

II LITERATURE REVIEW

This chapter discusses several points: perception, concept of the 2013 curriculum, the supporting part on the implementation of the 2013 curriculum, the characteristics of the 2013 curriculum, the 2013 curriculum syllabus, the 2013 curriculum lesson plan, teachers' role in the 2013 curriculum, students' role in the 2013 curriculum. They are described in the followings.

2.1 Perception

There are several assumptions about perception. One of them is mentioned by Moskowitz and Orgel (1969:158). They describe perception as follows:

You are walking along a street, you see a figure approaching and you recognize as that of a close friend. The recognition is perception but you would be at loss if you were asked to indicate the specific stimulus which lead to your perception-was it the shape of figure, a manner of walking, a way of holding the head, the familiar article dress, or some combination of them?

From the description above, it can be stated that perception is an attempt to interpret the information in order to represent the state of an environment. This information is the result of physical stimulation of the sense organs. The definition is supported by Page and Thomas (1978:26) who state that

perception is a process by which the individual organizes and makes sense of his/her sensory (seeing and hearing) experience.

From previous definition and explanation above, it can be concluded that perception is a process to interpret the information related to his/her experience as the result of physical stimulation of the sense organs (by seeing and hearing). It includes a specific idea, concept, and impression. It means that, when someone gives a response on something he/she involves his/her specific idea, concept, and impression he/she will get knowledge and understand something. The understanding and knowledge that was obtained is called someone's perception.

Here, the researcher asserts that perception is the recognition of things by using the sense, especially the senses of seeing and hearing. It is about perception of what he/she experienced, which gives an impression to him/her.

2.2 Concept of the 2013 Curriculum

According to Law No. 20 (2003) on National Education System, Article 1 paragraph 1 states that education is a conscious and deliberate effort to create the learning atmosphere and learning process. So, the learners are actively developing their potential to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and skills needed by them, society, nation and state.

According to *Permendikbud No.68B th 2013*, the 2013 curriculum was developed based on the following factors:

1) Internal Challenges

Internal challenges are related to the state of education associated with the demands of education, which refers to the eight of the Education National Standards which includes standard content, standard process, standard competence, standard educator and education personnel, facilities and standard infrastructure, standard management, standard financial, educational and assessment standards. Other internal challenges are related to the efforts so that human resources which are abundant productive age in Indonesia can be converted into human resources that have competencies and skills through education so it is not become a burden.

2) External Challenges

External challenges are related to the globalization and the various issues related to the environmental problems, technology advances and information, the rise of the creative industries and cultural, and the development of education at the international level. Other external challenges are related to the shift of world economic power, influence and impact of technosains and quality, investment, and the transformation of education.

3) Mindset Improvement

- a. Pattern of teacher-centered learning into the learner-centered learning.

The learners should have choice for the materials being studied to have the same competences;

- b. Pattern of one-way learning (teacher-student interaction) into an interactive learning (interactive teacher-student-society-environment nature, source / other media);

- c. Isolated learning pattern into learning networks (learners can gain the knowledge from anyone and from anywhere that can be reached and obtained via the Internet);

- d. Pattern of passive learning into active learning-seeking (students actively seeking a learning model is reinforced by science approach);

- e. Pattern of learning individually becomes a learning group (team-based);

- f. Pattern of learning from a single tool into learning multimedia-based;

- g. Pattern of mass-based learning into the needs of customers (users) to promote the development of specific potential of every learner;

- h. Pattern of single science (monodiscipline) into plural science (multidisciplines), and

- i. Pattern of passive learning becomes critical learning.

4) Strengthening Governance Curriculum

The implementation of the curriculum has been placed curriculum as a list of subjects. Approaches of the 2013 curriculum for Junior High School /

Madrasah Tsanawiyah changed in accordance with curriculum in educational unit. Therefore, in the 2013 curriculum carried strengthening governance as follows:

- a. Teachers' working procedures that are individually converted into a work order that is collaborative;
- b. School management strengthening through capabilities management strengthening of headmaster as educational leaders; and
- c. The infrastructure strengthening for the benefit of management and the learning process.

