CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature which covers: definition of curriculum, revised edition of curriculum 2013, teaching plan (RPP) based on the revised edition of curriculum 2013, the components of RPP and the problems in implementing RPP. Thus, those are concisely elaborated in the following descriptions:

2.1 Definition of Curriculum

The definition of curriculum can be seen from two different perspectives based on the experts’ research findings, namely: classic view and modern view (Khasanah, 2015). The classic view (renowned as traditional view) defines that a number of subjects taught in school are to be accomplished by students to get a diploma (Arifin, 2014). Thus, students who have got a diploma mean that they have done the subjects in accordance with the curriculum at that time.

The modern’s view of curriculum has emerged since 1950. In the modern view, curriculum has a broader meaning. Firstly, many experts consider that curriculum as a learning experience. Hamalik (2013) mentions that curriculum is to mean all of the indoor or outdoor courses, activities, and experiences which are set for students in school. Additionally, Arifin (2014) suggests that all of the school’s efforts to influence learning is defined as curriculum. It can be concluded that curriculum is not only as a subject taught in school, but also as a student’s learning
experience in school. Furthermore, curriculum activities are not only limited in the classroom (formal), but also out of classroom (informal).

Secondly, curriculum as a plan of learning. Based on Indonesian Act No. 20/2003 about the National Education System, curriculum is a guidelines for the implementation of learning activities consisting of the purpose, content, teaching materials and methods which designed and used to achieve specific educational goals. In line with Hilda Taba (as cited in Arfin, 2014), a plan of learning comes to mean curriculum. As a plan of learning, curriculum becomes a written document which contains of educational purpose that must be achieved, content and learning experience that should be done by students and also methods and teaching materials.

From the three definitions above, it concludes that curriculum as subjects taught in school that must be taken by the students, as a learning experience and as a plan of learning. Thus, curriculum refers to the lesson and academic or non-academic activities that happened inside or outside the school that are implemented to achieve the goal of curriculum itself.

2.2 Revised Edition of Curriculum 2013

In Indonesia, curriculum started to be popular in 1950’s and it was popularized by students who get education in USA (Nasution, 2009). Curriculum in Indonesia must be appropriate with the philosophy and national principle, namely Pancasila and UUD 1945. Based on Indonesian Act. No. 20/2003 about the National Education System, curriculum is guidelines for the implementation of learning activities consisting of the purpose, content, teaching materials and methods which
designed and used to achieve specific educational goals. It is clearly said that curriculum is a foundation of teaching learning process.

Currently, the revised edition of Curriculum 2013 is utilized. This curriculum is an improvement result of Curriculum 2013 (K-13) which has been applied in the academic year 2013/2014. The Ministry of Education and Culture has done some improvement towards the Curriculum 2013. Every improvement and development is aimed to create a generation that has three competences, namely: attitude, knowledge and skill. Here are the problems and improvements in the Curriculum 2013:

Table 2.1 The Problems and Improvement in The Curriculum 2013

<table>
<thead>
<tr>
<th>No</th>
<th>Problems</th>
<th>Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The learning and assessment complexity on spiritual and social attitude</td>
<td>The structure of spiritual and social attitude competences on all subjects</td>
</tr>
<tr>
<td>2</td>
<td>The dissatisfaction between the main and basic competences and the syllabus</td>
<td>The coherence of main and basic competences and also documents alignment</td>
</tr>
<tr>
<td>3</td>
<td>The implementation of 5M thinking process as a procedural and mechanistic learning method</td>
<td>Giving the teachers space in implementing the curriculum creatively</td>
</tr>
<tr>
<td>4</td>
<td>The limitation of students ability through the deception of taxonomic</td>
<td>The structure of the competences which are not limited by the</td>
</tr>
<tr>
<td>thinking process between levels.</td>
<td>taxonomy decapitation thinking process.</td>
<td></td>
</tr>
</tbody>
</table>

2.3 Teaching Plan (RPP) Based on the Revised Edition of Curriculum 2013

A good teaching must have a good planning. The teaching planning is realized by teachers through preparing the RPP (Teaching Plan). Every teacher in every educational institution has the duty of creating RPP for the class the teacher teaches. In accordance with the regulation of the Ministry of Education and Culture No. 22/2016, RPP is a plan of learning activities for one or more than one meeting which is created by the teacher and developed from syllabus to achieve Basic Competencies/Kompetensi Dasar (KD) based on the curriculum. The difference of RPP before and after revision is displayed below:

Table 2.2 The difference of RPP before and after revision

<table>
<thead>
<tr>
<th>Teaching plan in Curriculum 2013 (before revised)</th>
<th>Four additional aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PPK</td>
</tr>
<tr>
<td>Revised Curriculum 2013</td>
<td>√</td>
</tr>
</tbody>
</table>

RPP based on the revised edition of Curriculum 2013 should reveal four kinds of aspects such as PPK (Penguatan Pendidikan Karakter/Character-Strengthening
Education), Literacy, HOTS (High Order Thinking Skill) and 4C (Communication, Collaboration, Critical Thinking, and Creativity).

