

## Determination of Teachers Readiness in Implementing Curriculum 2013 at Senior High Schools in Kupang City, East Nusa Tenggara

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### Article Info

#### History Articles

Received:  
April 2019  
Accepted:  
May 2019  
Published:  
June 2019

#### Keywords:

*school facility and infrastructure, teacher competency, teacher readiness in implementing curriculum 2013, teacher training*

#### DOI

<https://doi.org/10.15294/ijcet.v8i1.30963>

### Abstract

This study aims to analyze the effect of teacher training, teacher competence and school facility and infrastructure partially and simultaneously to teacher readiness in implementing Curriculum 2013 at Public Senior High School (SMAN) in Kupang city, East Nusa Tenggara. The study included qualitative research using ex post facto design approach and used proportional cluster random sampling technique to collect the subjects. Total subjects in this research were 169 teachers from 807 teachers as research population at senior high school in Kupang city, East Nusa Tenggara. The technique of collecting data used questionnaire and Likert scale was applied in measuring each variable. The analysis method employed multiple linear regression analysis and applied for the SPSS program. The results of this research are: (1) The quantity of the effect of teacher training to teacher readiness in implementing Curriculum 2013 was 30.20%, (2) Teachers competence to teacher readiness in implementing Curriculum 2013 was 47.40%, (3) The quantity of the effect of facilities and infrastructure to teacher readiness in implementing Curriculum 2013 was 17.20%. Teacher training, teacher competence and facilities and infrastructure to teacher readiness in simultaneously in implementing Curriculum 2013 in public school of senior high schools in Kupang city, East Nusa Tenggara was 63.50% and remaining 36.50% were influenced by other factors. Teacher training, teacher competence, and facility and infrastructure have a positive and significant effect on teacher readiness in implementing Curriculum 2013 at senior high schools in Kupang city, East Nusa Tenggara.

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## INTRODUCTION

Curriculum 2013 purposes to prepare Indonesian people for having the personal life skills, faithful citizen, productive, creative, innovative, affective, and able to contribute to the society, nation and state, and world civilization (Regulation of the Minister of Education and Culture Number 70 of 2013). The most important thing in implementing Curriculum 2013 is the teachers' role. Teachers become the hope of all parties; parents, society, and nation in creating the generations who have high-quality knowledge and creativity in their field. Based on the test and evaluation result of PISA 2015, it showed that the achievement of Indonesian students was still low. The consecutive student achievement scores of Indonesian students were still ranked 62, 61, and 63 from 69 countries which evaluated.

(<https://www.ubaya.ac.id/2014>)

The ratings and average scores do not differ greatly from the results of the tests and previous PISA surveys in 2012, which shows in low material mastery. Teachers are expected ready to implement Curriculum 2013.

The readiness of educators in implementation Curriculum 2013 is the main discussion in this study, specifically about the factors that influence teacher readiness in implementing Curriculum 2013. Some factors that found in early observation which effecting teacher readiness in implementation Curriculum 2013 at SMAN in Kupang city are teacher training, teacher competency, school facilities and infrastructure, teacher motivation, teacher attitude, and teacher income. The data are gained by each vice principal in seven schools from 13 schools in Kupang city. The researcher focusses on the highest factors which influencing the teacher readiness based on the interviews result with the vice principals and some teachers, namely teachers training, teacher competence, and school facilities and infrastructure.

The first factor which affects teacher readiness in implementation Curriculum 2013 is teacher training. The problems that occur in schools are the lack of Curriculum 2013 training and teacher training has not been evenly

distributed. The teachers' unpreparedness is not only related to their competence, but it is related to their creativity problems (Mulyasa, 2013). Teachers must have high competence in implementing Curriculum 2013. The way to improve knowledge and skills is through training. Training is one factor that can affect teacher readiness. By participating in teachers training, teachers can improve their knowledge and skills. Therefore, teacher training is needed to improve teacher competencies in preparing themselves to practice Curriculum 2013. Special teacher training is needed to prepare ideal teachers.

According to Gary Dessler in Barnawi, and Arifin (2014) the effective training can be conducted in five ways: (1) Needs analysis, used to find out the specific skills needed, analyze the skills and candidates needs who will be trained and develop the measurable specific knowledge and improve the performance, (2) Designing instruction, aims to decide, compile, and produce the contents of the training program, including training and activity modules, which uses techniques with direct job training and learn them with computer assistance, (3) Conduct validation, training program by presenting it to several employees who can represent it, (4) Training implementation, it is to implement a training plan that has been validated and established, (5) Evaluation and follow-up, it means some supervisions must control teachers' performance in the teaching and learning process continuously.

