

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides several theories of instructional strategy related with the use in acceleration class and regular class. It is consist of the curriculum, the instructional strategy, the acceleration class, the regular class, and MTsN Kanigoro.

#### A. Curriculum

Curriculum is all of the activities and potential experiences that have been arranged scientifically, whether it held in the classroom, school yard, or in the out of the school under the school's responsibility to reach educational objective.<sup>14</sup> This point provides the theories of curriculum that consists of the definition of curriculum and the curriculum of acceleration and regular class.

##### 1. Definition of Curriculum

Hilda Taba has definition that "curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has beating on the shaping of a curriculum".<sup>15</sup> Curriculum is a set of planning and arrangement of the objective, the content, the material, and the strategy used as the instructional activity guide to achieve certain educational objective.<sup>16</sup>

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<sup>14</sup>Zainal Arifin, *Konsep dan Model Pengembangan Kurikulum* (Bandung: PT Remaja Rosdakarya, 2012), 4.

<sup>15</sup>Munir, *Kurikulum Berbasis Teknologi Informasi dan Komunikasi* (Bandung :Alfabeta, 2010), 28.

<sup>16</sup>Undang-Undang Republik Indonesia Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional.

There are many definitions of curriculum which was explained by the expert. Each of them gives the difference definitions which the point is same. Curriculum is a plan for learning, an idea (Bobbit:1918)<sup>17</sup>, all of children's experiences under the teachers's guidance (Caswell and Campbell: 1935)<sup>18</sup>, the substance of the school program (Orlosky and Smith: 1978)<sup>19</sup>, and a structured series of intended learning outcomes (Johnson: 1967)<sup>20</sup>.

Based on the definitions of curriculum above, Hamid Hasan grouping curriculum into four dimension, they are:<sup>21</sup>

- a) Curriculum, as an idea, is something that is produced through theoretical and research process, especially in education and curriculum field.
- b) Curriculum, as a written planning, is represents curriculum as an idea which contain of objective, material, activity, equipment, and the time.
- c) Curriculum, as an activity, is an implementation of the curriculum as a written plan.
- d) Curriculum as a result is a consequence of the curriculum as an activity. The result is the achievement of curriculum objectives

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<sup>17</sup>Suparlan, *Tanya Jawab Pengembangan Kurikulum dan Materi Pembelajaran* (Jakarta: Bumi Aksara, 2011), 38.

<sup>18</sup> Ibid.

<sup>19</sup> Tim Pengembang, *Kurikulum dan*, 4.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid., 6.

(learning objectives) as like the changing of students' attitude, or their ability in certain lessons.<sup>22</sup>

The four dimensions are unity that having objective to make the process of teaching learning running well. As a written document which is implemented in educational process, curriculum has the fuction as the guidance for the head master, the teacher, the student, the parents, and the society whom have the role in educational process.

Curriculum is a verbalization of an extremely complex idea or sets of idea (Oliva:1997),<sup>23</sup> it means that curriculum is the implementation of ideas or concepts that want to be reached by educational world through the activity of teaching learning in the classroom. Curriculum as the document and concept have no meaning if the teacher does not use it in the teaching learning process, both in or out of the class. In the process of curriculum implementataion, teacher is an aspect which has influence in the educational objective achievement, so the teacher is called as hidden curriculum. In the fact, what the teacher did and the stategy s/he used will be learning experience that influence the students.

In *Undang-UndangNo.20 of 2003 BAB I Pasal 1 ayat 19 on National Education System* mentioned that curriculum is a set of planning and arrangement about the objective, content and the material, and the strategy used as the guidance in the learning activity to reach certain

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<sup>22</sup>Suparlan, *Tanya Jawab.*, 40.

<sup>23</sup>Ibid., 52.

educational objective.<sup>24</sup> Curriculum is a system with certain components.<sup>25</sup> From the definitions according to *Undang- Undang* above, there are three components of curriculum, they are the objective, the content and the material, and the strategy.

a) Objective

Curriculum is an objective of each educational program that will be given to the students, because curriculum is the tool to reach educational objective.<sup>26</sup> Pancasila has explained the educational objective generally. Educational objective is to create Indonesian people who are autonomous in their personal life, in society, in context of the country, and as God creature.<sup>27</sup>

Objective component has relation with the direction and result that is hoped.<sup>28</sup> Educational objective has classification, from complex objective till specific objective that can be measured and called as competence. It was classified into four points, they are National Education objective, institutional objective, curricular objective, and instructional objective.<sup>29</sup>

National Education objective is the last objective that must be used as the guidance by each educational institution.<sup>30</sup> It means that

<sup>24</sup> Undang-Undang Republik Indonesia Nomor 20, 3.

