

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Definition of Curriculum

The old view stated that curriculum is collection of the subject that deliver by teacher and learn by the students. In this case, a curriculum has a role as a guidance for teachers in teaching and learning process. B. Albery (1965) considers a curriculum as all of the activities that are provided for the students by the school (Tim Pengembang MKDP, 2013). So, curriculum is not limited by activities in the classroom, but also includes all of students' activities in out of the class. The same opinions stated by Saylor, Alexander, and Lewis (1974), they stated curriculum as all of schools' effort to influence the students in learning, better in the classroom, in out of the class, or outside of the schools (Tim Pengembang MKDP, 2013).

According to Sukmadinata (2006) stated curriculum divided in three dimensions, such as curriculum as a body of knowledge, curriculum as a system and curriculum as a plan (Widyastono, 2014). It means curriculum used as the guideline to carry out teaching and learning process start from the theory, principles, management curriculum, design curriculum and about implementation and control of the curriculum.

Meanwhile, the definition of curriculum according to Government Regulation Number 20 Year 2003 on National Education Standards, is a set plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals ('Undang-Undang No. 20 Tahun 2003', 2003). In education of Indonesia have been changes the curriculum, it starts from Curriculum 1947 or Rentjana Pelajaran 1947, Rentjana Pelajaran Terurai 1952, Rentjana Pendidikan 1964, Curriculum 1968, Curriculum 1975, curriculum 1984, Curriculum 1994, Curriculun 2004 or KBK, Curriculum 2006 or KTSP. Nowadays, the government have implemented curriculum 2013 in the schools.

2.1.2 The Function of Curriculum

Basically the function of curriculum as a guidance. Many function of curriculum, especially to achieve the purpose of education. Soetopo and Soemanto (1993:17) stated that curriculum in the school is a tool or effort to achieve the goals of education desired by a particular school that is appropriate and crucial to be achieved, so that one step is to revisit the purpose that had been used by the school concerned (Idi, 2014). For teacher, students, headmaster, supervisor, parents, and society the function of curriculum such as (Sanjaya, 2011 in (Widyastono, 2014), for *teachers*, curriculum as a guidance to make teaching and learning process more efective and sistematic. For *students*, curriculum make the students more easy in learning. For *headmaster*, curriculum used to arrange schools' program.

For *supervisor*, curriculum as the guidance to do superviso in the school. For *parents*, curriculum serves as a guide in helping their children to learn at home.

Alexander Inglis (1981), there are 6 functions of curriculum, such as:

(Hamalik, 2009)

1. The adaptive function, it's mean the curriculum should be able to make the students can adapt well in social environment.
2. The integrating function, curriculum can develop the students' personality in educational, skill, and attitude.
3. The differentiating function, this function means curriculum should be able to provide service to the differences between each students, such as differences about skill, interest, ability, etc.
4. The propaedeutic function, curriculum can help to prepare the students to continue their study to higher education and prepare them to life in society.
5. The selective function, it's mean curriculum give the opportunity to the students to choose their education program based on their ability and interest.
6. The diagnostic function, curriculum should be able to help the students understand about their potentials and weaknesses. Then the students can develop their potentials to improve itsweaknesses.

2.1.3 Kinds of Curriculum in Indonesia

In the history of Indonesia's education, national education curriculum has experienced many changes, namely in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and the latest is 2006.

2.1.3.1 Curriculum 1968 and before

The first curriculum has a name Subject Plan 1947 (Rencana Pelajaran 1947). Rencana Pelajaran 1947 organized to replace the Netherlands education system. The curriculum was developed as development conformism, which emphasizes the establishment of the Indonesian people character. In the year 1952 is the name given Unravels Subject Plan 1952 (Rencana Pelajaran Terurai 1952). In this curriculum, every lesson plan must consider the content of subjects connected with everyday life.

In 1964, Indonesia improved the national education curriculum. Curriculum 1964, is critically concerned with science, so that the learning program focused on Pancawardhana (Hamalik, 2004 in (Widyastono, 2014), namely the development of moral, intellectual, emotional/artistic skills, and physical. In the year 1968, the curriculum has a goal to forma human Pancasila science, strong, and healthyphysical, enhance skills and acumen physical, moral character, and religious.

2.1.3.2 Curriculum 1975

The curriculum 1975 prepared as a substitute for the curriculum 1968. Development of 1975 curriculum rationally emphasis on the aim to make the education more efficient and effective, which is influenced by Management by objective (MBO) that popular at that time. Each teachers have to arrange the procedure of development of instructional system, that contains general instructional purposes and particular instructional purposes (Hasibuan, 2010 in (Fitri, 2015).