According to Bica, and Treska (2004) in their study, stated that increasing competence and self-development for an educator is obtained through training. The purpose of including teachers in various exercises is to improve teacher performance and improve the quality of teaching. The effort is taken not only appearing from school, but it comes from cooperation with various parties such as the education office, the community, and parents support. The importance of training will help education change the mindset to a better level.

In line with this idea, Barnawi, and Arifin (2014) that training is used to deal with the teachers' low ability. Training programs must be

designed based on needs; it means the type of training programmed must be adjusted with the ability that is still low. The training will take place optimally if it is designed according to the needs, methods, and the right time. Training is very suitable for teachers who have high potential but are still weak in knowledge and skills.

The second factor is competence. Teachers must possess teachers competence; four competencies are pedagogic competence, personality competence, social competence, and professional competence. As research conducted by Sariono (2013) shows, educators must enhance their competence in implementation Curriculum 2013. The researcher got the information from the vice principal dealing with Teacher Competency Test (UKG) is still below the achievement standard. Also, some are still having difficulty managing the class and hard to apply the scientific approach in the teaching process.

Teaching process and students' achievement are not determined by school, pattern, structure, and content of the curriculum, but the competence of the teacher determines most. The competent teachers will be able to create an effective, enjoyable learning environment and able to manage their classes so that student learning situations are at an optimal level (Hamalik, 2008). Teacher success in improving the quality of education lies in the ability to carry out the various special roles in teaching and learning situations.

According to Usman (2011) the role is classified as follows: (1) Teacher as a demonstration of science (demonstrator); teachers always master the material or subject matter that will be taught in the sense of increasing teachers' ability in terms of their knowledge because this will greatly determine the achievement of student learning outcomes, (2) Teacher as the class manager (manager of class); teachers are able to manage the classroom as a learning environment and an aspect of the school environment that needs to be organized, (3) Teachers as a mediator and facilitator; as mediator teachers have the knowledge and understanding in using instructional media and

have the skills to choose and use and cultivate the media correctly, (4) Teacher as an evaluator (evaluator); in the teaching and learning process, teachers should be a good evaluator. Teachers are capable and skilled in conducting an assessment, through assessment, teachers can know the students' achievements after finishing their teaching process. The same research on teacher readiness in implementing Curriculum 2013 comes from Bandura (2012) states that one's belief and competence to do something (to implement the curriculum), know as a self-efficacy, may determine the effectiveness of the implementation of a program (curriculum).

The third factor is the facilities and infrastructure. Facilities and infrastructure are still limited, and the lack of learning resources. Based on the results of preliminary observations, a fairly high problem was informed by the vice principal of curriculum where in some schools have the same problems. The lack of teachers' and students' handbook are experienced by several schools, and even in the new academic year, some several schools do not have to receive those important books. There are also some facilities and infrastructure that is no longer functioning; this is experienced by SMAN 2 Kupang and SMAN Keberbakatan. The information conveyed by the vice principals of the Curriculum, they informed that some learning media have been unable to use because some of them have been broken and cannot be used. Teachers readiness to implement Curriculum 2013 refers to some aspects of their competence, attitude, teachers training in increasing teachers' knowledge, school facilities, and infrastructure.

The National Education Standards Agency develops school facilities and infrastructure and set by Government Regulation of the Republic Indonesia Number 32 of 2013 are as follows: (1) Each education unit must have facilities that include furniture, educational equipment, educational media, books and other learning resources, consumables and other equipment needed to support a regular and continuous learning process, (2) Every education unit must have infrastructure that includes land,

classrooms, leadership rooms, educational units, teaching rooms, administrative spaces, library spaces, laboratory rooms, workshops, production units, canteen rooms, power and service installations, educational facilities, places of worship, playgrounds, places of creation, and other spaces/places needed to support a regular and continuous learning process, (3) The diversity standard of the laboratory equipment, natural sciences, language laboratories, computer laboratories, other learning equipments in educational units stated in a list containing the minimum types of equipment that must be available, (4) The standard textbooks in the library are expressed in a ratio of the minimum number of textbooks for each subject in the library for each student.

One of the success keys in determining the success of Curriculum 2013 implementation is facilities and adequate learning resources so that the curriculum that has designed can be implemented optimally. Learning facilities and resources that need to be developed to support the successful implementation of Curriculum 2013 consists of laboratories, learning resource centers and libraries and managing staff and improving management capabilities. These facilities and learning resources need to be utilized more optimal, maintained, and stored as well as possible (Mulyasa, 2013).