<sup>25</sup> Tim MKDP, *Kurikulum dan.*, 46.

<sup>26</sup> Syafruddin Nurdin, *Guru Professional dan Implementasi Kurikulum* (Jakarta: Ciputat Pers, 2002), 51.

<sup>27</sup> *Ibid.*, 52.

<sup>28</sup> Tim Pengembang, *Kurikulum dan.*, 46.

<sup>29</sup> *Ibid.*, 47.

<sup>30</sup> *Ibid.*

each educational institution hopefully can create people that having characteristics that are suitable with those point. Institutional objective is objective that must be reached by the institution.<sup>31</sup> It means qualification that having by the student after graduating from certain institution.

Curricular objective is the objective that must be reached for each subject.<sup>32</sup> It is an objective of each subject that represents knowledge in that subject. Curricular objective is part of the institutional objective that is more specific on the subjects. The last objective is instructional objective that have definition as the ability that must be having by the student after they learnt certain material in the certain subject in a meeting.<sup>33</sup> The teacher makes the instructional objective because people who know the condition and the characteristics of the students is him. Before he does teaching learning activity, the teacher needs to formulate instructional objective that must be had by the students after they finished the material.<sup>34</sup>

b) Content and material

Content curriculum is a component which has relation with the students' learning experience. The content of curriculum relates all aspects, both knowledge and the material which is described in each

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<sup>31</sup> Nurdin, *Guru Profesional.*, 52.

<sup>32</sup> Tim Pengembang, *Kurikulum dan.*, 47.

<sup>33</sup> *Ibid.*, 48.

<sup>34</sup> *Ibid.*

subject that is given or in students' activity.<sup>35</sup> To decide the content of curriculum must be matched with the educational steps, the development which happen in society, the development of science and technology, and the student's psychological condition in each step of education.<sup>36</sup>

There are some reasons why are needed to select the content of curriculum because without selecting it, there will be bias in educational implementation, what is learnt in one school might be different with others school. According to Nana Sudjana in *Guru Profesional dan implementasi Kurikulum*, there are four reasons why selecting content of curriculum is needed:<sup>37</sup>

- 1) School's task and responsibility to sharpen the student's mind is very limited, both the time and source prepared.
- 2) The demand of people need is always expand.
- 3) There are some educational steps that is appropriate with the objective and children development.
- 4) Formal education in the school is a sub system of long life education, it means that school education and society education is a unity, so that it is important to select the content of curriculum that is matched with the educational in family and society.

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<sup>35</sup> Ibid., 53.

<sup>36</sup> Nurdin, *Guru Profesional.*, 54.

<sup>37</sup> Ibid., 55.

## c) Strategy

A strategy is a teaching agenda that indicates the direction of the classroom activities to help the students make an achievement of a certain knowledge and skill on a certain language aspect.<sup>38</sup> Strategy in curriculum has an important role because it is related with the implementation of it. A good and ideal the educational objective without an appropriate strategy will be impossible to reach it. Strategy includes planning, method, and sets of activity which is planned to reach certain objectives.<sup>39</sup> The effort to implement planning that have been arranged in a real activity to reach the objective optimally called as method. Through the method, the students are demanded to understand the material and also how to use their thinking potention to solve a problem.<sup>40</sup> The key of success of curriculum that has been planned is on the teaching learning activity.<sup>41</sup>

*Tim Pengembang MKDP Kurikulum dan Pembelajaran* of *Universitas Pendidikan Indonesia* in *Kurikulum dan Pembelajaran* added one component of curriculum, it is evaluation.

## d) Evaluation

Oliva in *Kurikulum and Pendidikan* explained that curriculum expansion is a process that have been never ended.<sup>42</sup> The process includes planning, implementing, and evaluating, so evaluation is a

<sup>38</sup> Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), 221.

<sup>39</sup> Tim Pengembang MKDP, *Kurikulum dan.*, 53.

<sup>40</sup> Ibid., 54.

<sup>41</sup> Nurdin, *Guru Profesional.*, 57.

