

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the nature of curriculum, the concept of curriculum, curriculum development, and the position of curriculum in Indonesia which includes the history of curriculum in Indonesia, and the differences between KTSP and Curriculum 2013.

A. The Nature of Curriculum

In the history of education, the term curriculum originally related to the concept of a course of studies followed by a pupil in a teaching institution. Nevertheless, in recent decades, the concept of curriculum has evolved and gained in importance. According to Pinar, curriculum is from Latin “currere”, this word is interpreted as running of the race, not as like recourse. This characteristic emphasizes to perspective experience. In addition, the effect for curriculum is interpretation in experience of life that is social life¹. Therefore, curriculum as a result/outcome that reached by students.²

Curriculum is a process that is implemented in teaching learning process. Curriculum is related to the connections between the goals of education and everyday life in learning institutions, schools, colleges and universities. It means that curriculum is used to be defined as a set of instructional plans, containing objectives, learning experiences, and evaluation of student's outcomes.³

¹ Idi, Abdullah, *Pengembangan Kurikulum Teori dan Praktik* (Jogjakarta: AR-RUZZ MEDIA, 2011). Page. 55.

² Ibid. *Dokumen Kurikulum 2013*.

³ *Brown's Proposal*, 2001: 15-16.

Curriculum is learned and what is taught (context), how it is delivered (teaching learning method), how it is assessed (exams), and the resources used (e.g. books used to deliver and support teaching and learning)⁴.

In fact, the curriculum is a field of ideological and political struggle that takes place in each society in order to give meaning to education. Curriculum is an idea because curriculum is a thought or conceptual idea. Curriculum is typically considered to be the official written document from a higher authority, such as the local school district or school board. Such a document is seen as a mandated template that must be followed by all teachers. Beside written in document or plan, there are several basics of curriculum, they are:

1. Explicit: This type of curriculum is what appears in documents and teachers' plans or what is laid down in the syllabus. According to Taba "A curriculum is a plan for learning."
2. Implicit (or hidden): This type of curriculum has to do with how particular assumptions about schooling and learning manifest in practice. This curriculum is knowledge that implicit knowledge students learn in school.⁵
3. Null: The null curriculum is what is not taught. Not teaching some particular idea or sets of ideas may be due to mandates from higher authorities. Many teachers are under pressure not to teach evolution.

⁴*Changing Teaching Practices* by the United Nations Educational, Scientific & Cultural Organization (UNESCO, 2004).

⁵Tse Nga Chung June, *The Active Classroom* (Hongkong: The Hongkong Institute of Education, 2013) page, 2. www.ied.edu.hk/aiclass.

B. The Concept of Curriculum

Curriculum is implemented based on the principle of curriculum that is oriented to the aim, the relevance of education in institutions and everyday life. So that, the curriculum is a substance, a system and a field of study:

1. Curriculum as a substance

A curriculum is viewed as a plan for students learning activities in school, education, and society⁶. A curriculum can also pointed to a document containing the formulation of purpose, teaching materials, learning activity, the schedule and evaluation.

2. Curriculum as a system

The system is part of the curriculum of schooling system, education system, even a system of society⁷.

3. Curriculum as a field of study

This is a field of study of curriculum experts and experts on education and teaching. The goal of the curriculum as a field of study is to develop knowledge about curriculum and curriculum system.⁸

C. Curriculum Development

The concept of the curriculum as a product become associated more and more with the concept of curriculum development (as a process). It is a specialized area work which expects a teacher to have a deep understanding of the underlying concept of curriculum and also the skill to systematically design learning experiences to achieve socially desired goals. To fulfill the significant

⁶ Rudi Susilana, *Konsep Kurikulum*, UPI.

⁷ Konsep Dasar Kurikulum, tirtanizertrs.blogspot.com.