2.3.1 Character Strengthening Education (*PPK: Penguatan Pendidikan Karakter*)

Based on Presidential Decree No. 87/2017, Character-Strengthening Education (henceforth: *PPK*) is the new educational program under the school responsibility which the objective is to strengthen the student’s character through four dimension: heart, thought, feeling and body involving school, family and society as the part of National Mental Revolution Movement (*Gerakan Nasional Revolusi Mental/GNRM*).

*PPK* contains five main character values that are religious, nationalist, independent, mutual cooperation and integrity (The Ministry of Education and Culture, 2016) where each main character value has sub-character value. The value of the first character is Religious. Religious reflects the faith in Almighty God. Religious can be manifested through the behavior of practicing the believed religion, respect of religious diversity, high tolerance and live in harmony with other faiths. The second character value is Nationalist. Nationalist is attitude showing loyalty, awareness and respect for the language, physical environment, social, cultural, economic and political environments of the nation and put the interests of the nation above self-interest and groups.

The third character value is Independent. Independent is an attitude which is not depending on others, utilizing energy, thoughts and time to realize hopes, dreams and ideals. The fourth character value is Mutual Cooperation. Mutual cooperation
reflects acts of respect for cooperation, mutual help in solving problems and provide assistance to the needy. The fifth character value is Integrity. Integrity is the behavior of making ourselves trustworthy, having commitment and being faithful to humanity and moral value.

2.3.1.1 The Instructional Objectives of PPK

1. Preparing learners as golden generations in facing the future changes with the soul of Pancasila and character education.

2. Developing educational platform by making character education as a primary role in the implementation of education through formal, non-formal and informal education with respect to Indonesia’s cultural diversity.

3. Strengthening the teachers’ potential and competency, education personnel, students, community and family environment in implementing PPK.

2.3.1.2 The Implementation of PPK

1. Formal Education

The education gained from attending school starts from elementary school, high school up to university. The PPK implementation in formal education is done in intracurricular, co-curricular and extracurricular.

a. Intracurricular
A learning activity based on the curriculum. Intracurricular is the strengthening of character values through the activities of strengthening learning materials and learning methods in accordance with the curriculum.

b. Co-curricular

An additional activity that aims to strengthen the intracurricular activity. This activity can be done individually or groups.

c. Extracurricular

An activity to develop students’ talent, interest, ability, personality, cooperation of the students. For instance, scout, basketball, choir, football and etc.

2. Non-Formal Education

An education gained from outside the school which can be done structurally and gradually. For instance, students are able to join private courses, Taman Pendidikan Al-Qur’an, community and etc.

3. Informal Education

An education gained from family and society. This education is one of the basic process to build character, habits and behavior of children in the future.

2.3.2 Literacy
According to Ministry of Education and Culture (2016), literacy is the ability to access, comprehend and use the information intelligently through various activities such as: reading, watching, listening, writing and speaking. School Literacy Movement or Gerakan Literasi Sekolah (GLS) is an attempt to increase student’s interest in reading to increase their character by involving students, teachers, family and society under the guidance of the Ministry of Education and Culture. The book used is not textbook but fiction book, local fairytale, biography of local figures or historical book etc.

2.3.2.1 General Purpose of School Literacy Movement

Increasing the student’s character through school literacy that can be realized in school literacy movement to become a long-life student.

2.3.2.2 Specific Purposes of School Literacy Movement

1. Increasing student’s literacy culture of reading and writing.
2. Improving the quality of society’s literacy.
3. Making school as a fun place to learn.
4. Keeping the learning sustainability by providing many reading books and accommodating all reading strategies.

2.3.2.3 The Stages of School Literacy Movement Implementation
1. Habituation

Increasing of interest in reading through a 15 minute reading activity before the first period begins. The books students read is non textbook.

2. Development

Improving the literacy skill through productive activities either spoken or written. At this stage, teacher and student are expected to be able to interact well and exchange the information about the books they read.

3. Learning

Improving the literacy ability in all course subjects. This stage aims to develop the text comprehension ability and link it with personal experience, to develop the critical thinking skill and manage the communication skill creatively.

