# CHAPTER II

# LITERATURE REVIEW

This chapter presents: (1) Curriculum Definition, (2) The 2013 Curriculum, (3) Teachers' role in 2013 Curriculum, (4) Scientific Approach, (5) Learning model in 2013 curriculum, (6) Assesment in 2013 Curriculum, (7) Lesson plan, (8) Design a lesson plan, (9) Problems in designing lesson plan, (10) Previous related study.

## 2.1 Curriculum Definition

Curriculum origin was come from the Latin words "currir" (runner) and "curere" (running place). As a result, curriculum is a duration that the runner should complete from start to finish. This term originated in the sporting world and was then used to education field.

Curriculum is a way of structuring training to specific objects. According to Stotsky (2012) A curriculum is a set of instructions to reach specific aims and objectives. It is a set of learning activities designed to help the student achieve the educational system's goals.

Curriculum is one of the important components in education field. It has various purposes in education implementation. The curriculum is beneficial for parties related to the process of planning education in schools. (Decker F. Walker, 1997) Stated that Curriculum is the purposes, content, activities, and organization of the educational program actually created in schools by teachers, students, and administrators.

## 2.2 The 2013 Curriculum

Curriculum is a part of teaching and learning process. According to Nunan (1988) Curriculum is a set of rules and regulations for such preparation, operation, evaluation, and administration of educational programs. It is a part of the teaching process that includes directions and a list of the courses to be taught and tested. With the passage of time, the curriculum has changed. Some impetuses for changes in language teaching approaches, as well as changes in language teaching methods, could be the causes. Richard (2001) interpreted the curriculum changes as an unexpected drift affected by a variety of situations. From 1975 to 2013, Indonesia's curriculum has evolved and changed. Due to the general development and continuation of the previous curriculum that is Education Unit Level Curriculum (KTSP), the 2013 curriculum exists. This curriculum has been in place since the Ministry of National Education and Culture first announced it in the academic year 2013/2014. The goals of this curriculum are to train the next generation to be active, creative, innovative, and responsive by improving integrated attitudes, skills, and knowledge.

The 2013 Curriculum's theme is developing Indonesians who are active, creative, innovative, and effective by improving the attitudes, skills, and knowledge were all integrated. According to the Ministry of Culture and Education (2013) the development characteristic of Curriculum 2013 focuses on the equality of spiritual, social, curiosity, creativity, knowledge and psychomotor collaboration as creation characteristic. It is expected that the 2013 Curriculum can produce a productive, creative and innovative generations.

The 2013 curriculum has some characteristics, those are:

a. Developing a balance among spiritual and social attitudes, knowledge, and skills, and applying them in the various situations in the school and community.

b. The school is a part of the community that provide a learning experience so the students can apply what is learned in the school to the community and use the community as a learning resource.

c. Allowing additional time inside or outside of school to develop a variety of attitudes, knowledge, and skills.

d. Developing the competencies showed by the class core competencies which is specified more in the basic competence of subjects.

e. The class core competence is the organizing element of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.

f. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched betweensubjects and education level.

**2.3 Teachers' Role in 2013 Curriculum**

There is a moving of learning model in this new curriculum. If previously the model of learning is a teacher centered model now it becomes a student centered model, absolutely it gives impact for the teacher. Role of the teachers is not same anymore. In 2013 curriculum, the teachers are not making a syllabus, they just develop what the government has already prepared.

The teachers' roles in the provision of books is just in provision of *pengayaan* books and preparing lesson plans for the development of the existing text books (Poerwati, 2013). It looks that their tasks easier than before, but it challenges them be more creative. The teachers must create the learning process that less their role but can maximize the students' participation. The teachers' task is a facilitator for the students in learning process. There are some attitudes that the teachers must have as facilitator as explained by Rogers in Mulyasa (2014) : First, the teachers cannot be excessive in retain their opinion and believe. They must have equanimity for positive and negative feedback. Second, they can pay more attention to their students especially about students' aspiration and feeling. Support and motivation are examples of teachers' attention. Third, they can receive and appreciate students' idea which innovative, creative, moreover difficult.