<sup>42</sup> Tim Pengembang MKDP, *Kurikulum dan.*, 56.

part of curriculum that cannot be separated. Through evaluation, the value and meaning of curriculum is determined, so it can be considered whether a curriculum is defended or which part that will be make better.<sup>43</sup> Evaluation is a component to look at the efectivity of reached objective, to know whether the objective had been maintained has been reached or not, and to be a feedback to make the strategy be better.<sup>44</sup>

## 2. The Curriculum of Acceleration and Regular Class

The content material of curriculum for acceleration program is not different with the standard curriculum used in regular program.<sup>45</sup> The difference is on the rearrangement the structure of teaching program in the case of the time allocation that is shorter. The acceleration program will use the standard curriculum usually used in Senior High School and Junior High School for three years will be rearranged in two years. In the first year, the student will learn all the material of the first grade and a first half of material of the second grade. In the second year, the student will learn the next half material of the second grade and all of the material of the third grade.<sup>46</sup>

The rearrangement instructional program in standard curriculum that usually needs nine *cawu* will be rearranged in six *cawu* without minus

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<sup>43</sup> Ibid.

<sup>44</sup> Ibid.

<sup>45</sup> Dedy Gunawan, "Acceleration Class Program in Indonesia: Is It in the Right Track?."

<sup>46</sup> M. Asrori Ardiansyah, "Kurikulum Program Akselerasi", *on line*, <http://www.majalahpendidikan.com/2011/04/kurikulum-program-akselerasi.html>, accessed on 28 May 2013.



the content of curriculum. The key of the process is on the analysis of curriculum material with the calendar academic that is made special for acceleration program.<sup>47</sup> The curriculum of acceleration is the curriculum that is used in certain educational institution, so the graduate of acceleration program has the quality and standard competence that is same with the graduate of regular program. The difference is on the time that is needed to finish the study is shorter than the regular.<sup>48</sup>

Acceleration curriculum is developed differently. It means that curriculum that is used is must be appropriate with the student's ability.<sup>49</sup> According to Conny Semiawan in *Panduan Pendidikan Berbasis Bakat Siswa*, the differentiation of developmental curriculum needs to compare two things; they are the developmental of gifted need and design of the content of curriculum.<sup>50</sup> First, based on the developmental gifted need, the differentiation curriculum observes the difference of the quality of gifted from others, without forget that he is the same person with others who has the same attitude, characteristic, and certain aspect with their friend. Second, based on the design of the content of curriculum, it will be classified into four dimensions that each other cannot be separated.<sup>51</sup>

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<sup>47</sup>Ibid.

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

<sup>50</sup>Sitiatava Rizema Putra, *Panduan Pendidikan Berbasis Bakat Siswa* (Jogyakarta: Diva Press, 2013), 156.

<sup>51</sup>Ibid., 160.

a) General Dimension

General dimension is the basic curriculum which gives the basic knowledge, understanding, value, and attitude that brings the students so they has a fuction as the society demand and the higher level education demand. This dimension is the basic of curriculum that is used as the guide in all of the educational institution.

b) Differentiation Dimension

Differentiation dimension is related with the specific characteristic of the student's development that has amazing ability and intelegency in specific program or subject. The student can choose the subject he interested more to be learnt deeper.

c) Subliminal Dimension

This dimension is related with the culture background in the educational context. It can be a conducive environment, the relation inter the students, the relation between students and teachers and the headmaster that will be influence the quality of learning.

d) Nonacademic Dimension

Nonacademic dimension give a chance to the students to learn and study out of the class by using television, radio, internet, interview with the expert, visiting the museum, and so many activities which can improve their academic achievement.

## **B. The Instructional Strategy**

The point of instructional strategy provides the theories of the definition of instructional strategy, kinds of instructional strategy and teaching method, the syllabus, and the lesson plan.

### **1. The Definition of Instructional Strategy**

Instructional strategy is a general pattern of planning interaction between the students and teacher in a learning environment to reach certain educational objective.<sup>52</sup> It is one of the components in instructional system which cannot be separated with others. It means that instructional strategy is influenced by other factors. There are six influential factors in it; they are the objective, the material, the students, the facility, the time, and the teacher.<sup>53</sup>

#### **a) The Objective**

The objective is a vital factor because all of factors in instructional situation will be directed to reach the objective. Teaching objective describes the attitude, includes knowledge, skill, and performance, that must be had by the students after the process of teaching learning has been finished. The use of strategy or method and technique in the process teaching learning are depend on the attitude which is contained on objective of the study.

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<sup>52</sup> Tim Pengembang MKDP, *Kurikulum dan.*, 195.