2.1.3.3 Curriculum 1984

In his curriculum, the learners must learn on their own, find out for themselves, and find relevant learning resources. In curriculum 1984, developed student active learning (Depdikbud, 1984 in (Fitri, 2015), that use process skill approach. It means the student should be able to learn alone, because the students will be easy to remind a subject or experience if the process passed by themselves.

2.1.3.4 Curriculum 1994

In the curriculum 1994, there is some changes, especially about allocation time in learning. Semester system change to quarter system. Through this system, learning result of students more fast to know by their parents. So, expected that the parents can help their children to learn at home. Any changes in curriculum 1994 is more emphasis on understanding concept and ability to complete question and problem solving (Depdikbud, 1994 in (Fitri, 2015).

2.1.3.5 Curriculum 2004 (Competency-Based Curriculum)

One of the innovation developed in the form of government to improve the quality of education is making innovations in the field of curriculum. Curriculum 1994 need to be refined as response to structural changes in the government's centralized desentralistik as a logical consequence the implementation of Law, 22 and 25 of 1999 on Regional Autonomy.

Competency-Based Curriculum is a set of plans and arrangements about competence of the standardized and the way of achievement customized to the circumstances and capabilities of the region (Depdiknas, 2003a in (Widyastono, 2014)). The implication is the school given the authority to develop components of curriculum that appropriate to school conditions and needs of the students. In addition, other changes that are significant is developing of curriculum originally material-based become competency-based curriculum (Depdiknas, 2003 in (Widyastono, 2014).

2.1.3.6 Curriculum 2006 (KTSP)

Curriculum 2006 (KTSP) is operational curriculum that arranged and done by each educational unit. While the government only give the reference in developing of curriculum (Muhaimin et.al, 2009: 2-5 in (Fitri, 2015). There are fundamental differences compared with the previous competency-based curriculum (curriculum 2004), that schools are given full authority to plan for education to the standards that have been set, starting from the goal, the vision-mission, structure and cargo curriculum, the burden of learning, a calender of education, to the syllabus development.

2.1.3.7 Curriculum 2013

2.1.3.7.1 The Definition of 2013 curriculum

Curriculum of 2013 is competency and character based curriculum. 2013 curriculum is one of the governments' efforts to resolve the various problems being faced by educational world in Indonesia. The theme of 2013 curriculum is generating Indonesian generation which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

2.1.3.7.2 The characteristic of 2013 curriculum

Curriculum Of 2013 is designed with the following characteristic (Kemendikbud, 2013) :

1. Developing a balance between spiritual and social attitudes, knowledge, and skill, and applying them in the school and community.
2. Putting the school as part of the community that provide a learning experiences so, the learners are able to apply what they learned in the school to the community and utilize the community as a learning resources.
3. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
4. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subject.

5. Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
6. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subject and education level (horizontal and vertical organizations) (Widyastono, 2014).

2.1.3.7.3 The Excellences of 2013 curriculum

The expected of objective of the implementation of 2013 curriculum is not impossible to be achieved. It's because the curriculum is competency and character based which conceptually has several excellences: *First*, 2013 curriculum uses scientific approach. Learners as a subject of study will be easy to develop various competencies according to their potency. *Second*, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence. *Last*, many field of study related to the development of skills which are more appropriate to use the competency approach (Mulyasa, 2014).

2.1.3.7.4 The Implementation of 2013 curriculum

Implementation is a process of applying ideas, concepts, policies, or innovations in the form of changes in knowledge, skills, values and attitudes (Khasanah, 2015) . Implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. Curriculum as an object of implementation is true.

This is because the curriculum has guideline for its implementation. This is stated in UU number 20 of 2003 year about the national education system that the curriculum definition is a set plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning process to achieve the specific goals of education.

Learning is a process of interaction between students, students and teachers and learning resources in learning environment (Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 103, 2014). The characteristic of an ideal learning are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interest, abilities, and physical and psychological development of learners. Teaching and learning process have to refer to the lesson plan. The strategies and methods include by the teachers in lesson plan should be accordance with the approach in 2013 curriculum, that is scientific approach. The scientific approach is the organizing of learning experience that is done through the process of observing, questioning, exploring/experimenting, associating, and communicating. The logical order can be developed and used in one meeting or more that appropriate with listed in lesson plan.