5) Material Reinforcement

Material Reinforcement is done by the deepening and expansion of relevant material for the learners.

Legal bases of developing the 2013 curriculum:

1. Constitution of the Republic of Indonesia (1945);
2. Law No. 20 (2003) on National Education System;
3. Law No. 17 (2005) on the National Long-Term Development Plan, and all the provisions set forth the National Medium Term Development Plan; and
4. Government Regulation No. 19 (2005) on National Education Standards, as amended by Government Regulation No. 32 (2013) regarding Amendment to Government Regulation No. 19 (2005) on National Education Standards.

(Permendikbud No.68B th2013)

2.3 The Supporting Part on the Implementation of the 2013 Curriculum

In implementing this 2013 curriculum, there are many supporting parts that can support the success of this curriculum but in this research the researcher focuses on five supporting parts as follows:

1) The Teacher

Teachers have a duty not only to teach but also to educate. According to the Law no. 14 of 2005 "Teachers are professional educator with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, elementary education, and secondary education." The duty of a teacher is needed in the education system, the teacher is a bridge towards a success in the education world. In other words, the quality of a teacher reflects the quality of an education.

2) English Teaching Method

The method is the way used by the teachers in implementing the teaching and learning activities in the classroom in order to achieve the learning objectives that have been set out in the curriculum. According to *Permendikbud No.65B th 2013* the teacher must pay attention to the learning process that should take place in an interactive, inspiring, fun, challenging, efficient, motivating the students to actively participate and provide enough space for innovation, creativity, and independence

according to their talents, interests, and physical and psychological development of the learners to increase students' competences.

3) Learning Support

Learning support or media are important factors and needed to support the learning process in the classroom. According to Purnamawati and Eldarni (2001:4) the media are anything that can be used to deliver a message from the sender to the receiver. So, it can stimulate the thoughts, feelings, concerns and interests of students so that learning occurs. Meanwhile, according to Wijaya and Rusyan (1994: 137) the media act as a stimulus to motivate learning. So, the students do not feel bored in achieving learning goals. It can be said that the media as a supporting the success of students in the learning process. It shows that media are necessary for an effective teaching and learning process, which is used as a tool for students to understand the lesson easily.

4) Evaluation

Evaluation is the way to look at the learning outcomes that have been done by the students. According to Djaali dan Pudji (2008:1) evaluation is a process of judging something based on criteria or goals that have been set and followed by the decisions of the object have been evaluated. Evaluation is important part to correct existing deficiencies in learning has been done before.

5) Learning Environment

A good environmental condition can support the creation of good learning process. According to Indra Djati Sidi (2005: 148) the learning environment has an important role in creating a fun learning environment. The environment can enhance good learning activity. Therefore, the success of the learning process is influenced by the existing learning environment.

2.4 Characteristics of the 2013 Curriculum

The 2013 curriculum is using philosophy in developing students' individual life in religion, art, creativity, communication, and the various dimensions of intelligence value that required by the learners, community, nation and mankind. It is hoped to give a good impact toward the students' competences.

The 2013 curriculum is designed with the following characteristics:

- 1) Developing a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
- 2) Schools are part of a community that provides a planned learning experience in which students apply what is learned in school to the community and take advantage of the community as a learning resource;
- 3) Developing the attitudes, knowledge, and skills and apply them in various situations in schools and communities;
- 4) Giving enough time to develop the attitudes, knowledge, and skills;

- 5) Competence is expressed in the form of class core competencies which is detailed in the basic competencies for each subject;
- 6) Class core competence become organizing elements of the basic competence, in which all the basic competence and the learning process are developed to achieve the competence which are stated in core competence;
- 7) Basic competencies are developed based on the accumulative principle, mutually reinforced and enriched between the lesson and education level (horizontal and vertical organization).