2.3.3 HOTS (Higher Order Thinking Skill)

The Higher Order Thinking Skill (HOTS) itself is the thinking ability on a higher cognitive level (Dinni, 2018) which emphasizes on the development of thinking capacity (Yusmanto et al., 2017). According to King (as cited in Dinni, 2018) high order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. The main purpose of HOTS for students is how to improve students’ thinking ability on a higher level, especially related to the ability to think critically in receiving various types of information and think creatively in solving problems (Saputra, 2016 as cited in Dinni, 2018).
Revised edition of Curriculum 2013 emphasizes on the importance of HOTS in learning. The students are expected to be able to think in HOTS manner as the teacher helps in constructing the HOTS-based learning and exercises. The implementation of several learning methods such as project-based learning, problem-based learning, problem solving and discovery/inquiry become a chance for teacher to implement the teaching and learning activity on the HOTS level (Apandi, 2017). It depends on the teacher’s ability in constructing and implementing it on the learning process. While, in the making of question and exercise, the teacher is expected to make them which contain three HOTS level aspects, namely: analytic, evaluative and creative.

2.3.4 The 21st Century Learning

In the revised edition of 2013 curriculum, the implementation of 21st century learning becomes very important. This is used to address the demands of the increasingly competitive era. The 21st century learning reflects four aspects. First, critical thinking skills. Learning activities are designed to make this happen through the application of a scientific approach, problem-based learning, problem solving, and project-based learning.

Teachers should not be uncomfortable or disturbed when there are students who are critical, ask questions, and often give opinions. It is the reflection of the student’s high curiosity. What teachers need to do is to give opportunities and responsible to each student to ask questions and express opinions. The teacher invites
students to conclude and make reflection together. Questions at the HOTS level and open answers also serve as a form of accommodating students' critical thinking skills.

The second thing is creativity. Creativity is skill to develop, implement and deliver new ideas to others; be open minded and responsive to the new and different perspectives. Creativity is also defined as the ability of someone in creating new combination. Creativity will depend on one’s creative thinking, the process of one’s mind in creating new ideas. Creativity that can generate new (and usually economically valuable) discoveries is often referred as innovation.

In learning process, teachers need to open space for the students to develop their creativities. Teachers must develop a culture of appreciation for the smallest things or achievements of the students do. It aims to motivate students to keep improving their achievement.

Third, communication. 21st century is digital era where the communication is done across state borders using increasingly sophisticated technological devices. In Big Indonesian Dictionary (KBBI), the meaning of communication is the sending and receiving of messages or news from two or more people so that the intended message can be understood. Communication is done in diverse environments, starting at home, school, and community. Learning activities are a very strategic way to train and improve students' communication skills, both communication between students and teachers, as well as communication between students. When the students respond to teacher explanations, ask questions, answer questions, or express opinions, it is a communication.
Fourth, collaboration. Learning in groups cooperatively train students to collaborate and cooperate. It is also used to embed social skills and control ego and emotion. Thus, it will create togetherness, ownership, responsibility and care among members through collaboration.

2.4 Teaching Plan (RPP)

The component of RPP (Teaching Plan) based on the regulation of the Ministry of Education and Culture No. 22/2016:

a) Course Subject Identity

Course subject identity covers educational unit, subject, class/semester, topic, material and time allocation.

b) Core Competencies

Core Competencies are the student’s qualification of minimum ability which grouped into four values, namely:

- Core Competence-1 (KI-1) for spiritual attitude.
- Core Competence-2 (KI-2) for social attitude.
- Core Competence-3 (KI-3) for cognitive/knowledge.
- Core Competence-4 (KI-4) for psychomotor/skill.

c) Basic Competence

Basic competence is several skills student has to master in certain subject as the reference in creating indicator of competency achievement (IPK) in one subject.
d) **Indicators of Competence Achievement (IPK)**

Indicator of competence achievement is the mark that the competency student learns has been mastered. It is formulated by using specific operational verbs that can be measured, which cover student’s cognitive, affective and psychomotor. The IPK is also a formula of skills that student has to do to show the achievement of the basic competence (KD).

e) **Learning Objective**

The learning objective shows the process and result that is expected to be achieved by the student in accordance with the basic competence. Learning objective is formulated based on the standard competence, basic competence and indicators of competence achievement.

f) **The PPK Focus**

*PPK* focuses on the values in teaching learning activities which cover five values namely: religious, nationalist, independent, integrity and mutual help.

g) **Learning Material**

Learning material loads relevant fact, concept, principles and procedure and written in the form of points in accordance with the formula of indicators of competence achievement in learning material:
a. Regular material contains some aspects such as; social function, text structure and language features.

b. Remedial material

c. Enrichment material

**h) Learning Method**

Learning method used by teacher to create a fun and interesting teaching learning process. Teacher chooses to use method based on the situation and condition of the students, characteristics of each indicators and competence that will be achieved in every subject.

