



ANALYSIS OF SYLLABUS DEVELOPMENT OF SCIENCE COURSES IN SMP NEGERI 2 GORONTALO BASED ON EDUCATION UNIT LEVEL CURRICULUM (KTSP)

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Article history:	Abstract:
<p>Received: December 6th 2021 Accepted: January 8th 2022 Published: February 16th 2022</p>	<p>This research was carried out with the aim of getting an overview of the development of the syllabus for science subjects at SMP Negeri 2 Gorontalo based on the Education Unit Level Curriculum (KTSP), as well as the factors that became obstacles in developing the syllabus for science subjects at SMP Negeri 2 Gorontalo. This research took place in SMP Negeri 2 Gorontalo, using descriptive qualitative. The sources of data for this study were the principal, teachers of science subjects, school committees, administrative staff, documents, and materials related to the development of the science syllabus which were collected through observation, interviews and documentation. Data analysis in this study was carried out by reducing the data, presenting the data, concluding the data, and providing an interpretation or meaning of the collected data. To check the validity of the data, the researchers used credibility criteria (degree of trust) with triangulation techniques and used reference books. Through the data on syllabus development at SMP Negeri 2 Gorontalo collected, it was found that the components and steps for developing the syllabus have been carried out well, in accordance with the National Education Standards Agency (BSNP) contained in the Education Unit Level Curriculum (KTSP), but the stages and the principle of syllabus development has not been implemented properly. There are several principle stages in the development of the syllabus that have not been considered and implemented. The components and steps of syllabus development have been implicated in compiling the syllabus at SMP Negeri 2 Gorontalo, but the stages and principles of syllabus development have not been well implied.</p>

Keywords: Development of science subject syllabus, Education Unit Level Curriculum (KTSP)

INTRODUCTION

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals. The curriculum contains a set of plans and arrangements regarding standardized competencies to achieve national goals and the means of achieving them are adapted to the conditions and abilities of the regions, schools and madrasas. The curriculum as an educational design has a very strategic position in all aspects of educational activities. Given the importance of the role of the curriculum in education and in the development of human life, the preparation of the curriculum cannot be done without using a solid and strong foundation Sukirman (in Basuki; 2007:1).

The curriculum as one of the substances of education needs to be decentralized, especially in the development of syllabus and its implementation which is adjusted to the demands of students' needs, school conditions, and school or regional conditions. Thus, schools or regions have sufficient authority to design and determine subject/learning materials, learning activities, and assessment of learning outcomes (Depdiknas, 2006:1).

To describe the above, it can be realized in the development of the syllabus. In developing the syllabus, the teacher has the authority to develop it according to the needs of students, school conditions and regional potential. According to Mulyasa (2009: 190) syllabus is a lesson plan in a group of subjects with a certain theme, which includes competency standards, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources developed by each educational unit.

Based on the above background, the researcher is interested in knowing how the development of the syllabus for science subjects at SMP Negeri 2 Gorontalo, so that the researchers wish to conduct a study with the title "Analysis of Syllabus Development of Science Subjects at SMP Negeri 2 Gorontalo"

THEORY OVERVIEW

Mulyasa (2009: 190) syllabus is a lesson plan in a group of subjects with a certain theme, which includes competency standards, basic competencies, learning materials, indicators, assessments, time allocation, and learning resources developed by each educational unit. In the Education Unit Level Curriculum (KTSP), the syllabus is an elaboration of competency standards and basic competencies into learning materials, learning activities, and indicators of competency achievement for assessment of learning outcomes.

Nunan and Carter (2001:151) state that the syllabus is a plan of what will be achieved through the teaching and learning process. The syllabus is part of the overall language curriculum or subject which is composed of four elements: objectives, content, methodology, and evaluation. The syllabus identifies what the teacher and students will do with regard to the content chosen to achieve the objectives. Methodology refers to how teachers and students work on content, while evaluation is the process of assessing learning outcomes and assessing conformity between other elements of the curriculum.

Robbini (2002:1) syllabus is an expression of opinion on language and learning, the syllabus serves as a guide for teachers and students by providing several goals to be achieved. Farkhan (2009:2) syllabus is a detailed description of the content and philosophy of the curriculum which is still more general in nature so that it can be translated into the form of learning activities in the classroom so that the predetermined goals can be achieved easily. The syllabus is a more detailed and operational description and explanation of various learning elements that can be used as guidelines for translating and realizing what is contained in the curriculum in the form of steps to achieve specific learning objectives according to the level of development of students.