Some conditions of students must be noticed by the teachers. These condition such as; ability, strength, interest, hobby, attitude, personality, habit,

family background, and school activities. In order to make the implementation of 2013 curriculum success in notice students' differences, Mulyasa (2014) states that the teachers must pay attention to some conditions. The students are not growth in the  same speed, the teachers must understand about that condition. It is better, if the teachers give different task for each student or they can group them based on their ability. When the teachers find student who abnormal or have special need, they must contact the specialist to solve it. In the learning process, the teachers must vary their method of learning. Modification and enrichment of materials are good to do by them.

The other important thing is all of the students must involve in every learning activity. The teachers must assess their students use variation procedure objectively. It is not a simple task for the teachers. The successful of 2013 curriculum is on their hands. They must totally understand about the 2013 curriculum and they must implement it correctly.


## 2.4 Scientific Approach

Curriculum revision invariably introduces new concepts, such as the learning method, the process of learning, and the evaluation process. The 2013 curriculum emphasized the pedagogic of a learning dimension, also known as scientific approach. This statement is supported by (Majid 2013) that in the Implementation of 2013 curriculum the strategy which want to implement is scientific approach. In the context of teaching and learning, the term "scientific approach" is not new. It first introduced in  America in the late 19th century, as

the emphasis on laboratory formalistic approach that leads to scientific facts (Hudson, 1996) in Khasanah, 2014).

This scientific approach allows teachers or curriculum developers to improve the learning process, namely by breaking the process into steps or stages in detail which contains instructions for the students carry out learning activities (Varelas 2008). The above definition shows there are specific steps in the scientific approach. The stages must be ordered and every step has different purpose.

Scientific approach has some process that students need to follow. Kemendikbud (2013) state that scientific approach is a learning process that can stimulate students to do the following skill: observing, questioning, Associating, experimenting, and networking.

a. Characteristic of Scientific approach

There are seven criteria to determine whether a method of teaching is scientific or not. They are as follow;

1) The teaching materials are based on facts or phenomena which can be logically or reasonably explained. They are not based on prediction, approximation, imagination, legend, or myth.

2) The teachers' explanation, students' responses, and teacher student interaction are not based on subjectivity and wrong logic.

3) The teaching materials support and inspire students to be critical in thinking and analyzing, and accurate in identifying, understanding, and resolving problems, and applying the materials learned.

4) The learning materials foster and inspire students to hypothetically think when seeing diversities, similarities and links in the learning materials.

5) The learning materials foster and inspire students to understand, apply, and develop objectivity and rational thinking in responding to the learning materials.

6) The materials are built on the basis on empirically valid concepts, theories, and facts.

7) The formulation of learning objectives is simple, clear, but attractive. (Kemendikbud, 2013)

Based on these characteristics, scientific approach is believed to be the golden ways of the development of attitudes, skills, and knowledge of learners in the approach or work process that meets the scientific criteria. It makes the learning close to the real condition, and it is hoped make the students more active.

b. Steps of Teaching and Learning in Scientific Approach

The general steps in the scientific approach in learning process include observing, questioning, associating, experimenting, and communicating (Permendikbud nomor. 81A, 2013). The explanations of each skill are as follow:

1) Observing

The first thing to do in the scientific approach is observing. In this step, the students must observe something related to the materials. The teachers are not mention the material that they should learned. The teachers must provide object that direct students to the materials. Suharyadi( 2013) explained here, students and teachers are provided with objects, real objects, or phenomena. The activities in this step not only observing but it also includes listening, reading, and seeking

information. They use this step to evoke students' curiosity. The students can guess what they will learn based on the observation. When they are getting confuse, it brings them to the next step.