<sup>53</sup> *Ibid.*, 153.

b) The Material

Each science or material of the study has different characteristic which has implication into the use of technique in teaching learning activity.

c) The Student

The use of method and technique in teaching learning activity is depend on the students, for example the total of students will influence the teacher in choosing the method and technique that is suitable. The subject of the teaching learning activity is the student, so the objective that want to be reached is for changing the students' attitude itself. The use of method will be different in the class that consists about fourty students and in another class consists of ten till twenty students.

d) Facility

Facility be one of the factor that influence the process and result of the learning because the use of certain method without supporting of the facility that is needed, the process has been planned will be difficult to be done and the result will be different than what has been planned.

e) The Time

The time factor is divided into two condition, the first is the amount of the time and the second is the condition of the time. How many times that is needed to learn certain material and how many times that is allocated will influence the teaching learning activity because the difference time that is needed and allocated will make it uneffective.

The material that is learnt in the morning, at noon, in the evening, or at night will make the situation be different that can influence the teaching learning activity also.

f) The Teacher

In the teaching learning activity, the teacher as a facilitator has a big role. The teacher is pursued to create the learning situation which makes the students is success in the school achievement. According to Sharon E. Smaldino, the teacher has significance influence to their students. The instructional strategy that is chosen by the teacher has significance to the students' achievement.<sup>54</sup> The teacher must be selective in choosing the strategy. As a guide, the teacher has the responsibility to make sure that the approach which is used is effective enough to help the students to be success in learning.<sup>55</sup> A certain teaching strategy is associated with a certain teaching material and the classroom, teachers are suggested to use the suitable strategy to make an effect of the achievement of the students on the teaching material to construct a certain knowledge and skill such as listening, speaking, reading, and writing.<sup>56</sup> There are some teaching strategies that usually used by the teacher as an alternative effort to reach the instructional objective, they are question answer method, individual teaching, cooperative learning, discovery, problem solving, games, simulation, discussion, tutorial, demonstration, and presentation.

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<sup>54</sup> Smaldino et. al. *Instructional Technology*, 30.

<sup>55</sup> Ibid.

<sup>56</sup> Siahaan, *Issues*, 221.

## 1) Question Answer Method

Question answer method is one of the methods of teaching which having role to improve student's way of thinking. This method can be used for diagnose students' development, decide the students' cognitive ability, decide the additional material, and enrich the material of the study.<sup>57</sup> According to Donal C. Orlich in *Kurikulum dan Pembelajaran* all questions can be classified into three basic categories, they are convergent, divergent, and evaluative.<sup>58</sup>

Convergent question pattern focuses on the limited and certain answer which manage student's ability into lower cognitive.<sup>59</sup> Divergent question focuses on students' respons that is vary each other toward the teacher's question. By divergent question, their activity can expand be a discussion.<sup>60</sup> Evaluatif question is a divergent question which is added with the evaluation based on the criteria. In this pattern, the student responses to the one question, then the response will be followed by argument based on the criteria.<sup>61</sup>

## 2) Individual Teaching

Individual teaching is for solve the weakness of classical teaching with the objective to give a chance to the students to learn

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<sup>57</sup> Tim Pengembang MKDP, *Kurikulum dan.*, 158.

<sup>58</sup> Ibid.

<sup>59</sup> Ibid., 158.

<sup>60</sup> Ibid.

<sup>61</sup> Ibid., 159.

as their capability. The form of this method is by using module teaching. The material that is taught must be in stages and continuously. The students will be more diligent if they are success in learning. The material is not only taught based on their ability, but also it must be enjoying because each student has the difference each other.<sup>62</sup>

### 3) Cooperative Learning<sup>63</sup>

Cooperative learning is instructional method which involves small group that is heterogen. This method helps the students in behave social skill in the learning process. Each of them has responsibility of his assignment in the group and interdependent to the other members in finishing the assignment. In cooperative learning method, the students implement the process of communication and critical thinking to solve a problem.

### 4) Discovery

Discovery is an instructional method that supports the students to discover the answer of a problem or phenomenon. The principle of the method is learning by doing and the teacher is as facilitator that ease to reach the competency.<sup>64</sup> The objective of the method is to help the students having a deep understanding through the active role in learning process.

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<sup>62</sup> Ibid., 161.

<sup>63</sup> Benny A. Pribadi, *Model Assure untuk Mendesain Pembelajaran Sukses* (Jakarta: Dian Rakyat, 2011), 81.

<sup>64</sup> Ibid.

#### 5) Problem Solving

The problem solving method is a method which its objective is to train the students, so they have ability in finding the solution that is needed to solve the problem.<sup>65</sup> In implementing the method, the teacher needs to make sure that the students having a good understanding about the material and the skill that is needed to solve the problem. Problem solving method has relation with the scientific approach like identify the problem and its components, formulate the hypothesis, collect and analyze the data, formulate the solution and conclusion, test the solution, and draw the conclusion.