⁸ Rudi Susilana, *Konsep Kurikulum*, UPI

development and to fulfill the function of curriculum, those are the way to get the education's goal, as the main road in educational process, and to a consumer is as the enthusiastic in doing the educational program, so the curriculum development is needed in this era. There are three basics of developmental curriculum in Indonesia:

1. Juridical basic

Juridical basic in a curriculum is based on Pancasila and Government regulation (Undang-undang Dasar) 1945, UU No. 20, 2003 about the system of national education. According to government regulation no.19, 2005 and the minister of education, No. 23, 2006, the Standard Graduate Competency (SKL) must include attitude, knowledge, and skill. And the regulation of minister of education, No. 22, 2006 include the standard content. On juridical scale, curriculum is public policy based on philosophy of nation and decision from juridical in education.

2. Philosophical basic

The function of national education is for developing the character and civilization of society. UU RI No. 20, 2003, the purpose of education is creating the students to be religious, independent, creative, responsible, possessing good morality, and more knowledge and nationalist.

3. Theoretical basic

A curriculum is developed based on theory of education and standard basic competence. Standard based education that include

standard national as a standard national quantity. A standard national quantity as the standard graduate competency (SKL) must include attitude, knowledge and skill (UU No. 19, 2005).⁹

D. The Curriculum Position in Indonesia.

There are many curriculums used in Indonesia, the implementation of all of the curriculum is based on condition at that time and the condition of the government. So that, the curriculums have many change in certain year. Here the researcher will explain more about the curriculum used in Indonesia, those are:

1. The History of Indonesia Curriculum

The history of Indonesia curriculum often faces the change, in each change the ministries of education, so the quality of Indonesia's education does not reach the quality of standard yet clearly. In 1945, the national education curriculum had been facing the change. It is in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. The change is logic consequences of the politic system change, the culture change, the economic change, and the development of knowledge in the country. It caused curriculum becomes the equipment of education plan which is necessary to develop dynamically. Based on changing in the society environment, all of the curriculums that are ever implemented in the system of educations' Indonesia also change.

a. Rentjana peladjaran 1947

The education in Indonesia was born in early "masa kemerdekaan". It is called Leerplane. In Dutch, it means the lesson plan. For that time the education

⁹*Dokumen Kurikulum 2013* (Kementerian Pendidikan dan Kebudayaan, 2012).Page. 4.
<http://kangmartho.com>.

of curriculum in Indonesia is still influenced by the education system of the Dutch and Japan colonial. The lesson plan 1947 substitutes of the Dutch colonial education system. It means that the education as developing curriculum focusses on human characteristic. Hence, the education moves from the Dutch education to the national education, but it still based on Pancasila.

b. Rentjana Peladjaran 1952

In 1952, Indonesia experienced curriculum improvement. The Curriculum was named Unravels Subject Plan 1952 (RencanaPeladjaranTerurai 1952). This leads to the curriculum of national education system. In Curriculum 1952 every lesson plan must consider the content of subjects connected with everyday life.

c. Curriculum 1964

In 1964, Indonesia improved the national education curriculum, which is known as the Education Plan 1964. Curriculum 1964 is critically concerned with science, so that the learning program focuses on Pancawardhana (Hamalik, 2004), namely the development of moral, intellectual, emotional/artistic skills, and physical.

d. Curriculum 1968

Changes in the structure of the education curriculum Pancawardhana become the soul of Pancasila, knowledge base, and a special skill, written in the Curriculum 1968. Curriculum 1968 has a goal to form a human Pancasila sincere, strong, and healthy physical, enhance skills and acumen physical, moral, moral character, and religious.

e. The curriculum 1975

The curriculum 1975 was prepared as a substitute for the curriculum 1968, where changes were made using the following approach: Goal-oriented, Integrative approach adopted in the sense that any lessons have meaning and role of support to the achievement of goals more integrated, Emphasizing the efficiency and effectiveness in terms of resources and time, Confessional approach instructional system, known as Development Procedure of Instructional System (Pengembangan Prosedur Sistem Instruksional). The system of the Curriculum 1975 always leads to the achievement of specific goals, and can be defined and measured in the form of student behavior, influenced behavior psychology that emphasizes the stimulus to response and training (drill).

f. The Curriculum 1984

By the year 1983, the curriculum 1975 was considered no longer compatible with the needs of the community and the demands of science and technology. In the Curriculum 1984, the approach of teaching is based on students with student's active learning system (Cara Belajar Siswa Aktif, CBSA). CBSA is a teaching approach that provides the opportunity for students to actively engage the physical, mental, intellectual, emotional, and with hope that students get the maximum learning experience, both in cognitive, affective, and psychomotor. However, in the curriculum 1984, the learning process emphasizes the theory of learning and less attention to the content of lessons.