2) Questioning

The second step is to question. In the classroom, the teachers and students can use questioning . The teacher gives question to assist students in developing their ideas or to confirm their understanding. The students use questioning process to solve their confusion in the observing process. It helps them to complete information and give them more opportunity to be active. The activities in questioning process such as discussion, group working, and class discussion. It gives the students a freedom in proposing their idea. This process make the students have critical thinking skill which logic and systematic.

3) Associating

The term "associating" used in Curriculum 2013 is more appropriate than "reasoning". "Associating is to describe teachers and students' active participation in the classroom. Of course, students must be more active and are given more opportunities in learning. Suharyadi (2013) explained "Associating is the process of thinking logically and systematically over - the empirical facts that can be observed in the form of knowledge to obtain conclusions.In the context of learning, "associating" is focused on students' learning activities. "

4) Experimenting

To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of greeting and parting, then

practice it in the real situation. They can do conversation with their friends use the expression they have learned. Experimenting help the students develop knowledge about the environment, and make them able to use the scientific method and scientific attitude to solve the problems they face in everyday life. Suharyadi ( 2013) stated the application of experimental methods is intended to develop various learning objectives, the attitudes, skills, and knowledge.

5) Communicating

The last step in scientific approach is communicating. The students should communicate what they have learnt. They deliver the result of their observation, the conclusion which they have got from the deep analysis. They can deliver the result orally or in the form of written report or other media. Communicating process as explained by Kemendikbud (2013) expand the honesty, accuracy, tolerance, systematic thinking skill, expressing opinion, and it also develop good speaking skill. The above structured steps are designed in order to make the learning process more directed. The learning purpose covers 3 aspects, namely knowledge, skill, and attitude. The scientific approach's step help the students attain the all aspects. The activity in each step gives lesson to the students. They get experience which add and sharpen their knowledge, skill, and attitude.

## 2.5  Learning Model in 2013 Curriculum

The learning model is a design or a pattern that is used as a guide in learning in the classroom or in tutorials and learning to determine learning tools including books, films, computer, curriculum, and others (Joyce in Ngalimun.

2013). Meanwhile, according to Sani (2013) learning model is a conceptual framework of a pattern of systematic procedures were developed based on the theory and use in organizing the learning process to achieve the learning objectives. So, the learning model can be said as the framework of learning activity and it is processed based on theory.

The decision of kind of learning model notices some aspects such as the purpose of learning, environment and the students. Kemendikbud (2013) emphasizes that scientific approach will be obvious when it use in certain model of learning such as: (*Project Based Learning*), *Problem Based Learning*, *Discovery Learning*.

a. Problem Based Learning (PBL)

Problem Based Learning is a student centered method where students learn about a subject by finding an answer. According to Ward and Stepien cited in Ngalimun (2013) PBL is a learning model which involves the students to solve a problem through some stages of scientific method. Based on the definition, it is seen that the students is hoped can be independent in learning, it is also indirectly sharpen students' skill in solving problem. Problem based learning stimulates the students to think about their problem and how to solve it. It will really useful for the students' daily life.

b. Discovery Learning

In this model of learning, students must search information related with the material and then construct it to ordered information. Kemendikbud (2013) explained that the principle in Discovery learning is the materials are not given in

final form, so the students are stimulated to identify what they want to know. Discovery learning is good to make the students be more active in the process of learning and it also can build students' creative thinking. They will be more responsible with their work.

c. Project Based Learning

Project based learning is model of learning which have purpose students' able create or make something valuable. According to Bie in Ngalimun (2013) This model of learning involve the students to solve problem and some real tasks. The students are given an autonomy to construct their learning process and at the climax is they can produce valuable and reliable product. Project based learning need more time because the students through some stage to create the product. They need time to prepare the material, understand the problem, and then making the product.

**2.6 Assesment in 2013 Curriculum**

Assessment is the process of measuring students' comprehension in the learning process. It is in line with the definition of assessment in Regulation of the Minister of Education and Culture Number. 66 of 2013(*Peraturan Menteri Pendidikan dan Kebudayaan Nomor 66 Tahun 2013*), assessment is a process of gathering and processing information to decide students' achievement of learning outcomes.