#### 6) Games

Games is one of the instructional methods that can be used to make the students are interested. In the use of games, the students need to follow the instruction to reach a challenge objective. Through the games, the students can show their ability in solving the problem and knowledge and skill mastery that have been learnt. The games involve the competition and challenge that make them can compete with themselves, others, or the standard that have been determined.<sup>66</sup>

#### 7) Simulation

The simulation method is for asking the students into a situation that is similar with the real situation. The advantage of the

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<sup>65</sup> Ibid., 82.

<sup>66</sup> Ibid., 83.



method is give the possibility to the students to learn in certain environment without face the risk. It can also improve their affective, cognitive, and psychomotoric. Simulation method helps the students in practicing the teamwork and trains their ability in decision making.<sup>67</sup>

#### 8) Discussion

Discussion a process of sharing opinion among the participants. The discussion objective is for training the students ability in explaining the opinion verbally and appreciating the others opinion.<sup>68</sup> There are many advantages of discussion like get the formulates of the discussion result, growth the democraton, critical and thinking creatively, improve the ability in explaining the argument sistematically, and increase the learning motivation.

#### 9) Tutorial

There are some activities in using the tutorial instructional method, they are:<sup>69</sup> (1) serving the material of the study, (2) asking the questions and problems that are needed to discuss, (3) analyzing the students' answer, (4) giving the feedback, (5) giving practices, and (6) asking the students to show their ability. The content of tutorial program can be explained personally, or through the computer and teaching equipment.

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<sup>67</sup> Ibid.

<sup>68</sup> Pribadi, *Model Assure*, 84.

<sup>69</sup> Ibid.

#### 10) Demonstration

Demonstration method is doing by showing an object to the students. In the use of this method, the students need to know how to do certain assignment by explaining what, when, and how the assignment need to be done by them.<sup>70</sup> The advantages of demonstration strategy is the students had seen the example before they did it by theirselves, and the teacher can lead them to finish the assignment.<sup>71</sup>

#### 11) Presentation

Presentation is a method that is used by the teacher or instructor by explaining information and knowledge to the students by using instructional media to explain the message.<sup>72</sup> The advantages of presentation is the teacher needs to explain the material once, it will improve the student's concentration and he can use writing strategy, the teacher may use the media and technology to ease the student's understanding, and the student's can use presentation to explain the information to the whole of the class.<sup>73</sup>

### 2. Kinds of Instructional Strategy

There are some instructional strategy according to their own characteristic, they are the instructional strategy according to the ratio of the teacher and student in the instructional, according to the pattern of the

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<sup>70</sup> Ibid., 85.

<sup>71</sup> Smaldino, *Instructional Technology*, 32.

<sup>72</sup> Pribadi, *Model assure*, 85.

<sup>73</sup> Smaldino, *Instructional Technology*, 31.

relationship between the teacher and student in the instructional, according to the role of the teacher and student in the instructional management, according to the role of the teacher and student in arranging the “message” or instructional material, and according to the thinking process in arranging “message” or instructional material.

1. According to the ratio of the teacher and student in the instructional

According to the ratio of the teacher and student who are as the subject in the instructional, there are five instructional strategies that might be chosen by the teacher as the alternative in teaching learning activity, those are:<sup>74</sup>

- a) The instructional by the teacher to a big group (a class) students.
- b) The instructional by the teacher to a little group (5-7 students) of the students.
- c) The instructional by the teacher to a student.
- d) The instructional by a team of teachers to a big group (a class) students.
- e) The instructional by a team of teachers to a little group (5-7 students) of the students.

2. According to the pattern of the relationship between the teacher and student in the instructional.

According to the pattern of the relationship between the teacher and student in the instructional, there are three instructional

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<sup>74</sup> Tim Pengembang MKDP, *Kurikulum*, 195.

strategies that might be chosen by the teacher as the alternative in teaching learning activity, those are:<sup>75</sup>

- a) The instructional through the face to face.
  - b) The instructional through the media.
  - c) The instructional through the face to face and media.
3. According to the role of the teacher and student in the instructional management.

According to the role of the teacher and student in the instructional management, generally, the people divided into two categories, those are:<sup>76</sup>

- a) The teacher centered.

In the teacher centered strategy, the teacher is the key on the teaching planning who has a role to direct the learning through the ways which have the objective.<sup>77</sup>

- b) The student centered.

The student centered strategy is focused on the student who leads and directs the learning situation. The teacher is as the facilitator that has the responsibility on the planning and the development of the subject.<sup>78</sup>

4. According to the role of the teacher and student in arranging the “message” or instructional material.

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<sup>75</sup> Ibid., 196.