g. Curriculum 1994

Curriculum 1994 is created as the completion of curriculum 1984 and accordance implemented with the Law no. 2 in 1989 about National Education System. This change takes effect on the system of learning time, that is the change of the semester to the quarter system. During the curriculum 1994 implementation appear some problems, as a result of the tendency to approach content oriented. Student load is too heavy because the number of subjects and substance of each of the subjects is too much.

h. 2004 or called KBK (Competence Based Curriculum)

Curriculum developed at this time given the name of Competence-Based Curriculum. Competence-based education focuses on developing the ability to do (competence) duties in accordance with certain performance standards that have been set. Competency-Based Curriculum and the plan is a device about the competence and results of study that should be achieved students, assessment, learning activities, resources and the empowerment of education in the development of the school curriculum.

Competence Based Curriculum emphasizes to standard competence which is skill that possessed by all of the graduates. According to Hall and Jones (1976: 29) competence is thing that explain about ability or skill comprehensively between knowledge and skill¹⁰.

This curriculum had implemented in 2004. KBK is a curriculum that designed for development based specific set of competence with several

¹⁰Swara Ditperta's, "*Mengenal Lebih Dekat KBK*", Jurnal Perta on line, <http://www.Ditperta.net/jurnal/>, 03 April 2014, diakses tanggal 10 April 2014.

components. The components are: Standard competence, basic competence, subject-matter, and indicator.

i. KTSP (Kurikulum Tingkat Satuan Pendidikan)

In 2006, the curriculum has changed into KTSP. Curriculum is defined as a list of basic and standard competencies to be achieved. This refers to the standard of contents, in addition to standard of outcomes, standard of teaching-learning process, and the standard of assessment. This curriculum was developed from KBK, so both curriculums develop about competence, including; Standard competence, basic competence, subject-matter, indicator, load of study (Beban Belajar), criteria of minimum achievement (KKM/Kriteria Ketuntasan Minimal), calendar and syllabus¹¹. However, in this curriculum “muatan lokal” include into structure of curriculum.

j. Curriculum 2013

The Curriculum of 2013 is competence-based curriculum (kurikulum berbasis kompetensi) that is aimed at competence achievement in the standard graduate competency (SKL/Standar Kompetensi Kelulusan) that is the criteria about skill of qualification of outcome that related about attitude/behavior, skill, and knowledge. In addition, this curriculum is competence-based curriculum through scientific approach for Junior High School/Senior High School, including observing, questioning, experimenting, networking, and associating¹².

¹¹ *Materi Diklat/Bimtek KTSP SMA*, Departemen Pendidikan Nasional, 2009.

¹² *Modul Pelatihan Implementasi Kurikulum 2013, Materi Pelatihan Guru Implementasi Kurikulum 2013*, Kementerian Pendidikan dan Kebudayaan, 2013.

a. The Structure of Curriculum 2013

The structure of curriculum explains about the concept of content about the Curriculum of 2013 into type of lesson, the content position of lesson in that curriculum, lesson in semester, load of study (bebanbelajar) for basic competence (Kompetensi Dasar) of Junior High School in a week.

1. The table of structure the Curriculum 2013¹³

MATA PELAJARAN	ALOKASI WAKTU BELAJAR		
	PERMINGGU		
KELOMPOK A	VII	VIII	IX
1. Pendidikan Agama dan Budi Pekerti	3	3	3
2. PPKN	3	3	3
3. Bahasa Indonesia	6	6	6
4. Matematika	5	5	5
5. Ilmu Pengetahuan Alam	5	5	5
6. Ilmu Pengetahuan Sosial	4	4	4
7. Bahasa Inggris	4	4	4
KELOMPOK B			
1. Seni Budaya	3	3	3
2. Pendidikan Jasmani, Olah Raga, dan Kesehatan	3	3	3

¹³Dokumen Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan, 2012.