There are various kinds of assessment in educational field, according to Brown (2004) assessment categorized into two big categories namely formal and informal assessment. There are also other kinds of assessment such as; formative

assessment, summative assessment, and the newest is authentic assessment. Each assessment has different purpose and it also use to evaluate students' understanding.

Every curriculum has different way in assessing the students' achievement. Learning assessment as a process of collecting and processing information include: authentic assessment, self assessment, portofolio based assessment, a test, daily test, final test, etc. 2013 curriculum stress on the use of authentic assessment. The teacher should move from traditional assessment to authentic assessment.

Based on the Implementation Guidelines of the Curriculum 2013, it is stated that:

1) assessment is directed to measure students' competence stated in the curriculum,

2) it is basically criterionreferenced assessment,

3) It is an ongoing process, that all indicators are assessed, and then analyzed to see what have been or have not been achieved by students, and then to locate students' difficulties in achieving the competence,

4) The result of the assessment is used to give feed backs and follow-up activities for students to reach the competence.

The teachers can evaluate their work by see the results of the assessment. Authentic assessment in 2013 curriculum as stated by Mulyasa (2013) is move from previously which focused on the knowledge through the output assessment

become based on ability through the process assessment, portfolio, and output assessment completely and comprehensively.

Authentic assessment is a method of evaluation in which students perform real-life tasks to demonstrate their ability to apply relevant knowledge and skills (Basuki, 2014). The definition shows that assessment is not always a written test like in the traditional assessment. It can be in the form of presentation, performance, discussion, and other. This evaluation make the students implement what they have got from the learning, so they know well the function of the lesson.

The real life task also stimulates the students' critical thinking skill. According to (Sani, 2013) Authentic assessment can be implied as an effort to give assignments to the students which reflect priority and challenge that found in learning activities. O'Malley and Pierce (1996) further explain that authentic assessment is the multiple forms of assessment that reflects students' learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities.

Authentic assessment is an assessment which is designed appropriate with the environment, materials, and the students' characteristic. It is not only to measure the students' understanding but it can be tools to train the students' ability in problem solving.

Authentic assessment built the students' critical thinking because they should relate what they have learnt with the real world. It is different with the traditional assessment which examine only on what they have learnt in the

classroom. Beside that the students' creativity will be sharpen with various kind of authentic assessment. They are not only done the written test. There are other activities such as drama, presentation, and group working. On the authentic assessment the students also have opportunity to involve in making the structure of the assessment. It develops the students' responsibility.

Authentic assessment have some characteristics as explained by Kunandar (2014), First, it is use in sumatif or formatif. It is mean that authentic assessment is used to measure the students' achievement of one or some core competency. It also measures the students' achievement in a semester (sumatif). Second, authentic assessment measures the skill and performance. It is not only use to measure the students' knowledge, because they usually only memorize what they have learnt without understand it. The third criteria is continuing and integrating. The last criteria, it is used as feedback. The assessment uses as feedback for the students' achievement.

a. Types of Authentic Assessment

Authentic assessments include oral performance (interviews, story/ text retelling), writing samples, projects/exhibitions, experiments/demonstrations, constructed response items, teacher observations, and portfolios, selfassessment and peer-assessment (O'Malley and Pierce, 1996,).

The types of the assessment should be matched with the material. The teacher can use any kind of authentic assessment as long as it is appropriate with the materials. Based on the guideline from the government there are four types of authentic assessment that can be applied by the teacher.

1) Performance assessment

Teacher can ask the students to mention the elements of the assignment which will they use to determine the criteria. The students work individually or in team then they performs their work in front of their friends.

2) Project assessment

It is an assessment concerning with the assignment which must be finished by the students in a given time. The assignment is a set of activities such as planning, collecting data, organizing, processing, analyzing, and presenting data.

3) Portfolios assessment

It is Focus on the collection of student work to show progress over time. The works can be individually or group. The period of portofolios is a year or a semester.

