

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the nature of curriculum, concept of curriculum, curriculum development, characteristic of curriculum 2013, the structure of curriculum 2013, the characteristic of KTSP, principles of KTSP, and structure of KTSP.

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

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

² Ibid. *Dokumen Kurikulum 2013*.

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.¹ 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)².

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, the first is explicit, implicit (or hidden) and null.

The explicit curriculum is a kind of curriculum that appears in documents and teachers' plans or what is laid down in the syllabus. According to Taba "A curriculum is a plan for learning." The second is implicit (or hidden) curriculum which deals with how particular assumptions about schooling and learning manifest in practice. This curriculum is knowledge that implicit knowledge students learn in school.³ Another basic curriculum is null curriculum which deal with what is not taught in learning process. Not

¹*Brown's Proposal*, 2001: 15-16.

²*Changing Teaching Practices* by the United Nations Educational, Scientific & Cultural Organization (UNESCO, 2004).

³Tse Nga Chung June, *The Active Classroom* (Hongkong: The Hongkong Institute of Education, 2013) page, 2. www.ied.edu.hk/aiclass.

teaching some particular idea or sets of ideas may be due to mandates from higher authorities but many teachers are under pressure not to teach evolution.

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:

Curriculum, generally, falls into three categories namely curriculum as a substance, a curriculum is viewed as a plan for students learning activities in school, education, and society⁴. A curriculum can also pointed to a document containing the formulation of purpose, teaching materials, learning activity, the schedule and evaluation.

Curriculum as a system, the system is part of the curriculum of schooling system, education system, even a system of society⁵. The last, 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.⁶

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

⁴ Rudi Susilana, *Konsep Kurikulum*, UPI.

⁵ Konsep Dasar Kurikulum, tirtanizertrs.blogspot.com.

⁶ Rudi Susilana, *Konsep Kurikulum*, UPI

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 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 namely juridical basic, philosophical basic and theoretical 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.

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.

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).⁷

D. The Characteristics of The 2013 Curriculum

The 2013 curriculum has purpose, the purpose are to prepare the people of Indonesia to have ability to live as personal and citizens which religious, productive, creative, innovative, and effective along with be able to contribute to live community, nation, having state, and world civilization. (Permendikbud No.69/2013).

The curriculum arranged with the characteristic as follows. The first to develop the balance between the development of attitude, spiritual, and social, curiosity, creativity, cooperation with the ability of intellectual and psychomotor. Second, school is part of people which give learning experience planned where the students implement what they learn in the school to people and utilize the people as learning resources. Third, to develop attitude, knowledge, and skill along with implementing in various situation in the school and community. Fourth, to give the time that fairly freely to develop various attitude, knowledge, and skill. Fifth, the competence stated in the form of class core competencies which further detail in the basic competence of lesson. Sixth, the class core competence be organizing elements the basic competence, where all the basic competence and the learning process developed to achieve competence which stated in core competence. Seventh,

⁷*Dokumen Kurikulum 2013* (Kementerian Pendidikan dan Kebudayaan, 2012).Page. 4.
<http://kangmartho.com>.

the basic competence developed based on accumulative principle, reinforced and enriched between the lesson and the level of education (organization of horizontal and vertical).

E. 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 (beban belajar) for basic competence (Kompetensi Dasar) of Junior High School in a week.

1. The table of structure the Curriculum 2013⁸

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

⁸Dokumen Kurikulum 2013, Kementerian Pendidikan dan Kebudayaan, 2012.

KELOMPOK B			
1. Seni Budaya	3	3	3
2. Pendidikan Jasmani, Olah Raga, dan Kesehatan	3	3	3
3. Prakarya	2	2	2
JumlahAlokasi	38	38	38
Waktu PerMinggu			

2. The Explanation:

Group A is lesson that developed by head-office. In-group B including Seni Budaya, Pendidikan Jasmani, 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. Seni Budaya 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,

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.

a. 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.⁹ Because Curriculum 2013 is a competence Based Curriculum through scientific approach, so this curriculum is adopted from inquiry based 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 skill, positive, attitudes, and curiosity toward science and increase achievement.

Figure 1.1

The learning Activities in Scientific Approach

APPROACH	LEARNING ACTIVITIES
Observing	<ul style="list-style-type: none"> • Seeing • Reading • Listening • Observing

⁹ Ahmad Hasim. *Contoh Penerapan Pendekatan Scientific Pendidikan Agama Islam dan Budi Pekerti Sekolah Dasar*. 2013

	<ul style="list-style-type: none"> • Watching Multimedia
Questioning	<ul style="list-style-type: none"> • Asking • Giving Feedback • Expressing ideas
Experimenting	<ul style="list-style-type: none"> • Critical Thinking • Discussing • Doing experiment
Associating	<ul style="list-style-type: none"> • Linking with other material • 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-curricular¹⁰.