The successful of 2013 curriculum to produce a productive human, creative, and innovative as well as in objectify the purpose of national education to form the character and civilization dignified determined by some factors (success key). The success key such as leadership of Headmaster, teacher's creativity, students' activity, socialization, facility and learning resources, an environment that is conducive to academic, and participation of citizens of the school. Especially, teacher is the major and the main factor in implementation of 2013 curriculum. However, teachers' supported to implement 2013 curriculum is very important, because teacher should be able to be facilitator and learning partner for the students. Teachers' creativity is needed in teaching and learning process to make the implementing of 2013 curriculum become success. Methods and learning model that are conducive to this need to be developed, such as: problem based learning, discovery learning, and project based learning (Kemendikbud, 2014 in (Johar, 2014). The use of the model is expected to assist in the application of scientific approach and learners can develop their potential optimally, so it will be faster in adjusting to the needs of the community if they have completed an educational program.

2.1.3.7.4.1. Problem Based Learning (PBL)

Problem Based Learning is teaching model characterized by real problem as a context for learners to learn critical thinking and problem-solving skills and to get knowledge (Duch, 1995 in (Shoimin, 2014). According to Tan (2003) in (Rusman, 2013) problem-based learning is an innovation in learning because in problem based learning students' thinking ability is optimized through

a systematic group or team work process, so students can empower, hone, test, and develop their thinking ability on an ongoing basis. From both statement we can know through PBL the students can improve their skill and learn to critical thinking in solving problems and acquiring knowledge.

According to Arends (2008: 55), steps in implementing PBL there are 5 phases namely (1) student-oriented on the problem; (2) organizing students to research; (3) assisting independent and group investigations; (4) develop and present masterpiece; (5) analyze and evaluate problem-solving process. Problems which is used in PBL is a problem faced in the real world. Although individual ability is required for each students, but in the learning process in PBL students learn in groups to understand problems faced. Then the students learn individually to obtain information related extras solution to problem. The role of teachers in PBL is as a facilitator in the learning process (Nafiah, Suyanto and Yogyakarta, 2014).

2.1.3.7.4.2. Discovery Learning

Discovery Learning is a learning model that regulates teaching in such a way that children acquire knowledge that they have not previously known without direct notification; partly or wholly found alone (Russefendi in Nurdiansyah, 2008 in (Supriyanto, 2014). Other statement, according to Nanang Hanafiah and Cucu Suahan (2012: 77), discovery Learning is a series of learning activities that involve the maximum the ability of students to search and investigate systematically, critically and logically so they can discover their own knowledge, attitudes and skills as being behavior change. In Discovery Learning

model students are more active in observing, reading, finding, searching sources, explaining, making conclusions, and so forth to find a desired concept.

It means in discovery learning students should be able to find information by themselves and processing it into knowledge (Fatimah, 2015).

In applying the Discovery Learning model in the classroom, there are several procedures that must be implemented in the learning activities, generally as follows: (Wahjudi, 2015)

- 1) Stimulation. At this stage students are faced with something that causes confusion, then teachers can start learning activities by asking questions, reading suggestions, and other learning activities that lead to problem-solving preparation. Stimulation at this stage serves to provide a learning interaction condition that can develop and help students to explore.
- 2) Problem statement. In this step, providing students with opportunities to identify and analyze the problems they face is a useful technique for building students' understanding to get used to finding problems.
- 3) Data collection. This stage serves to answer questions or prove whether or not the hypothesis is correct, by giving students the opportunity to collect relevant information, reading the literature, observing objects, interviewing, doing their own trials and so on.
- 4) Data processing. Data processing is an activity to process data and information that has been obtained by students either through interviews, observation, and so forth, then interpreted.

- 5) Verification. At this stage students carefully examine whether or not the hypothesis is established with alternative findings, related to the results of the data that has been processed.
- 6) Generalization. Generalization stage is the process of drawing conclusions that can be used as general principles and applicable to all occurrences or similar problems, taking into account the results of verification.

2.1.3.7.4.3. Project Based Learning

Project Based Learning is a teaching and learning model (curriculum development and instructional approach) that emphasizes student-centered instruction by assigning projects. It allows students to work more autonomously to construct their own learning, and culminates in realistic, student-generated products (Moursund, 2002; Thomas et al., 1999 in (Johar, 2014).

According to Made Wena (2014: 144) in (Lestari, 2015) Project Based learning model is a learning model that provides an opportunity for teachers to manage classroom learning by involving project work. Project work is a form of work that contains complex tasks based on very challenging questions and problems and leads learners to design, solve problems, make decisions, conduct investigative activities, and provide opportunities for learners to work independently.

The learning steps of Project Based Learning are arranged so that the implementation of learning goes well. Here is learning with the Project Based Learning model of The George Lucas Educational Foundation (2005):
(Wijanarko, 2014)

1) Start With Essential Question

Learning begins with the essential question, which is a question can give student assignment in doing an activity. Teacher guiding students to find the problem in depiction PCB layout.

2) Design a Plan for the Project

Planning is done collaboratively between teachers and students. Thus the students are expected to feel ownership of the project. Planning contains the rules of the game and every necessary time each group to complete the project.