3. Prakarya	2	2	2
Jumlah Alokasi Waktu PerMinggu	38	38	38

Explanation:

Group A is lesson that developed by head-office. In-group B including SeniBudaya, PendidikanJasmani, Olahraga, and Kesehatan, and Prakarya are group of lessons that developed by head-office and completed by regional. IPA and IPS are developed as integrative science and integrative social studies, not only just discipline knowledge in education. Both of them as applicative education, developmental of thinking, learn, curiosity, and development about care and responsibility to environment; society and nature.

Besides, IPS emphasizes to patriotism, more knowledge about state and nation, and geographic. IPA also emphasizes to biology and nature around the world. SeniBudaya consist of about 4 aspects, those are; fine arts, music, painting, theater, and choreography. Each aspect is taught separately and appropriate with the capability of teacher and facility. Prakarya comprises about 4 aspects, those are handicraft, engineer, cultivation, and manufacture. This lesson is matched by the capability or potential each region. Each school has to provide at least 2 aspects of them.

b. Teaching Learning Process in Curriculum 2013

In this curriculum, the orientation of teaching learning activities are based on scientific approach, they are observing, questioning, experimenting,

associating, and networking.¹⁴ Because Curriculum 2013 is a Competence Based Curriculum through scientific approach, so this curriculum is adopted from inquiry based approach, according to Hall and Mc.Cudy (1990), this curriculum has been shown to develop independent and critical thinking skills, positive attitudes, and curiosity toward science and increased achievement.

Figure. 1. 1

The Learning Activities in Scientific Approach

APPROACH	LEARNING ACTIVITIES
Observing	<ul style="list-style-type: none"> ✓ Seeing ✓ Reading ✓ Listening ✓ Observing ✓ Watching Multimedia
Questioning	<ul style="list-style-type: none"> ✓ Asking ✓ Giving Feedback ✓ Expressing ideas
Experimenting / Exploring	<ul style="list-style-type: none"> ✓ Critical Thinking ✓ Discussing ✓ Doing experiment

¹⁴Achmad Hasim, 2013. *CONTOH PENERAPAN PENDEKATAN SCIENTIFIC PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI SEKOLAH DASAR.*

Associating	<ul style="list-style-type: none"> ✓ Linking with other materials ✓ Making a statement
Networking/Communicating	<ul style="list-style-type: none"> ✓ Presenting ✓ Dialoguing ✓ inferring or concluding

The teaching learning process in curriculum 2013 is intra-curricular and extra-curricular¹⁵.

1. Intra-curricular is based on :

- a. Intra-curricular teaching learning process is teaching learning process that concerns about lesson in structure of the curriculum and which is done in the class, school, and society.
- b. Teaching learning process in elementary school is about theme and in Junior High School and Senior High School is about lesson plan (Rencana Pelaksanaan Pembelajaran) developed by the teachers.
- c. Teaching learning process based on direct teaching and indirect teaching.
 - ✓ Direct teaching; mastery knowledge, cognitive skill, psychomotor development that can be trainable. In addition, this teaching learning process is in class, school, home, and society.

¹⁵Dokumen Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan, 2012.

✓ Indirect teaching; development of skill or behavior that are listed in the Lesson Plan (Rencana Pelaksanaan Pembelajaran) and syllabus.

- d. Each lesson consolidates with another lesson.
- e. Teaching learning process is concerned about scientific approach that is student-centered or active student through observing (see, read, and listen), questioning (oral and written), associating (analyze, copulative, decisive, relevance, build a story/concept), experimenting and networking.
- f. Remedial in teaching learning process to help student reaches the maximum process. This remedial is planned based on analyzing the student's achievement, examination, and assignment.

2. Extra-curricular is based on:

- a. This teaching learning process is outside of classroom, forexample; scout, PMR, and UKS.

c. The Competence in Curriculum 2013:

The competence in Curriculum 2013 is about core competence (Kompetensi Inti/KI). And detailed in basic competence (Kompetensi Dasar/(KD)¹⁶.

1. Core Competence (Kompetensi Inti)

Core competence (Kompetensi Inti) is operational of SKL, it is about main competence that grouped into behavior, skill (affective, cognitive, and

¹⁶*Dokumen Kurikulum 2013*, Kementerian Pendidikan dan Kebudayaan, 2012.

psychomotor), and knowledge that have to be learnt by students in class and school. This competence has to reflect on the balance quality between hard skill and soft skill.