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

¹⁰ *Dokumen Kurikulum 2013*, Kementerian Pendidikan dan Kebudayaan, 2012.

about lesson plan (Rencana Pelaksanaan Pembelajaran) developed by the teachers.

c.) Teaching learning process based on direct teaching and indirect teaching.

- (1) 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.
- (2) Indirect teaching; development of skill or behavior that are listed in the Lesson Plan (Rencana Pelaksanaan Pembelajaran) and syllabus.
- (3) Each lesson consolidates with another lesson.
- (4) 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.
- (5) 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, foreexample; scout, PMR, and UKS.

b. 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)¹¹.

(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 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).

¹¹*Dokumen Kurikulum 2013*, Kementerian Pendidikan dan Kebudayaan, 2012.

Figure 1.2

F. The Core Competence and Basic Competence of the VII Class

KOMPETENSI INTI	KOMPETENSI DASAR
<p>1. Menghargai dan menghayati ajaran agama yang dianutnya.</p> <p>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</p>	<p>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.</p>
	<p>2.1. Menghargai perilaku santun dan peduli dalam melaksanakan komunikasi antar pribadi dengan guru dan teman.</p>
	<p>2.2. Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>
	<p>2.3. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>

1. 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:¹²

a. 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.

b. 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,

¹²Achmad Hasim, 2013. *Konsep Penilaian Autentik Pada Proses Dan Hasil Belajar*.

organization, processing, analysis, and presentation of data. Here are three things to be concerned by teachers in project appraisal. The first is skills of learners in selecting a topic, searching and collecting data, processing and analyzing, giving meaning to the information obtained, and writing reports. The second is appropriateness or relevance of the learning material toward development of attitudes, skills and knowledge required by learners. And the last is authenticity of a learning project undertaken or produced by learners.

c. Portfolio Assessment

Portfolio assessment is done by using the following steps; the first, teachers describe briefly the essence of portfolio assessment. Then, a teacher with students determine together about the type of portfolio that will be created. Then, learners, either alone or in groups, independently or under the guidance of teachers develop their learning portfolio. After that, teachers collect and store student portfolios in the appropriate place, with a record date of collection. Next, teachers assess student portfolios with specific criteria. If possible, the teacher with students discuss together about the completed portfolio. Finally, teachers give feedback to learners on the portfolio assessment.

d. 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.

G. The Characteristics of KTSP

KTSP has some Characteristic¹³. Those are: extension of full autonomy, the high participation from the society, and the democratic and professional leadership.

Extension of full autonomy to each school (Education Unit) means that KTSP gives full autonomy to each school with the responsibility to develop the curriculum based on the local condition. Beside, the school has full authority to develop the material that appropriates with the condition and student's need. The school has authority to look for and manage the found with the priority needing.

The high participation from the society and the parents means that in KTSP, the application of this curriculum is supported by high participation from society and the parents. They can help through financial support. Besides, they can help to formulate and develop education programs to increase the learning quality.

The democratic and professional leadership means that in KTSP, the democratic and professional leadership supports the development and

¹³ <http://www.journa.jpi.Wordpress.com>, Kurikulum Tingkat satuan Pendidikan, retrieved on 18 May 2008

implementation of curriculum. The headmaster and the teacher, as curriculum organizer have the capability and professional integrity.

Meanwhile, Puskur (2006) focuses on 5 main characteristic. It is focuses on student's competency, learning outcomes and diversity. Then use different approach and method. The teacher is not the only one learning source. And the last, the assessment emphasizes on process and learning outcomes in mastery each competency.¹⁴

H. The principle developing KTSP¹⁵

There are some principles of developing KTSP, those are: Focus on students' potential, variety and integrity, receptive to development of science, relevant with live need, comprehensive, long life learning, and the last balance between national and local interest.

Focus on students' potential, student's development, student's need and student's interest. Curriculum is developed based on the principle the students have central position to develop their competence in order to be faithful and devout people, to be a person who has good character, health, and knowledge, capable, autonomous and to be democratic and responsible citizen. To support this achievement, the development need and importance of the students and surrounding demand. Having central position, it means that the learning activity focus on the students.

¹⁴ Mansur muslich, *Kurikulum Tingkat Satuan Pendidikan Pembelajaran Berbasis Kompetensi dan Kontektualitas* (Jakarta:Bumi Aksara, 2007),21.

¹⁵ Mulyasa, E. Prof. M.Pd., *Kurikulum tingkat Satuan Pendidikan* (Jakarta:PT Rosadakarya, 2010),153.

Variety and integrity, Curriculum is developed that concern on variety and characteristic of the students, local condition, the grade and kind of education, appreciate, not discriminative toward the differences of religion, ethnic, culture, custom, economic social status and gender. Curriculum includes the substances of component of the content compulsory curriculum, local content/muatan local, and self developing intact and it is arranged in meaningful interrelatedness and continuity and exact in substance.