METHODOLOGY

This research was conducted from May to July 2009, located at SMP Negeri 2 Gorontalo. In accordance with the research focus, the approach taken is a case study approach, this approach is used to explore cases in depth and is presented in the form of a funnel (chimney). In accordance with the conditions in the field and the focus of the research, this research is a qualitative type of research. In accordance with the purpose of the research conducted, this type of research is descriptive. The instrument used to collect data in this study was the researcher himself, the researcher as the key instrument or the main tool. The data excavated in this study are used as evidence to support problem solving efforts in the form of primary data and secondary data. Primary data was obtained from science subject teachers, namely how the process in developing the science subject syllabus at SMP Negeri 2 Gorontalo, secondary data obtained from the results of taking pictures of practicum tools, study rooms, and teaching materials. In addition, it was obtained through interviews with other subject teachers at SMP Negeri 2 Gorontalo. Data on the development of the syllabus for science subjects were obtained from school principals, deputy principals, science subject teachers, laboratory/laboratory managers, heads of administration and head of school committees at SMP Negeri 2 Gorontalo.

To obtain data in accordance with the research focus, three techniques were used, namely.

- a. Participation Observation Techniques.
- b. In-depth Interview Techniques
- c. Documentation Engineering

The data analysis technique used in this research is descriptive. Descriptive analysis is carried out in three ways, namely: data reduction, data display (data display), drawing conclusions or verification. These three components take place during or after data collection occurs.

- a. Data reduction.

Data reduction is done by selecting (selection), focusing, simplifying, abstracting and transforming raw data or raw data that emerges from written notes obtained from the field.

- b. Data exposure (data display)

Data display (data display) is carried out by presenting the results of the assessment by giving a code to the components that are implemented and not implemented.

- c. Withdrawal or Verification

In this activity, the researcher collects a table of assessment results starting from the components, steps, stages, and principles of syllabus development at SMP Negeri 2 Gorontalo, and provides verification or conclusions based on the findings obtained.

Data Validity Check

- a. Triangulation

The data obtained from the results of the study through participatory observation were compared with the data obtained from the results of observations, interviews, and documentation. The comparison is then obtained in the form of conclusions which are the results of the study.

- b. Using reference books

Researchers used reference books obtained from libraries and the internet. For the validity of the data, it was done by comparing the results of research obtained at the location with reference books in the form of guidebooks from the Directorate of Education Personnel of the Ministry of National Education in 2008. and guidelines for the preparation of the Education Unit Level Curriculum for primary and secondary education published by the National Education Standards Agency. (BSNP) in Jakarta in 2006, and other relevant sources. From these comparisons, it is found that the validity of the research results is not in doubt.

RESULTS AND DISCUSSION

The syllabus development at SMP Negeri 2 Gorontalo is carried out by a syllabus development team within the Gorontalo City education office, then socialized to subject teachers through the Gorontalo Subject Teacher Consultation (MGMP), then forwarded to their respective schools. Until the school is developed again through the bond of teachers of similar subjects according to environmental conditions. According to the results of the research on the development of the syllabus at SMP Negeri 2 Gorontalo, it can be seen as follows.

1. Class VII odd semester

The results of the research analysis of the development of the syllabus for science subjects at SMP Negeri 2 Gorontalo for class VII odd semesters obtained the following results. The components of developing the syllabus for science subjects at seventh grade SMP Negeri 2 Gorontalo have been implemented well, where there are syllabus identities, competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources. It can be seen through their syllabus.

The steps for developing the syllabus, according to the results of the study, showed that they had been implemented well by the science teachers of SMP Negeri 2 Gorontalo, where there were syllabus identities, competency standards, basic competencies, subject matter/learning, learning activities, indicators, and assessments. It can be proven through their syllabus.

The stages of syllabus development where there is design, validation, ratification, socialization, implementation, and evaluation, according to the results of the study there are several points that cannot be proven, among others, design, validation, socialization, and evaluation. In this case the stages of syllabus development have not been carried out properly.

The principle of syllabus development where the syllabus must include scientific, relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive, according to research results, there are some basic competencies that do not meet the principles of syllabus development properly, namely basic competencies 1.2 describe the meaning temperature and measurement. Less scientific because learning resources don't exist yet

Basic competence 2.1 classifying the properties of acid solutions, alkaline solutions and salt solutions through appropriate tools and indicators. Less scientific because learning resources should have a practicum, indicator 3 says conducting experiments to determine the nature of acids and bases in the laboratory. Basic competence 3.2 describes the concept of density in everyday life, unscientific and consistent because learning resources do not yet exist. Basic competence 4.1 comparing physical and chemical properties. Less scientific because learning resources do not yet exist.

In class VII odd semester there are 4 basic competencies that do not meet the Education Unit Level Curriculum (KTSP) and the National Education Standards Agency (BSNP).

2. Class VII even semester

The results of the research on the development of the syllabus for science subjects at SMP Negeri 2 Gorontalo for even semester VII grades obtained the following results. The components of developing the syllabus for science subjects at seventh grade SMP Negeri 2 Gorontalo have been implemented well, where there are syllabus identities, competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources. It can be seen through their syllabus.