Based on the results of preliminary observations that conducted on December 2019, the researcher found several factors that influence teachers' readiness in the implementation Curriculum 2013 in the field which include of the less teacher training and not all teachers attend the training. The intensity of training is lacking, and the quality of training has not been maximized, so the results of the training have not matched the expectations. The lack of teachers training affects teachers' understanding of Curriculum 2013 concept in purpose, objectives, strengths, weaknesses and teaching methods and the use of learning media.

In determining the success there are two major factors in the success of Curriculum 2013 implementation, the first determining factor is the suitability of the competence of educators in

applying based on the existing curriculum and material books following the applicable curriculum. The second factor is the supporting factor which consists of three elements, namely: (1) The availability of books as teaching materials and learning resources that are integrated with curriculum formation standards, (2) strengthening the role of the government in guidance and supervision, (3) The strengthening management and school culture.

The reality in schools is most teachers are not ready to implement Curriculum 2013, the causes are: (1) The results of the Teacher Competency Test (UKG) in Kupang city are still below the score of 50 and the lowest score is 30, while the target of achieving the score is 100 and there are still many teachers who have not reached these achievement targets, (2) From 13 Public High Schools (SMAN) in Kupang city, only 35% of schools were able to develop Lesson Plan (RPP) based on Regulation of the Minister of Education and Culture Number 22 of 2016, (3) The lack of socialization of Curriculum 2013 implementation to teachers in Kupang city, (4) Teachers' and students' handbook have not been accepted until the new academic year, and (5) The lack of facilities and infrastructure, both learning media and teaching aids.

Every teacher is expected to have mature readiness in implementing Curriculum 2013. Teacher training, socialization, and discussion which related to the implementation of Curriculum 2013 are more improved and not only stops at training centers, but teacher training is expected to be accompanied, nurtured and kept in supervision to return to their education units. Also, it is expected that schools will establish good cooperation with the education office and also the local government to pay more attention to the facility and infrastructure that are still lacking so that each school has a complete standard of facilities and infrastructure.

The purpose of the study is to analyze the effect of teacher training, teacher competence, and facilities, and infrastructure on teacher readiness in implementing Curriculum 2013 at Kupang City in Senior High Schools.

**METHODS**

This study included quantitative research using an ex post facto design approach in correlational design. Teacher training, teacher competence, and infrastructure facilities are placed as independent variables and teacher readiness in implementing Curriculum 2013 as a dependent variable. The total population is 807 people, with a total of 13 public schools which spreading across in 6 sub-districts; Oebobo sub-district, Kelapa Lima sub-district, Maulafa sub-district, Kota Raja sub-district, Alak district, and Kota Lama sub-district. The samples in this study were taken using the Proportional Cluster Random Sampling technique. Determination of this technique is carried out through two stages, the first stage is to determine some schools to be sampled in six sub-districts in Kupang city, and the teachers will be taken as samples randomly, and the second stage will determine the school teachers randomly by lottery.

From the thirteen public high school schools in Kupang city that spread across in six sub-districts, six schools were taken (50%). Researchers assumed that by taking 50%, it represented overall senior high schools in Kupang city. This study used Krejcie W. Morgan table for determining the total sample. Krejci in calculating sample is based on a 5% error. Total samples are 169 teachers. To get accurate and

scientific data, the data techniques used in this study are as follows: (1) Observations were made on several senior high schools scattered in Kupang city, Education and Culture Office of East Nusa Tenggara Province and the Institute for Quality Assurance of Education in East Nusa Tenggara, (2) Interviews were conducted with several policymakers at Education and Culture Office of East Nusa Tenggara Province and several senior high schools in Kupang City, (3) Questionnaire technique is data collection techniques that conducted by submitting a number of written questions to the informants or respondents relating to important aspects linked which the measurement of research variables. The type of questionnaire used in the data collection of this study is a closed questionnaire (structured) consisting of questions with several specific answers as choices, and the respondents need to choose the answer that best fits his or her opinion. The questionnaires were developed in this study using a Likert scale.

**RESULTS AND DISCUSSION**

The results of path analysis from the Teacher Training variable ( $X_1$ ), Teachers competence ( $X_2$ ), Facilities and Infrastructure ( $X_3$ ) and Teachers' Readiness (Y) in Implementing Curriculum 2013 in SMAN in Kupang City can be seen in table 1.

