SMA Kanisius also face obstacles regarding the lack of student literacy. Meanwhile, history teachers at Sedes Sapientiae Bedono High School face obstacles regarding the use of learning methods and learning models related to students' ability

to understand the material. History teachers at five high schools in Semarang Regency, which are the research locations, face obstacles regarding student assessment using the 2013 Curriculum assessment. Teachers still feel confused about the assessment in the 2013 Curriculum application, which is very different from the assessment in the 2006 KTSP application.

Obstacles in learning history by implementing the 2013 Curriculum are influenced by external factors, including training and seminars related to applying the 2013 Curriculum in learning. Applying the 2013 Curriculum in learning before receiving training or seminars, teachers use the curriculum guidelines as a reference in implementing the 2013 Curriculum. The 2013 Curriculum Guidelines, which are written steps, can give rise to different teacher interpretations. So, training and seminars for teachers help teachers understand how to apply the 2013 Curriculum in learning.

The 2013 Curriculum is a refinement of the previous curricula that were applied in learning, so there are many changes in implementing the 2013 Curriculum. History teachers do not understand the differences between the 2013 and 2013 Curricula after the changes. With training and seminars regarding the application of the 2013 Curriculum, teachers can apply the 2013 Curriculum in learning by applicable regulations. However, it is felt that training and seminars for history teachers regarding implementing the 2013 curriculum are still lacking. History teachers at five high schools in Semarang Regency, which were the research locations, said that teachers still felt confused about the changes to the 2013 curriculum in history learning. The obstacles to implementing the 2013 Curriculum in learning at high schools in Semarang Regency are pretty diverse. The obstacles teachers face in implementing the 2013 curriculum in learning, such as changing the teacher-centered learning pattern to a student-centered one, affect students' activeness in learning. Then there are obstacles regarding student literacy, application of learning methods and models, student assessment according to the characteristics of student assessment in the 2013 Curriculum, and training or seminars for teachers related to the 2013 Curriculum. So, two categories relate to the obstacles teachers face in implementing the 2013 Curriculum in learning.

Teacher-centered to student-centered learning patterns, which affected students' activeness in learning. So, in learning with the implementation of the 2013 Curriculum, there is a problem of lack of student activity in the learning process. Apart from that, teachers also experience problems regarding students' lack of literacy. When looking for information as a learning resource or learning material, students tend to use the internet without paying attention to the sources used. Teachers also experience problems regarding assessments for students adapted

to the 2013 Curriculum, which is very different from assessments in the 2006 KTSP, and experience problems regarding the lack of training and seminars for teachers regarding the implementation of learning using the 2013 Curriculum.

The second category includes 2 out of 10 teachers who face obstacles regarding the use of learning methods and models by implementing the 2013 curriculum, assessments for students, and training or seminars for teachers related to the 2013 curriculum. In implementing the 2013 curriculum in learning, teachers experienced obstacles regarding applying methods. Learning and learning models: the use of learning methods and learning models is related to students' ability to understand the learning material being taught. So, when choosing the use of learning methods and learning models, teachers still feel confused. Apart from that, teachers also experience problems regarding assessments for students adapted to the 2013 Curriculum, which is very different from assessments in the 2006 KTSP, and experience problems regarding the lack of training and seminars for teachers regarding the implementation of learning using the 2013 Curriculum.

Conclusion

History teachers' social construction of the 2013 Curriculum in high schools in Semarang Regency varies, so there are three categories regarding how teachers construct the 2013 Curriculum in learning. The first category, including 4 out of 10 teachers who were research subjects, was categorized as constructing the 2013 Curriculum as a curriculum change, a government program related to improvements to previous curricula so that teachers accepted the change as a curriculum change that had better educational goals. The second category, including 3 out of 10 teachers who were research subjects, was categorized as constructing the 2013 Curriculum as a change to the curriculum in education, causing difficulties for teachers in implementing the 2013 Curriculum in learning. Meanwhile, the third category, covering 3 out of 10 teachers who were research subjects, was categorized as constructing the 2013 Curriculum as a replacement curriculum for the previous curriculum, and with the implementation of the 2013 Curriculum in learning, the teachers felt that the learning process had become better.

The implementation of the 2013 Curriculum in learning at five high schools in Semarang Regency is quite diverse. In implementing the 2013 Curriculum in learning, teachers are adapted to school characteristics, school facilities and infrastructure, and student characteristics. So, there are three categories in implementing the 2013 Curriculum in learning. In the first category, 4 out of 10 teachers implemented the 2013 curriculum in teacher learning using

learning methods, learning models, and learning media based on the characteristics of the 2013 curriculum and adapted to the characteristics of each student class. In the learning process, teachers combine lecture, discussion, and question-and-answer methods with various learning models and learning media to increase student activity in learning activities according to the 2013 Curriculum learning patterns.

The second category includes 4 out of 10 teachers implementing the 2013 Curriculum in teacher learning using learning methods, learning models, and learning media by the characteristics of the 2013 Curriculum, and teachers also carry out learning outside the classroom by carrying out visits to places related to the material to be studied. Implementing learning outside the classroom can increase students' curiosity in the learning process and increase student activity through the learning patterns in implementing the 2013 Curriculum.

The third category includes 2 out of 10 teachers who implemented the 2013 curriculum in teacher learning using learning methods, learning models, and learning media adapted to school regulations and the characteristics of each class of students. In school regulations, there are regulations regarding the use of laptops and the Internet in learning; students are limited in using cell phones, laptops, and internet use. So, teachers do not encourage students to search for information or learning materials using the internet in the learning process. Students who use the Internet as a learning resource must pay attention to the sources used. Apart from that, in implementing the 2013 Curriculum, students are also limited in using laptops. So, to do assignments, they still write by hand, and students do not use laptops when carrying out presentations in front of the class.

The obstacles to implementing the 2013 Curriculum in learning at high schools in Semarang Regency are pretty diverse. There are two categories related to the obstacles teachers face in implementing the 2013 Curriculum in learning. The first category includes 8 out of 10 teachers facing obstacles regarding changes in learning patterns, student activity, lack of literacy among students, assessment, and lack of training and seminars for teachers related to implementing learning with the implementation of the 2013 Curriculum. The second category includes 2 out of 10 teachers facing obstacles regarding the use of learning methods and learning models in the implementation of learning, assessment for students, and the lack of training and seminars for teachers regarding the implementation of learning with the implementation of the 2013 Curriculum.

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