The steps for developing the syllabus, according to the results of the study, showed that they had been implemented well by the science teachers of SMP Negeri 2 Gorontalo, where there were syllabus identities, competency standards, basic competencies, subject matter/learning, learning activities, indicators, and assessments. It can be proven through their syllabus. The stages of syllabus development where there is design, validation, ratification, socialization, implementation, and evaluation, according to the results of the study there are several points that cannot be proven, among others, design, validation, socialization, and evaluation. In this case the stages of syllabus development have not been carried out properly. The principle of syllabus development where the syllabus must include scientific, relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive, according to research results, there are some basic competencies that do not meet the principles of syllabus development properly, namely basic competence 5.1 carrying out observations object in a planned and systematic manner to obtain information on natural biotic and abiotic phenomena. Less flexible because it has not used the potential of the area, for example visiting the Bogani Nani Wartabone National Park in Suwawa Kab. Bone Bolango, or to the Bone Beach tourist park.

Competency 5.2 Analyzing experimental data for uniform straight motion and uniform straight motion and their application in everyday life. Inadequate because the learning resources have not used practical tools that support learning activities. Basic competence 6.1 identify the characteristics of living things. Not yet actual and contextual because learning activities do not pay attention to regional potential, technological developments, and the latest art, such as videos on the diversity of living things, charts, or field studies, for example to beaches or national parks.

Basic competence 7.1 Determining the ecosystem and the interrelationships between ecosystem components, Less actual and contextual because learning activities do not pay attention to regional potential, technological developments, and the latest art, such as ecosystem videos, charta, or field studies, for example to the beach or national park. In class VII even semester there are 5 basic competencies that do not meet the Education Unit Level Curriculum (KTSP) and the National Education Standards Agency (BSNP)

3. Semester VIII Odd

The results of the research on developing the syllabus for science subjects at SMP Negeri 2 Gorontalo for class VIII odd semesters obtained the following results. The components of developing the syllabus for science subjects at

seventh grade SMP Negeri 2 Gorontalo have been implemented well, where there are syllabus identities, competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources. It can be seen through their syllabus.

The steps for developing the syllabus, according to the results of the study, show that they have been carried out well by the science teachers of SMP Negeri 2 Gorontalo, where there is a syllabus identity, competency standards, basic competencies, subject matter/learning, learning activities, indicators, and assessments. It can be proven through their syllabus.

The stages of syllabus development where there is design, validation, ratification, socialization, implementation, and evaluation, according to the results of the study there are several points that cannot be proven, among others, design, validation, socialization, and evaluation. In this case the stages of syllabus development have not been carried out properly. The principle of syllabus development where the syllabus must include scientific, relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive, according to research results, there are some basic competencies that do not meet the principles of syllabus development properly, namely in competence 2.3 identifying kinds of -types of motion in plants. Inadequate because learning resources do not support learning activities. Where learning activity 2 says that experimenting with tropism motion. There should be practice.

Basic competence 3.2 relates the concepts of atoms, ions and molecules with everyday chemical products. Less scientific and adequate because learning resources do not yet exist. Basic competency 4.3 describes natural chemicals and packaged chemicals found in foodstuffs. Less scientific and adequate because learning resources do not yet exist. Basic competence 4.4 describes the nature of the influence of addictive and psychotropic substances. Less scientific because learning resources do not yet exist. Basic competence 4.5 to avoid the influence of addictive and psychotropic substances. Less scientific because learning resources do not yet exist. In class VIII odd semester there are 5 basic competencies that have not met the Education Unit Level Curriculum (KTSP) and the National Education Standards Agency (BSNP).

4. Class VIII Even Semester

The results of the analysis of the development of the syllabus for science subjects at SMP Negeri 2 Gorontalo for class VIII even semesters obtained the following results. The components of developing the syllabus for science subjects at seventh grade SMP Negeri 2 Gorontalo have been implemented well, where there are syllabus identities, competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources. It can be seen through their syllabus.

The steps for developing the syllabus, according to the results of the study, showed that they had been implemented well by the science teachers of SMP Negeri 2 Gorontalo, where there were syllabus identities, competency standards, basic competencies, subject matter/learning, learning activities, indicators, and assessments. It can be proven through their syllabus.

The stages of syllabus development where there is design, validation, ratification, socialization, implementation, and evaluation, according to the results of the study there are several points that cannot be proven, among others, design, validation, socialization, and evaluation. In this case the stages of syllabus development have not been carried out properly. The principle of syllabus development where the syllabus must include scientific, relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive, according to research results, there are some basic competencies that do not meet the principles of syllabus development properly, namely on basic competencies 5.2 Applying Newton's laws to explain various events in everyday life. Inadequate because learning resources are not sufficient to support learning activities, there should be a practicum.