2. Basic Competence (Kompetensi Dasar)

Basic competence (Kompetensi Dasar) is the competence in each lesson that found from core competence (Kompetensi Inti). In this competence, include about behavior, knowledge and skill that found from core competence (Kompetensi Inti).

Figure 1.2

The Core Competence and Basic Competence of the VII Class

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghargai dan menghayati ajaran agama yang dianutnya.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya	2.1. Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman. 2.2. Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

	2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
--	--

d. Assessment of Curriculum 2013

In Curriculum 2013, the assessment is using authentic assessment. Authentic assessment is an assessment of learning referring to the situation or context of the "real world", which requires a variety of approaches to solve a problem which gives the possibility that the problem may have more than one solution.

In a process of learning, authentic assessment measure, monitor and evaluate all aspects of the learning outcomes (which is included in the cognitive domain, affective, and psychomotor), both of which appear to be the end result of a process of learning, as well as the form of change and development activities, and the acquisition of learning during the learning process in the classroom and outside the classroom.

Types of authentic assessment:¹⁷

1. Performance assessment: performance assessment as much as possible the participation of students, especially in the process and the aspects to be assessed. Here's how to record the results of the performance-based assessment; Checklist, anecdotal/narrative records, and rating scale.
2. Project Assessment: Project assessment is the assessment of the tasks to be completed by students by period / time. Completion of a task is an investigation conducted by the students, ranging from planning, data collection, organization, processing, analysis, and presentation of data. Here are three things to be concerned by teachers in project appraisal.
 - Skills of learners in selecting a topic, searching and collecting data, processing and analyzing, giving meaning to the information obtained, and writing reports.
 - Appropriateness or relevance of the learning material toward development of attitudes, skills and knowledge required by learners.
 - Authenticity of a learning project undertaken or produced by learners.
3. Portfolio Assessment: Portfolio assessment is done by using the following steps;
 - Teachers describe briefly the essence of portfolio assessment.
 - A Teacher or a teacher together with students determine the type of portfolio that will be created.

¹⁷Achmad Hasim, 2013. *Konsep Penilaian Autentik Pada Proses Dan Hasil Belajar*.

- Learners, either alone or in groups, independently or under the guidance of teachers develop their learning portfolio.
 - Teachers collect and store student portfolios in the appropriate place, with a record date of collection.
 - Teachers assess student portfolios with specific criteria. If possible, the teacher together with the students discuss the completed portfolio.
 - Teachers give feedback to learners on the portfolio assessment.
3. **Written Assessment:** Written test in the form of essay or description requires students to be able to remember, understand, organize, apply, analyze, synthesize, evaluate, and so on, material that has been studied. Written test in the form of description as much as possible to be comprehensive description, so as to describe the real of attitudes, knowledge, and skills of learners.

2. The Differences between KTSP and Curriculum 2013.

The curriculum position in Indonesia is very important to discuss because the change of curriculum in our country is very quick. In 2006, KTSP (Kurikulum Tingkat Satuan Pendidikan) has used in Indonesia with develop about competence that is a curriculum that arranged in document, process, and assessment based on purpose attainment, content, subject-matter, and the implementation based on graduate standard competency. After seven years, our government changed the curriculum KTSP into Curriculum 2013 in the beginning July of 2013. This is the differences between KTSP and Curriculum 2013.

KTSP	Curriculum 2013
1. Teacher centered	1. Student centered
2. Passive	2. Active
3. Abstract; theory	3. Real; using real medium
4. Individual/personal	4. Team
5. Only one medium; blackboard	5. Multimedia; visual, audio visual, etc.
6. Every lessons with difference approach	6. All of lessons with scientific approach
7. Parallelize Indonesian language with the others lessons	7. Indonesian language is center all of lessons, carrier of knowledge
8. Each contents of learning exist itself.	8. Several contents of learning concerned with the others
9. Students do not accustom read and comprehend the meaning of the text.	9. Students accustom read, comprehend, summarize and then make a sentence by their selves.