**Table 1.** The Results of Multiple Regression Tests of Teacher Training ( $X_1$ ), Teacher Competence ( $X_2$ ), Infrastructure ( $X_3$ )

Relations between variables			B	Beta	t	Partial	Sig	Explanation
Training ( $X_1$ )	→	Teachers' Readiness (Y)	0.260	0.302	3.678	0.275	0.000	H <sub>1</sub> ok
Competence ( $X_2$ )	→	Teachers' Readiness (Y)	0.458	0.474	5.589	0.339	0.000	H <sub>2</sub> ok
Fac & Infra. ( $X_3$ )	→	Teachers' Readiness (Y)	0.138	0.116	2.238	0.172	0.027	H <sub>3</sub> ok

Based on table 1 of calculations can be interpreted that exogenous variables have a partial and simultaneous effect to endogenous variables.

**The Effect of Teachers Training to Teacher Readiness in Implementing Curriculum 2013**

Based on the results of the calculation on table 1, the independent variable (exogenous) of teacher training ( $X_1$ ) influences teachers'

readiness in implementing Curriculum 2013 ( $Y_1$ ) at a significance level of less than 0.05 or sig.  $0.000 < 0.05$ . It means that teacher training variable has a significant influence on teachers' readiness in implementing Curriculum 2013 with  $t_{value} = 3.678$ . Thus  $H_0$  is rejected, and  $H_a$  is accepted. The magnitude of the effect of teacher training to teacher readiness in implementing Curriculum 2013 is 0.302 or 30.20%.

The result of the study shows that teacher training has a positive influence on teachers' readiness in implementing Curriculum 2013 in high schools throughout Kupang city. Therefore, it can be concluded that teacher training influences teachers' readiness in implementing Curriculum 2013 so that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

Furthermore, this finding is in line with the research conducted by Yama, and Setiyani (2016) who found that there was a simultaneous and partial influence of teachers training to teacher readiness, it means that if teacher training does actively and continuously, it means teachers knowledge and abilities are increasingly mature in implementing Curriculum 2013.

This result supports the empirical facts to the implementation of teacher training must be supported by all interested parties in improving teacher competence through teacher training. The training carried out by the Educational Quality Assurance Agency, and other training must be supported by competent trainers and material that fits with teachers' needs.

Qomariyah research (2014) shows that teacher training must be carried out continuously so that teachers more understand the contents of Curriculum 2013 and can help teachers in the various learning processes encountered in the field. Teachers competence is expected higher than before so that the teacher's level of creativity will increase and can help students in critical thinking because the source of students' knowledge is determined by teachers' knowledge.

Some teachers who are in low understanding of the concepts of Curriculum 2013 can participate in some training such as MGMP, IHT, and other discussions.

#### **Effect of Teachers Competence to Teachers Readiness in Implementing Curriculum 2013**

Based on the results of calculations in table 1, it can be seen that the independent variable (exogenous) of teacher competency ( $X_2$ ) influences teachers' readiness in implementing Curriculum 2013 (Y) at a significance level of less than 0.05 or Sig. 0.000 < 0.05. This means that

the teachers' competency variable has a significant influence on teacher readiness in implementing Curriculum 2013 with  $t_{value} = 5.589$ . Thus  $H_0$  is rejected, and  $H_a$  is accepted. The magnitude of the influence of teacher competence to teacher readiness in implementing Curriculum 2013 is 0.474 or 47.40%.

Based on the results of the study show that Teacher Competence has a direct positive influence on Teacher Readiness in Implementing Curriculum 2013. Therefore, it can be concluded that teachers' competence influences teachers' readiness in implementing Curriculum 2013 so the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) rejected.

The research conducted by Zuliana (2015) supports this research results conducted at SMAN throughout Kupang city. The results of his research show that knowledge is basic for teachers in improving the quality of education in schools. The high knowledge will produce the high-quality graduates in their field so that teachers are expected to continue to learn, explore potential and be ready to accept changes to achieve educational goals that can contribute well to the advancement of education in Indonesia.

Also, the same result that supports this research is Sinuhaji research (2016), which argues that pedagogic competence and professional competence are important factors for an educator. Professional teachers are teachers who can design, manage, assess, and create a better change. Competency enhancement is obtained from training/education or training institutions, and besides that, teachers can search the material or add knowledge through other sources. According to information from informants that the good and bad readiness of teachers to implement Curriculum 2013 depends on the competence of teachers in each school.