Basic competence 6.3 investigates the properties of light and their relationship to various forms of mirrors and lenses. Inadequate because learning resources are not sufficient to support learning activities, there should be a practicum. In class VIII even semester there are 2 basic competencies that do not meet the Education Unit Level Curriculum (KTSP) and the National Education Standards Agency (BSNP)

5. Semester IX Odd

The results of the research on developing the syllabus for science subjects at SMP Negeri 2 Gorontalo for class IX odd semesters obtained the following results. The components of developing the syllabus for science subjects at seventh grade SMP Negeri 2 Gorontalo have been implemented well, where there are syllabus identities, competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources. It can be seen through their syllabus.

The steps for developing the syllabus, according to the results of the study, showed that they had been implemented well by the science teachers of SMP Negeri 2 Gorontalo, where there were syllabus identities, competency standards, basic competencies, subject matter/learning, learning activities, indicators, and assessments. It can be proven through their syllabus.

The stages of syllabus development where there is design, validation, ratification, socialization, implementation, and evaluation, according to the results of the study there are several stages that cannot be proven, among others, design, validation, socialization, and evaluation. In this case the stages of syllabus development have not been carried out properly. The principle of syllabus development where the syllabus must include scientific, relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive, according to research results, there are some basic competencies that do not meet the principles of syllabus development properly, namely competence 2.4 describes the application biotechnology in supporting human survival through food production. Inadequate because learning

resources are not sufficient to support learning activities, it is necessary to hold a practicum by paying attention to regional products.

Competence 3.3 Describe the working principle of the elements and the electric current they cause and their application in everyday life. Less scientific because learning resources are not enough to support learning activities, it is necessary to hold a practicum to prove scientifically.

In class IX odd semester there are 2 basic competencies that have not met the Education Unit Level Curriculum (KTSP) and the National Education Standards Agency (BSNP).

6. Semester IX Even

The results of the research on the development of the syllabus for science subjects at SMP Negeri 2 Gorontalo class IX even semesters obtained the following results. The components of developing the syllabus for science subjects at seventh grade SMP Negeri 2 Gorontalo have been implemented well, where there are syllabus identities, competency standards, basic competencies, subject/learning materials, learning activities, indicators, assessments, time allocation, and learning resources. It can be seen through their syllabus.

The steps for developing the syllabus, according to the results of the study, showed that they had been implemented well by the science teachers of SMP Negeri 2 Gorontalo, where there were syllabus identities, competency standards, basic competencies, subject matter/learning, learning activities, indicators, and assessments. It can be proven through their syllabus.

The stages of syllabus development where there is design, validation, ratification, socialization, implementation, and evaluation, according to the results of the study there are several points that cannot be proven, among others, design, validation, socialization, and evaluation. In this case the stages of syllabus development have not been carried out properly. The principle of syllabus development where the syllabus must include scientific, relevant, systematic, consistent, adequate, actual and contextual, flexible, and comprehensive, according to research results, there are some basic competencies that do not meet the principles of syllabus development properly, namely competence 4.3 applying the concept electromagnetic induction to explain the working principle of some tools that utilize the principle of electromagnetic induction. Less scientific because learning resources are not enough to be scientifically accounted for, there needs to be a practicum to support basic competencies.

Basic competence 5.3 describes the orbital motion of the earth, moon, and artificial satellites and their interaction effects. Inadequate because there is a need for charts to support learning activities. Competency 5.4 Describe the special processes that occur in the lithosphere and atmosphere associated with changes in matter and heat. Inadequate because there is a need for charts to support learning activities. Basic competence 5.5 Explain the relationship between processes that occur in the lithosphere and atmosphere with health and environmental problems. Inadequate because there is a need for charts to support learning activities.

In class IX even semester there are 4 basic competencies that do not meet the Education Unit Level Curriculum (KTSP) and the National Education Standards Agency (BSNP)

CONCLUSION

The development of the syllabus for science subjects at SMP Negeri 2 Gorontalo has been in accordance with the components and steps of syllabus development, but the stages of syllabus development and the principles of syllabus development have not been carried out properly, including the design, validation, socialization, and evaluation stages. The development of the syllabus for science subjects has not adapted to regional conditions (flexible) and has not paid attention to the latest developments in science, technology, and art in real life (actual and contextual). The teaching materials used in the learning process have not been archived properly so they cannot be shown to those in need and seem less relevant and less scientific in compiling the syllabus.

The syllabus developed must be in accordance with the components, steps, stages, and principles of syllabus development contained in the Education Unit Level Curriculum (KTSP) and the National Education Standards Agency (BSNP). In addition, the development of the syllabus must pay attention to the potential of the area where the school environment of SMP Negeri 2 Gorontalo is a service or trade city. Certain materials such as ecosystems, the diversity of living things should be invited students to national parks or beaches to use the potential of the area and see firsthand.

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