(*Permendikbud No.68B th 2013*)

2.4.1 Approach of the 2013 Curriculum

The 2013 curriculum brings the scientific approach in the learning process. This scientific approach is a learning process that supports creativity (Saddhono, 2013). In line with *Permendikbud No. 65 th 2013 about standard process*, the activities in the scientific approach are observing, asking, associating, experimenting, forming networks for all subjects.

➤ **Observing**

See, observe, read, hear, listen (without and with the tool).

➤ **Asking**

Asking question about information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from factual questions to the questions that are hypothetical)

➤ **Experimenting**

Determine the necessary data from the questions asked. Determining the source of the data (objects, documents, books, experiments).

➤ **Associating**

Analyzing the data in the form of making a category, specify the data relationship / category. Conclude it from the data analysis. Starting from unstructured-unistructure-multi structure-complicated structure.

➤ **Networking**

Delivering results conceptualization. In the form of oral, written, diagrams, charts, images or other media.

2.4.2 The Method on 2013 Curriculum

The teachers should be able to select the appropriate methods in teaching to facilitate the students to understand the material being taught to them. In the 2013 curriculum, the teachers must pay attention to the learning process that should take place in an interactive, inspiring, fun, challenging, efficient, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests, and physical and psychological development of the learners to increase students' competences (*Permendikbud No.65B th 2013*). There are several methods that used in the 2013 curriculum, such as:

➤ **Collaborative Learning Model**

Collaborative learning puts the students in small groups and gives them assignments where they help to complete the task or group work, peers, diversity of views, knowledge and skills that are useful to reach collaborative learning. The method can be applied, among others, search for information, projects, card sorting, tournaments, team quiz.

➤ **Individual Learning Model**

Individual learning model provides an opportunity for the students to be able to develop properly in accordance to the needs of learners. The method can be applied, among others, independent assignments, self-assessments, portfolios, galleries processes.

➤ **Peer Learning Model**

Peer learning provides an opportunity for the learners to learn something well. The method can be applied to the activities such as: the exchange from group to group, learning through jigsaw, case studies and projects, reading the news, use the worksheet, etc.

➤ **Attitude Learning Model**

Affective learning activities help the learners to test the feelings, values, and attitudes. The strategies to develop learning model is designed to increase the feelings, values and attitudes of the students. The method can be applied by means of observing a work tool or material used, the self-assessment and friends, demonstrations, know himself/herself, and the position of adviser.

➤ **Playing Learning Model**

The game is very useful for shaping the character and the confidence of the students. Humor can open the knot of creativity, with a funny exercise, laughing, smiling the students will easily absorb the knowledge given. The game will generate energy and engagement of the learners. There are several methods that can be applied include: guess the picture, charades, guessing objects sticker affixed to the back of the opponent, puzzles, and play a role.

➤ **Group Learning Model**

Group learning model (cooperative learning) is often used in any learning activities in addition to save the time as well as effective, especially if the theme very adequate for the development of the learners. The method can be applied among others, the project group, open discussion, role play.

➤ **Independent Learning Model**

This model emphasizes the students to learn on the basis of their own accord with the desire to focus. The technique can be applied, namely to use their imagination in creating materials based on their own findings or modification and imitation, reflection paper, through study contracts, and structured based on a given task (investigation, discovery, recovery).

➤ Multi Learning Model

Multi learning model is done with the intention of getting optimal results compared with just one model. The method which is developed in this study is a project, modification, simulation, interactive, elaborative, participatory, internship (cooperative study), integrative, production, demonstration, imitation, experiential, collaborative.

(Kemendikbud 2013)

2.4.3 Time Allocation

The determination of time allocation on each basic competence is based on the number of weeks and the effective allocation of lesson time per week by considering the number of basic competencies, breadth, depth, complexity, and level of interest of basic competence. Time allocation which is specified in the syllabus is an estimate for the average time required by the students to master the basic competencies. In the 2013 curriculum the time allocation for English subject of Junior High School will be two meetings in a week and each meeting consists of 2X40 minutes, 30 minutes structured activity, and the rest for unstructured activity.