4) Written Assessment

In this assessment the students is given written test in order to examine their knowledge. The test in form of analysis and is demanded to be comprehensive so the result can describe students' attitude, knowledge, and skill. Beside the above types there are other types of authentic assessment, such as journal, group discussion, quiz, interview, home work, and a report.

In the written assesment, there are three important things which should be noticed by the teachers according to Kunandar (2014), those are: authentic from the instrument, authentic from the measured aspects, and authentic from the students' condition. In order to apply authentic assessment, teachers are advised to work collaboratively with their colleagues and gain support from the schools'

administrator and also from students' parents. It will be better if the teachers can use precise type of authentic assessment in each material they have taught, because not all of type is appropriate with every material. Authentic assessment is a good way to know about the students' achievement. The teacher must be good in manage the time because this assessment need more time.

**2.7 Lesson Plan**

Lesson plan is a part of teacher's preparation before teaching in the class. A good teacher usually made a plan before coming to the class. Without a lesson plan, the teaching and learning process are not meaningful. The six elements of a systematic lesson plan, according to Reiser and Dick (1996), are instructional goals, instructional objectives, instructional tasks, instructional media, evaluation, and instruction revision. One of the reason to write down a lesson plan is to help teacher manage the class effectively. Teachers do the lesson plan in order to feel more confident.

A teacher must consider the students' backgrounds, the lesson's goals, the skills to be learned, the tasks, the resources and texts, the time constraints, and the references to previous and future lessons while planning a lesson (Jensen, 2001). There are some aspects of a lesson plan. According to Harmer (1998), the main component of a lesson plan shows what the lesson is for (the aims) and what the teachers will do during the lesson and how they will do it (procedure), and with what. Therefore, teachers should recognize the aims of their lessons and how they manage the class and what equipment they will use. In addition, before teachers

write what components should be in a plan, there are some questions needed to be able to answer as follows:

1. Who are the participants in the activity?

2. What motivates you to do it?

3. What would it accomplish?

4. How much time will it take?

5. What could possibly go wrong?

6. How does it function?

7. How can it fit in with all that comes before and after it

## 2.8 Design a Lesson plan

There are some components that need to be considered in designing a lesson plan. According to *Permendikbud* (*nomor 22 tahun 2016*) design lesson plan in 2013 curriculum as bellow:

a. School identification; the name of educational unit

b. subject identity; the theme or the sub theme of the subject;

c. class / semester;

d. the topic of discussion;

e. time allocation; it is calculated in accordance with the requirements for KD achievement and learning load by considering the number of hours of study available in the syllabus and BC that must be achieved;

f.   learning goals; which are formulated based on KD, using operational verbs that can be observed and measured, which include attitudes, knowledge, and skills.

g.   basic competencies and indicators of competency achievement.

h.   learning content, which includes related information, ideas, values, and procedures and is written in the form of items in compliance with competency achievement measures..

i.   learning strategies used by educators to develop a learning environment and learning process for students to achieve KD that is tailored to their individual characteristics and the KD to be achieved.learning media, in the form of learning process aids to convey subject matter.

j.   learning tools, that may include books, printed and electronic media, the natural environment, and other relevant learning resources.

k.   The preliminary, core, and closing stages are used to carry out the learning steps.

l.   evaluation of learning outcomes.

In Curriculum 2013, the learning material is factual (an example of material), conceptual (definition), and procedural. The material of teaching can be used from textbooks, teacher-module, and another learning sources. Moreover, the supporting materials in the lesson plan are student-worksheet, modules and etc.

Additionally, The computer, internet, video cameras, mobile phone are the general sources of instructional materials and media

The learning activities are the real action of the teacher as well as the student in the class.

1. Pre- Activity: the teacher introduces the learning material with students initial learning experiences, and does the apperception and motivation.

2. Main Activity: it contains steps of main learning activities. in addition, a scientific approach should be described clearly and systematically.

3. Post activity: it contains some learning activities such as concluding the result of the learning process and reflection.