#### **The Effect of Facilities and Infrastructure to Teacher Readiness in Implementing Curriculum 2013**

Based on the results of calculations in table 1, it can be seen that the independent variables (exogenous) of facilities and infrastructure ( $X_3$ )

influence teachers' readiness in implementing Curriculum 2013 (Y) at a significance level of less than 0.05 or sig.  $0.027 < 0.05$ . This means that the facilities and infrastructure variables have a significant influence on teachers' readiness in implementing Curriculum 2013 with  $t_{value} = 2.238$ . Thus  $H_0$  is rejected, and  $H_a$  is accepted. Therefore, it can be concluded that the facilities and infrastructure influence teachers' readiness in implementing Curriculum 2013. The magnitude of the influence of facilities and infrastructure to teacher readiness in implementing Curriculum 2013 is 0.172 or 17.20%.

Based on the results of this research show that the Facilities and Infrastructure have a direct positive influence on teacher readiness in implementing Curriculum 2013. So it can be concluded that there is a significant effect of facility and infrastructure to teachers' readiness in implementing Curriculum 2013 then alternative hypothesis ( $H_a$ ) accepted and the null hypothesis ( $H_0$ ) rejected.

Research conducted by Enjoh (2018) supports the results of this research, namely that complete and comfortable school infrastructure will support teachers and students in the process of teaching and learning activities. The comfortable classrooms that supported by good air ventilation and lighting will provide more convenience for teachers and students. Completeness of school facilities in the form of teaching materials, learning media, library space equipped with quality references become a stimulus for teachers to create creativity that can provide positive encouragement and also for students to improve learning achievement.

Also, the research finding of Souck, and Nji (2017) supports this research. The results of the study showed that the influence of school facilities affected the teachers' work performance and students' achievement in the Yaunder Center school significantly. School and the local government are expected to participate in paying attention and trying to get the school to get adequate facilities to support the existing curriculum.

The completeness of infrastructure becomes a motivation for teachers and students

to implement Curriculum 2013. Conducive classrooms, a safe learning environment help carry out school learning. Completeness of computer and internet facilities can be considered by the school through assistance provided by the agency, and other partners help to learn implementation in the school.

### **The Effect of Teacher Training, Teacher Competence, and Facilities and Infrastructure to Teacher Readiness in Implementing Curriculum 2013**

Table 2 shows the Adjusted R Square results of 0.635. This means that the magnitude of the effect of teacher training, teacher competency and facility and infrastructure together to teachers' readiness to implement Curriculum 2013 at SMAN in Kupang city is 0.635 or 63.50%, and the rest is 0.365 or 36.50% ( $100\% - 0.635\%$ ) is the influence of other variables outside of this model.

**Table 2.** Research Result

R	R square	Adjusted R square	Std. the error of the estimate
.797 <sup>a</sup>	.635	.628	2.994

a. Predictors: (Constant), ( $X_3$ ), ( $X_1$ ), ( $X_2$ )

Based on the results of this research, it shows that teacher training, teacher competence, and facility and infrastructure together have a positive influence on teacher readiness in Implementing Curriculum 2013. So it can be concluded that there is a significant effect of teacher training, teacher competence and facility and infrastructure to teacher readiness in Implementing Curriculum 2013 than alternative hypothesis ( $H_a$ ) are accepted, and the null hypothesis ( $H_0$ ) is rejected.

The competencies of teachers in Public High Schools in Kupang city are still in a low position; the pedagogical and professional competency is still below the average standard of teacher competency test. Teachers are expected to be included in activities that can influence the cognitive improvement of teachers. Through teacher training and other training or provide scholarships to teachers in Kupang city can help improve teacher competency so that the readiness

of teachers to implement Curriculum 2013 is more mature. Teachers need learning tools to support learning activities. Furthermore, learning facilities are very important in helping teachers. More complete and adequate learning facilities a school has will make it easier for teachers to carry out their duties as education staff. Complete learning facilities make it easier for teachers to perform their duties as educators.

## CONCLUSION

Based on the results of the research and discussion, some conclusions can be taken as follow: (1) Teacher training influences teacher readiness in implementing Curriculum 2013 at SMAN throughout Kupang city is 30.20%. This means that if teacher training is often conducted, it will affect teacher readiness in implementing Curriculum 2013, (2) Teacher competency influences teacher readiness in implementing Curriculum 2013 is 47.40%. This means that if teacher competency is high and adequate, it will affect teacher readiness in implementing Curriculum 2013, (3) Facilities and infrastructure affect teacher readiness in implementing Curriculum 2013 is 17.20%. This means that if facility and infrastructure are complete it will affect teacher readiness in implementing Curriculum 2013, (4) The effect of teacher training, teacher competence and facility and infrastructure to teacher readiness in implementing Curriculum 2013 together is 63.50%, it means teacher training is conducted more based on teacher needs; the higher of teacher competency and the more complete of school facility and infrastructure will help teacher readiness in implementing Curriculum 2013 at SMAN in Kupang city.

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