(Permendikbud No.68B th 2013)

2.4.4 Evaluation

In the evaluation, there are several techniques and instruments are used for the assessment of attitudes, knowledge, and skills competence as follows:

a. Assessment of Attitude Competence

The educators do the assessment of attitude competence through observation, self-assessment, peer assessment by the learners and journals.

The instrument used for observation, self-assessment, and assessment between the learners is check list or rating scale with the rubric, whereas for journal in form of educator notes.

- 1) Observation is a technique of continuous assessment that is done by using the senses, either directly or indirectly by using the observation that contains a number of the behavioral indicators which observed.
- 2) Self-assessment is an assessment technique by asking the students to express the advantages and disadvantages that exist in themselves in the context of the achievement of competence. The instrument is using self-assessment sheets.
- 3) Assessment among the learners is evaluation technique by asking the learners to assess each other related to the achievement of competence. The instrument is using form sheets of assessment among the learners.
- 4) Journal is an educator's notes inside and outside the classroom which contains the information of observation about the strengths and the weaknesses of the learners that relating to the attitudes and behavior.

b. Assessment of Knowledge Competence

The educatots assess the competence of knowledge through written tests, oral tests, and assignments.

- 1) Instrument in the form of a written test multiple choice questions, stuffing, short answer, true-false, matching, and description. Instrument of descriptions be equipped scoring guidelines.
- 2) Oral test instruments such as questionnaires.
- 3) Instruments such as homework assignments and / or projects done individually or in groups according to the characteristics of the task.

c. Assessment of Skills Competence

The educators assess the skill competence through performance evaluation, where this assessment requires the students to demonstrate a particular competency using practice tests, projects, and portfolio assessment. The instrument is using form of a check list or rating scale equipped by the rubric.

- 1) Practice test is an assessment which requires a response in the form of skills to undertake an activity or behavior in accordance with the demands of competence.
- 2) Project is learning tasks which include design activity, implementation, and the written and oral reporting in a particular time.
- 3) Portfolio assessment is an assessment that is done by assessing the entire collection of students work in a particular field that are reflective-integrative to know the interests, growth, achievement, and / or creativity of learners within a certain time. The work can be in the form of real action that reflects concern of the students to the environment.

(Permendikbud No.66B th 2013)

2.5 The 2013 Curriculum Syllabus

According to BSNP (2006:3) syllabus is a set of plans that organize about the purpose, content, and materials and ways of which are used as a guidance of learning activity to achieve certain goals. In line to *Permendikbud No.65B th 2013* syllabus is a learning frame of reference preparation for each study subject material. Syllabus at least contains:

- a. The identity of the subjects (especially SMP / MTs / SMPLB / Package B and SMA / MA / SMALB / SMK / MAK / Package C / C Package Vocational);
- b. The identity includes the name of the school and classroom education units;
- c. Core competence is a categorical description of competence in aspects of attitudes, knowledge, and skills that must be learned by the learners for a school level, grade and subject;
- d. Basic competence is a specific capability that include attitudes, knowledge, and skills related to content or subjects;
- e. Theme (especially SD / MI / SDLB / Package A);
- f. Subject matter includes facts, concepts, principles, and procedures that are relevant, and written in the form of points according to the formulation of the competence achievement indicators;
- g. The learning activities are undertaken by the educators and the learners to achieve the expected competencies;
- h. Assessment is a process of collecting and processing the information to determine the achievement of the students learning outcomes;

- i. Time allocation is appropriate to the number of lesson hours in the curriculum structure for one semester or one year, and
- j. Learning resources can be books, print and electronic media, nature or other relevant learning resources.

The syllabus is developed based on Standard Competence and Standard Content for primary and secondary education units in accordance with the learning patterns in any given school year. The syllabus is used as a reference in developing lesson plan.