<sup>76</sup> Ibid.

<sup>77</sup> Smaldino, *Instructional Technology*, 50.

<sup>78</sup> Ibid.

According to the role of the teacher and student in arranging the “message” or instructional material, there are two instructional strategies, those are:<sup>79</sup>

a) Expository instructional.

In the expository classical strategy, the teacher explains more the material while the students receive the message from him. This strategy is usually used when there are many students, the material source is limited, the time is limited, and there are no more media.<sup>80</sup> Expository classical strategy is a teacher-centered strategy in which a teacher fosters the development of the students’ understanding and skill that ultimately provide the students with the opportunity and motivation to direct and control their own learning.<sup>81</sup>

b) Heuristic Instructional.

There are two subs teaching learning in heuristic strategy, they are discovery and inquiry. Discovery is a mental process where individual assimilates concept and principle.<sup>82</sup> Process discovery happens if there is student uses his mental process to find out some concepts and principles. Inquiry contains mental processes that is higher it step than the discovery such as formulates the problem, plans the experiment, does the

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<sup>79</sup> Tim Pengembang MKDP, *Kurikulum*, 197.

<sup>80</sup> *Ibid.*, 157.

<sup>81</sup> Siahaan, *Issues*, 223.

<sup>82</sup> *Ibid.*

experiment, analyze the data, and draws the conclusion. So, the inquiry is the larger process than is used by open way.<sup>83</sup>

Each instructional is directed to reach certain objective, and related with the “message” or certain instructional material (knowledge, attitude, skill, and value). The message can be arranged by the teacher before she conveys it to the students <sup>or</sup> this message can be arranged by the students their self.

5. According to the thinking process in arranging “message” or instructional material

According to the thinking process in arranging “message” or instructional material, there are three instructional strategies, those are:<sup>84</sup>

- a) Deductive instructional.
- b) Inductive instructional.
- c) Deductive-inductive instructional.

### 3. The Syllabus

Syllabus is the regular arrangement of the instructional material on certain subject in the certain class or semester which explains the basic standard competence deeply and the basic material that want to be learnt by the student in order to reach the standard competence and the basic competence.<sup>85</sup> The minimum format of syllabus is the basic competence,

<sup>83</sup> Ibid.

<sup>84</sup> Ibid., 198.

<sup>85</sup> Muhammad Joko Susilo, *Kurikulum Tingkat Satuan Pendidikan: Manajemen Pelaksanaan dan Kesiapan Sekolah Menyongsongnya* (Yogyakarta: Pustaka Pelajar, 2007), 141-142.

the basic or instructional material, the instructional activity, the indicator, the assessment, the time allocation, and the source of learning.<sup>86</sup> The syllabus answers three questions in teaching learning activity, they are what the competence should the students have, how to reach it, and how to know their achievement.<sup>87</sup>

#### 4. The Lesson Plan

The lesson plan is a short term planning to predict or project what will be done in the process of instructional.<sup>88</sup> It is an effort to predict the activity that will be done in the learning process in a meeting or some meetings. There are four components of the lesson plan like the basic competence, the basic material, the indicator and the assessment.<sup>89</sup> Minimally, the format of it consists of the basic competence, indicator, instructional objective, material, instructional method, instructional step/activity, source of learning and the assessment.<sup>90</sup>

When the teacher explains the material in teaching learning activity, they must make a lesson plan which is arranged based on the syllabus. This planning will describe the instructional organized procedure and steps to reach a competence based on the standard content that is written in syllabus. Without a planning, the classroom activity cannot run

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<sup>86</sup> Khaeruddin, et. al. *Kurikulum Tingkat Satuan Pendidikan: Konsep dan Implementasinya di Madrasah* (Yogyakarta: Pilar Media, 2007), 137

<sup>87</sup> Suparlan. *Tanya Jawab Pengembangan Kurikulum dan Materi Pembelajaran* (Jakarta: Bumi Aksara, 2001), 110

<sup>88</sup> Khaeruddin. *Kurikulum Tingkat Satuan*, 145

<sup>89</sup> Ibid.

<sup>90</sup> Ibid., 151

systematically. The old lesson plan can be used for the next period if it is still relevant with the students' competence that wants to be reached.<sup>91</sup>

### **C. Acceleration Class**

Acceleration class is the class that provides the chance for the students to graduate from school in a shorter time. This point provides the definition of acceleration class, and the advantages and disadvantages of acceleration class.