Receptive to development of science, technology and art, Curriculum is developed based on consciousness that the science, technology and art which develop dynamic. That is why, enthusiasm and curriculum content give learning experience toward the student to follow and exploit the development of science, technology and art.

Relevant with live need, the developing of curriculum is done involves stakeholders to guarantee the relevancy of education with life need include society life, the world of business and work. That is why, the developing personal skill, think skill, academic skill and vocational skill are certainty.

Comprehensive and continues. Substantially, curriculum includes the whole of competence dimension, scientific study, subject matter that planned and presented continuously in all educational level.

Long life learning, curriculum is oriented on developing process; cultivation and marking efficient uses of the students that take place for

life. And the last is Balance between National and local interest it's mean that, curriculum is developed with concerning on National and local importance to build society life, nation and country.

I. The table of structure the KTSP¹⁶

KOMPONEN	KELAS DAN ALOKASI WAKTU		
	VII	VIII	IX
A. Mata Pelajaran			
1. Pendidikan Agama	2	2	2
2. PPKN	2	2	2
3. Bahasa Indonesia	4	4	4
4. Bahasa Inggris	4	4	4
5. Matematika	4	4	4
6. Ilmu Pengetahuan Alam	4	4	4
7. Ilmu Pengetahuan Sosial	4	4	4
1. Seni Budaya	2	2	2
2. Pendidikan Jasmani, Olah raga dan Kesehatan	2	2	2
3. Ketrampilan /Teknologi Informasi dan komunikasi	2	2	2
B. Muatan Lokal	2	2	2
C. Pengembangan Diri	2*)	2*)	2*)

¹⁶ Mulyasa, E. Prof. M.Pd., *Kurikulum tingkat Satuan Pendidikan* (Jakarta:PT Rosadakarya, 2010),52

Jumlah	32	32	32
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1. The explanation:

The curriculum structure SMP/MTs include learning substance taken in the education for three years study starting from class 7 to class 9. The structure of the curriculum is based on the subject standard competency which is determined by these following provisions.

- a. Curriculum SMP/MTs consist of 10 local content subjects and self-development as indicated in the table above.
- b. The substance of teaching science and social studies at smp / mts is "integrated science" and "integrated social".
- c. Time allocation for each subject is allocated as indicated in the structure. Education unit learning is possible to add 4 hours maximum per / week overall.
- d. Time allocation for 1 hour learning process around 40 minutes.
- e. Effective week in one academic year (two semesters) is 34-38 weeks.

J. Material used

Materials is an important component with curriculum and are often the most tangible and visible componet of pedagogy.¹⁷ The best material, if used in the ways intended by their athor, can be useful professional development tolls.

¹⁷ David Nunan. *Language Teaching Methodology*, (USA: Prentice Hall International, 1991),227.

The role of instructional materials within a functional or communicative methodology might be specified in the following terms.

1. Material will focus on the communicative abilities of interoperation, expression and negotiation.
2. Materials will focus on understandable, relevant and interesting exchanges of information rather than on the presentation of grammatical form.
3. Material will involve different kinds of text and different kinds of media, which the learners can use to develop their competence through a variety of different activities.

Rossner argues that while classroom practice has continued circumspect and patchy evaluation, there has been a significant change in materials particularly in the range of material available and in attitude of materials writers issues of selection and guarding.

K. Kind of Evaluation

The assessment of learning outcomes in the single level education curriculum can be done by class assessment basic capability test, and assessment of the end of educational item and certification, benchmarking and program evaluation. There are three kinds of test in class assessment. Those are formative test, summative test and final test.

Formative test (*ulangan harian*) is done at the end of learning process in certain basic competence. It is done in the end of learning process in certain basic competence. It is done minimal three times in every semester.

Summative test is done in the end of semester. Following are the materials that are tasted: summative test of the first semester, summative test of second semester, the question are taken from material first and second semester that emphasize on the material of the second material. Final test is done in the end of educational program. The materials that are tasted include the whole basic competence that are tasted include the whole basic competence that was discussed in high classes. In the result evaluation of final test is used to decide the passing of student.

There are many kind of form technique in class assessment this are:

a. Performance

Performance is a evaluation based on the observation of activity students will be done. Usually this is to evaluate speech, reading poetry, discussion, problem solving, and student participant in discussion, sporty, and the other activity can to observation.

b. Project

Project is evaluated to getting general illustration in contextual ability, student ability our implementing concept and understanding subject.

c. Product

Product is evaluated of students to controlling the process and using of material to get the result, practice in the work and esthetic quality from they result.

d. Written test

Written test is giving exercise to students in the form written test. Actually written test using when final test and summative test.

e. Portfolio

Portfolio is result of product made a paragraph essay, description and so on. Students getting with experience during learning process at the the time. With other name is individual collection from activity of learning.

f. Attitude assessment

Attitude assessment is evaluated of attitude and student authority of material, problem and phenomena. These are three kind: observation of behavior, question and report.