3) Create a Schedule

Teachers and students collaboratively develop an activity schedule to finish the project. Scheduling activities working on the project and make deadline of project completion of PCB layout depiction.

4) Monitoring the Student and the Project

The teacher is responsible for monitoring student activity during project completion. Teacher does help small during the process of project work, by trying to where, which parts are unresolved and there are difficulties or not.

5) Assess the Outcome

Assessment is done to assist the teacher in measuring achievement of standard results. Assessment is done by making a rubric and test during the learning process takes place.

6) Evaluate the Experience

At the end of the learning process, teachers and students reflect of the activities and results of the projects that have been run. Each group ask to tell the presentation and sharing the difficulties experienced during doing the project.

2.1.3.7.4.3. The successful of 2013 curriculum

The successful of the implementation of 2013 curriculum in the formation of competence and character of learners can be seen in terms of process and in terms of results. In terms of process, the formation of competence and character said to be successful and qualified if all or at least most (75%) learners are actively involved, whether physical, mental, or social in the learning process, in addition to showing the excitement of high learning, great learning spirit, and self-confidence. while in terms of results, it is said to succeed if there is a positive behavior change in the learners themselves or at least (75%). further the formation of competence and character is said to be successful and qualified if the input is uniform, resulting in high and high quality output, as well as in accordance with the needs, the development and society (Mulyasa, 2014).

The successful of the implementation of 2013 curriculum can also be seen in the short term, medium term, and long term, with the following criteria: (Mulyasa, 2014)

1. Short-term criteria
 - a. At least 75% of the content and principles of learning can be understood, accepted and applied by students and teachers in class.
 - b. Learners feel gained convenience, happy and have a high willingness to learn.
 - c. Learners participate actively in the learning process.
 - d. Materials communicated to the needs of learners.
 - e. Developed learning can foster interest in learners to learn more.
2. Medium-term criteria
 - a. There is a feedback between teachers and students.
 - b. The learners become creative and be able to solve every problems their faced.
 - c. The learners do not have a negative effect on society.
3. Long-term criteria
 - a. The improvement of education quality achieved by the schools.
 - b. The increased efficiency and effectiveness of the management and use of educational resources, through clear of responsibilities , transparent, and democratic.
 - c. The increased attention and care of citizens to the learning process.
 - d. The existence of healthy competition between schools in improving the quality of education.

- e. The creation of a school climate that is safe, comfortable, and orderly, so become enjoyable learning.
- f. The process of evaluation and continuous improvement.

1.2. Relevance Studies

Research relevant to this study is research conducted by:

1. Zerna Tika Fitri (2015). She conducted the research entitled "An Analysis of The Difficulties In Implementing Curriculum 2013 By English Teachers of Senior High School in Bukit Raya Regency". This research focused on find out teachers' difficulties in the five aspects of teaching, example book/resources of teaching materials, assessment, teaching media, mastery of the material, and teaching method/classroom management. The result of this research is the teachers thought the assessment was difficult cause there are many aspect in assessment.
2. Irma Nur Khasanah (2015). She conducted the research entitled "The Implementation of 2013 Curriculum By The English Teacher And It's Barriers (A Case Study at the 10 Grade of SMA N 1 Rembang in 2014/2015 Academic Year). This research focus on how the implementation of 2013 curriculum by the English teachers of SMA N 1 Rembang at the 10 grade in 2014/2015 academic year in the three dimension of implementation (planning, process, and evaluation) and also it's barriers.

Result of this research is the implementation of 2013 curriculum of SMA N 1 Rembang almost good, the barriers is about implement authentic assessment, choosing the right method, the use of media not optimal, an also difficulties in using non-authentic assessment.

3. Cahyaning Wahyu Gesang Sejati (2015). She conducted the research entitled “The Implementation of Teaching English Based On 2013 Curriculum To The Seventh Grade Students Of SMPN 5 Kediri In Academic Year 2014/2015. This research focus on the implementation and the strength and weakness of teaching English based on 2013 curriculum. The result of this research is teaching and learning process in seventh grade students of SMP N 5 Kediri is good enough. The teacher has implemented 5 steps in scientific approach. The strength in implementation 2013 curriculum, teaching and learning English become interesting and active. The weakness is teacher didn't use media, teachers couldn't stimulate the students to make them asked, and teacher cannot control the class.

The differences between the previous research and this research are both of the previous research conducted the implementation of 2013 curriculum and focused on teaching and learning process and the barriers. This research conduct the implementation of 2013 curriculum and focused only on teaching and learning process at Eleventh grade of Sekolah Model SMA Negeri 1 Kampar Kiri.