Evaluation/ Assessment is the last component in the syllabus which determines the success of the teaching and learning process.

According to the combination rules of the Minister of Education and Culture No. 103/2014 and No. 22/2016, the format of lesson plan realized in the following format below:

**Table 2.8 Format of Lesson Plan**

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah            :

Mata Pelajaran      :

Kelas/semester      :

Materi pokok :

Alokasi waktu       :

A. Kompetensi Inti
B. Kompetensi Dasar/ KD dan Indikator Pencapaian Kompetensi/ IPK
    1. _____ (KD pada KI 1)

| H. Penilaian Proses dan Hasil Belajar |
| --- |
| Lampiran-lampiran RPP:<br><br>1. Materi pembelajaran pertemuan 1 (Jika diperlukan)<br>2. Instrumen penilaian Pertemuan 1<br>3. Materi Pembelajaran Pertemuan 2 (Jika diperlukan)<br>4. Instrumen Penilaian Pertemuan 2<br>Dan seterusnya tergantung banyaknya pertemuan. |

## 2.9 Problems in Designing Lesson plan

Problems or difficulties in making lesson plans have actually been felt by teachers. From the explanation above, it can be concluded that in making RPP teachers faced some difficulties. According to Saputri (2017) the difficulties about designing lesson plan are: (a) The stating criteria concern on selecting appropriate operational verbs, (b) Designing the learning content, in which the material that uses the government's student's book is proportionally less in material, meaning less variety, (c) Choosing the appropriate method of teaching in learning activities, and (d) the evaluation procedure process in the 2013 Curriculum.

On the other hand, Ernawati and Safitri (2013) stated about the specific difficulties in designing lesson plan of K-13 that some of the difficulties experienced by teachers in deigning lesson plan of K-13 are: not yet received training of curriculum in 2013, computers and the internet using, formulating indicators, selecting approaches / methods / learning

strategies, developing learning activities and arranging techniques and assessment instruments.

Both discussed the problems and difficulties of the designing lesson plan of the 2013 curriculum. But the two of them began their respective discussions. Saputri discusses the internal factors of teachers in making lesson plans. Meanwhile, Ernawati and Safitri have discussed a little about external factors in the preparation of lesson plans such as not getting curriculum training in 2013 and having to use computers and the internet. So researchers will try to look for both external and internal factors.

## 2.10 Previous Related Studies

The first study was conducted by Saputri (2017) entitle *English teachers' difficulties in designing lesson plan based on 2013 curriculum*. Three English teachers from SMP Al Islam 1 Surakarta took part in this report. The result of this study showed that there are some difficulties that felt by teachers of English in designing lesson plan based on the 2013 curriculum. Some teachers are having hard times in developing indicator, the assessment of 2013 curriculum makes it difficult for them to apply and design an assessment as well as there are too many elements that should be taken into consideration by teachers while assessing students and managed a large group of students.

There are similarities and differences between this study and my study. The similarities are the participants are the English teachers and the research about difficulties in designing lesson plan based on the 2013 curriculum.

Meanwhile the differences are the research location in this study was located in Surakarta while in my study will be located in Palembang, the number of participants in this study was three teachers while in my study will have two participants.

The second study was conducted by Ekawati (2017) entitle *English teachers' problems in applying the 2013 curriculum.* The participants of this study were four English teachers from four different private vocational high schools in Tegal district. The findings of this study revealed that: a) 3 English teachers do not organize lesson plans even before the process of teaching and learning. b) While all teachers understand the concepts of the scientific approach and the basic idea of the 2013 curriculum (i.e. inquiry-based learning), they do not implement it in their classroom instruction. c) One teacher prepares the teaching media while others do not. d) All teachers difficult with assessing students' attitudes (behavior).

There are similarities and differences between this study and my study. The similarities are the method is qualitative research and the participants are English teachers. Meanwhile, the difference is the research location. This study took place in Tegal district while my study will be take place in Palembang.