Standard Competence has criteria for qualifying graduate capabilities that include attitudes, knowledge, and skills. Standard Competence is used as the primary reference in standard content development, standard process, standard of education assessment, standard of teacher, standard infrastructure, standard management, and standard of financing. Standard Competence consists of qualifying criteria of the learners ability that expected to be achieved after completing the learning period in the educational unit on elementary and secondary education (*Permendikbud No.54B th 2013*). Standard content is expressed in terms of Core Competence (KI) in class and further detailed in the Basic Competence (KD) in subjects. Standard Content provides a conceptual framework of learning activities and the learning derived from the level of competence and scope of material (*Permendikbud No.65B th 2013*).

2.6 The 2013 Curriculum Lesson Plan

The implementation of Lesson Plan (RPP) is a face-to-face learning activity plan for one or more meetings. Lesson plan is developed from the syllabus to direct the learning activities of the students in an effort to achieve basic competencies. Every educators in the educational unit are obliged to draw up a complete and systematic lesson plan, so the learning take place in an interactive, inspiring, fun, challenging, efficient, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents, interests, and the physical and psychological development of the students. Lesson plan prepared by basic competence or sub-themes executed in one or more meetings.

In preparing lesson plan should pay attention to the principles as follows:

- a. Individual differences of the students such as initial knowledge, intellectual level, talents, values, interests, motivation to learn, social skills, emotional, learning styles, special needs, speed of learning, cultural background, norms, values, and / or environment of the learners.
- b. The active participation of the learners.
- c. Centered on the learner to encourage the spirit of learning, motivation, interests, creativity, initiative, inspiration, innovation and independence.
- d. Developing a culture of reading and writing are designed to develop reading craze, diverse reading comprehension, and expression in various writing forms.

- e. Giving feedback and follow-up lesson plan include the proposed program providing positive feedback, reinforcement, enrichment, and remedy.
- f. Emphasis on linkages and coherence between basic competence, learning materials, learning activities, the indicators of achievement competencies, assessment, and learning resources in the integrity of the learning experience.
- g. Accommodates integrated-thematic learning, integration across subjects, cross the learning aspects, and cultural diversity.
- h. Application of information and communication technologies in an integrated, systematic, and effective in accordance with the circumstances and conditions.

(*Permendikbud No. 65B th 2013*)

2.7 Teachers' Role in the 2013 Curriculum

The 2013 curriculum requires the realization of creativity, independence, cooperation, solidarity, leadership, empathy, tolerance and life skills in order to form the students' character and improve the nation's civilization and dignity in the learning process.

The teachers provide a learning experience for the students to perform a variety of activities that allow them to develop their potentials into competence specified in curriculum documents or more, to develop a learning environment

that gives students the opportunity to discover, implement their own ideas, be aware and consciously use their own strategies for learning.

The teachers develop learning opportunities for the learners to climb stairs carrying learner higher understanding, which was originally done with the help of the teacher but more and more independent. For the learners, the learning must shift from "being told" to "actively seek out". It is expected that the learning experience progressively increased to independent learning habits and steady as a basis for lifelong learning.

Therefore, the success of the 2013 curriculum is depending on the learning process. In which the teachers' role as a bridge or become a facilitator to carry out the purposes of the curriculum in the students' learning process in order to develop the potential of the students.

2.8 Students' Role in Learning Process the 2013 Curriculum

The role of students in learning process, in which students are encouraged to discover themselves and transform complex information, checking new information that already exists in memory, and to develop into information or capabilities to suit the environment and times where and when he was alive.

The 2013 curriculum has view that the knowledge base cannot be moved so only from the teacher to the learner. The learners are subjects that have ability to actively seek, process, construct, and use knowledge.

The learning process provides the opportunity for the learners to construct knowledge in cognitive processes. In order to really understand and apply the knowledge, the learners should be encouraged to work and solve problems, find everything for them, and strive to realize their ideas.

In this chapter the researcher has described about perception, concept of the 2013 curriculum, the supporting part on the implementation of the 2013 curriculum, the characteristics of the 2013 curriculum, the 2013 curriculum syllabus, the 2013 curriculum lesson plan, teachers' role in the 2013 curriculum, students' role in the 2013 curriculum.