#### **1. The Definition of Acceleration Class**

Acceleration class program in Indonesian schools, according to Hawadi, is generally in the form of grade skipping, where children could complete their study less than the normal time, which then leads into an early graduation and admission to higher educational level.<sup>92</sup> Because acceleration in Indonesia is formed as acceleration class, the time that is needed to finish the process of study both in Junior High School and Senior High School are two years while normally the students need three years to finish it.

Known as exclusive class, there are some qualifications that must be fulfilled by the students who wants to join in, one of them is IQ Test. IQ test be the dominant requirement and the score must be at least 130.<sup>93</sup> They who are accepted in the class are called gifted students. In order to accommodate the gifted children's needs in acceleration, the Department

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<sup>91</sup> Suparlan, *Tanya Jawab*, 117.

<sup>92</sup> Hawadi, *Akselerasi: A-Z Informasi*, 6.

<sup>93</sup> "Kelas Akselerasi SMP: Nilai Tes IQ Jadi Penentu Diterima", *Harian Jogja on line*, <http://www.harianjogja.com/baca/2012/05/16/kelas-akselerasi-smp-nilai-tes-iq-jadi-penentu-diterima-186365>, accessed on Friday 5 of April 2013.



of National Education allows schools to make modification to the national curriculum. The modification could be in these forms:<sup>94</sup>

- a) Time allocation is modified based on how fast the gifted students learn.
- b) Teachers chose and skip materials within national and local curriculum.
- c) Providing teaching and learning tools that support the fast pace of gifted children in learning.
- d) Providing different learning situation.
- e) Modifying classroom management that enables gifted students to learn in many ways such as individually, in pairs, or in groups.

## **2. The Advantages and Disadvantages of Acceleration Class**

Southern and Jones in *Akselerasi: A-Z Informasi Program Percepatan Belajar dan Anak Berbakat Intelektual* mentioned the advantages of acceleration program for gifted children, they are:<sup>95</sup>

- a) Increase learning efficiency
- b) Increase learning affectivity
- c) Acknowledgement of the achievement
- d) Increase the time for carrier
- e) Increase the productivity
- f) Increase the exploration in education
- g) Bring the students into a new group

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<sup>94</sup> Gunawan, "Acceleration Class Program in Indonesia: Is It in the Right Track?, on line

<sup>95</sup> Hawadi, *Akselerasi: A-Z*, 38.

There are also some benefits of acceleration class according to the some researches that was mentioned by Jim Horne, a commissioner of The New Department of Education Florida, they are:<sup>96</sup>

- h) When gifted students were accelerated, there was an increase in their academic achievement.
- i) Accelerated students tended to “outperform students of the same age and ability who are not accelerated.”
- j) Accelerated students achieved “as well as equally gifted older students in the higher grades.”
- k) Accelerated gifted students reported satisfaction emotionally and academically when the curriculum was challenging, provided them with options, and allowed for their input in the design and implementation.
- l) When course instruction and content was tailored to the individual gifted student’s ability, acceleration was more fulfilling for the student.

Beside the advantages, Southern and Jones also mentioned the disadvantages of acceleration class, they are:<sup>97</sup>

- a) Based on the academic process, the learning material that is taught might be higher than the students’ ability, the students’ ability is temporary, although they have fulfilled the qualification based on the

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<sup>96</sup> Jim Horne, Acceleration of Gifted Student, *on line*, gift\_acceleration.pdf, accessed on 5 of April 2013.

<sup>97</sup> Hawadi, *Akselerasi: A-Z*, 39

academic, but they might be immature physically, emotionally, and socially.

- b) Based on the social adaptation, the students are expected to reach a high achievement, so they have less time to do an activity with their friends. They will lose an important activity in their age. Their friends in higher grade might refuse them because of the differentiation of age.
- c) Based on the change in extracurricular program, acceleration students will lose the chance to participate in an important activity out of their academic activity.
- d) Based on the emotional adaptation, the students of acceleration program might feel frustration on the pressure, so they can be underachievers. They will have less adaptation in their career. They who have a little chance in their childhood and teenagers time will be aggressive to others.

#### **D. Regular Class**

Regular can be defined as arranged in a constant or definite pattern, especially with the same space between individual instances; conforming to or governed by an accepted standard of procedure or convention.<sup>98</sup> According to the definition above, regular class is classes that implement the semester system already implemented in institutions of Junior High School or

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<sup>98</sup> Concise Oxford English Dictionary (Eleventh Edition), 371.

Senior High school. The point is the class that provides educational services to complete the study within three years. In this class, the students get the facilities that have been prepared by the school. They do not need to pay more school fee for the additional facility.

#### **E. MTsN Kanigoro**

MTsN Kanigoro located on Jl. Raya Kanigoro Kecamatan Kras Kabupaten Kediri. This school was built in 1950 and up to now having 29 classes. The first grade had 10 classes that involves 1 acceleration class, 2 excellent classes, and 7 regular classes. The second grade had 10 classes that involves 1 acceleration class, 2 excellent classes, and 7 regular classes. The last is the third grade which had 9 classes that involves 2 excellent classes and 7 regular classes.<sup>99</sup> This point provides the history and the objective of MTsN Kanigoro.

##### **1. The History of MTsN Kanigoro**

Educational institution that was built in Kanigoro was initiative from H. Sa'id bin H. Kusnan who felt apprehensive with the condition of the people in Kanigoro like the condition of social economy, morality, and stupidity. His apprehensive was based on the reality that in 1950, the people were poor and in the village was full of criminal and many attitudes that was far from the religious attitude. The conditions above that initiated him to build Islamic institution that was called *Madrrasah*. When he uttered

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<sup>99</sup> *On line*, <http://mtsnkanigoro1.blogspot.com/2012/10/sejarah-berdirinya-mtsn-kanigoro.html> accessed on 11 April 2013.

his initiative to her father, it had any responses yet because there was an educational program that is called "*ngaji ala pesantren*". By many efforts like visited the people who were famous, finally his father permitted him to build the first building which is used as Islamic Elementary School in 1961. To give a motivation to the children around the school, H. Sa'id often gave them a prize such as the books, pencils, school utilities and money so that they wanted to go to mosque and the school. After three years, H. Sa'id wanted to build Junior High School. Just by chance, in Banjarenyar village, there was an Islamic Junior High School (SMPI) that was not expanding. SMPI was removed to Kanigoro based on the initiative from H. Abdul Manan and H. Sa'id would handle the management of the school. The school in the next period was MTs Negeri Kanigoro.<sup>100</sup>

After the incident that happened in 1965, there was a worried how the condition of Islamic institution in Kanigoro for the next. Finally, many people realized that Islamic education must be develop and having continuity, so that the institution which is in Kanigoro will be merger with PSM (Pesatren Sabilil Muttaqin) in Takeran Magetan because this institution was Islamic educational institutions that was more modern and had a good quality. Many people believed that PSM will made institutions in Kanigoro be better. A few months after the removal management, there was an agreement between Majelis Pimpinan Pusat PSM Takeran- Magetan with the government (Departemen Agama) that all the educational

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<sup>100</sup> Ibid.

institutional which was handle by PSM, its management will be hand over to the government. By happened to fall the agreement, automatically SMP Islam Kanigoro changed to be Madrasah Tsanawiyah Agama Islam Negeri and now was known as MTsN Kanigoro.<sup>101</sup>

## 2. The Objective of MTsN Kanigoro

According to Oxford Pocket Dictionary, objective is something that you are trying to achieve.<sup>102</sup> Each person has his own objective based on their dreams, either is institution. It has the objectives that want to be reached according to its dream when it was built. The objective of MTsN Kanigoro that was written in its website is it produces the educational output that has the advantage in the case of:<sup>103</sup>

- a. Believing and devout to the God as the school which has Islamic characteristic.
- b. Having a high nationalism and patriotism.
- c. Having a wide and deep knowledge in science and technology.
- d. Having a high motivation and commitment to reach achievements.
- e. Having social respect, a spirit of leadership, a high discipline, and a health body.

In order to reach the objective of the institution, MTsN Kanigoro has some visions and missions that will be implemented in this school. Vision is a great objective that wants to be reached, while the mission is the way to reach the objective. The vision of MTsN Kanigoro creates a

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<sup>101</sup> Ibid.

<sup>102</sup> Oxford, 300.

<sup>103</sup> <http://mtsnkanigoro1.blogspot.com>

high quality of islamic school which has a wide and deep knowledge in science and technology which is based on the foundation of IMTAK.<sup>104</sup> To reach these vision, this institution has some missions, they are:<sup>105</sup>

- a. Do a high quality education and build the student's comprehension in order to raise the bargaining power.
- b. Organize Islamic school system management which is professional, transparent, and accountable.
- c. Organize the raise of teacher quality which is professional and give priority to code ethic profession.
- d. Create the planning of the development of educational facility in the school.
- e. Do the instructional effectively and efficiently.
- f. Growth a deep understanding to the value of Islamic religion and the state culture.
- g. Train the student in the sport and art activity.
- h. Create the students' graduated which have quality, good attitude, and have bargaining power.

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<sup>104</sup> Ibid.

<sup>105</sup> Ibid.