**i) Learning Activity**

a. Opening

The opening activity is the preliminary activity in a meeting that is aimed to motivate the students and to focus their attention to actively participate in teaching learning process. In the opening activity, teacher (1) preparing the students mentally and physically to starts the lesson; (2) asking questions regarding the topic they will learn; (3) explaining the learning objectives or the basic competence that will be achieved; and (4) delivering the frameworks and the explanation about the activity based on the syllabus.

b. Main Activity

The main activity is the teaching learning process to achieve the basic competence. The activity is done interactively, inspiringly, fun, challenging, and motivate the students to actively participate, also to give enough space for
the students’ efforts, creativities and independent in accordance with their
talent, interest and also mental and physical development. This activity is
conducted systematically and systematically through exploration, elaboration
and confirmation process.

c. Closing

The closing activity is used to finish the teaching learning activity in form
of conclusion, assessment and reflexing, feedback and sustainability action.

j) Learning Outcomes Assessment

The assessment procedure and instrument of the process and the score is
adjusted with the indicator of competence achievement and referring to the
standard of assessment. There are some aspects in assessing the learning
outcomes, namely:

1. Assessment Technique which covers affective, cognitive and psychomotor
   assessment.

2. Assessment Instrument which contains the assignments framework,
   assessment rubric and scoring guidance.

k) Remedial and Enrichment Learning

It contains the way how to give a remedial and enrichment test to the students.

l) Learning Media

Learning media generally is a tool used in teaching learning process.
Everything that can be used to stimulate student’s thought, feeling, attention and
ability so that the teaching learning process happens.
m) Learning Source

Learning source can be in the form of books, printed media and gadgets, surroundings or other relevant learning sources. The learning source is chosen based on the standard competence, teaching material, teaching learning activity and the indicator of competence achievement.

2.5 The Problem in Implementing Teaching Plan (RPP)

Based on McDonough et al., (2013), there are two factors that might be affecting the teaching plan in teaching learning process. Those are learners’ factor and teacher’s factor.

2.5.1 Learners’ Factor

1. Age: the topic chosen and types of learning activity should be suitable for learners.

2. Interest: this may affect in the specification of topic and learning activities.

3. Level of proficiency in English: each student has different level of proficiency.

4. Talent: each student has different talent that can be shown in teaching learning process but in a certain subject.

5. Mother tongue: this may affect for language learning, for example in the selection of grammar, vocabulary and etc.
6 Academic and educational level: which help to find out topic and material that may be studied.

7 Attitudes to learning, such as;
   - Motivation
   - Reason for learning
   - Preferred learning styles
   - Personality

2.5.1 Teacher’s Factor

1. The role of English in the country: whether English as foreign language or second language, it influences in teaching learning process

2. The role of English in the school: and in the curriculum.

3. The teachers: all about educational background of teacher.

4. Management and administration: because the role of teachers is not only teaching in the classroom, it is necessary to divide the time between teaching class and becoming a worker in school.

5. Resources available: it refers to the learning media and source which influences teaching learning process.

6. Support personnel: refers to all to the relation of teaching staff.

7. The number of pupils: the number of students in the class influences the total number of teaching hours available.

8. Time: is a significance factor in the educational field.
9. Physical environment: it refers to the school’s building, facilities and infrastructures.

10. The socio-cultural environment: it refers to the compatibility of materials and methods.

11. The types of test used: test is needed to assess and evaluate students.

12. Procedures (if any) for monitoring and evaluating: evaluation is not only for students but also for teachers. It aims to know the teacher’s weakness in the teaching learning process.

2.6 **The Strategies to Cope with the Problems in Implementing Teaching Plan (RPP)**

According to the previous research conducted by Elhafiz (2017), on his research entitled “An Analysis Of The Problems In Implementing Lesson Plan Faced By The English Teacher Of Grade XI Science Class At Muhammadiyah Senior High School 1 Malang”, it shows that there are several strategies done by the teacher to cope with the problems which derived from the learners’ factors and teacher’s factors during learning activity in implementing *RPP*.

2.6.1 **Learners’ Factor**

1. When the students have lack of motivation, the teacher reminds them about the benefits of learning English.

2. Students’ educational level background is one of the problems during learning activity in implementing *RPP*. To cope with this problem, the teacher divides
the students in group discussion, so that they could cooperate and collaborate among the upper, middle and lower students.

3. The teacher controls the whole activities by monitoring around the class when the students are noisy and unconducive.

2.6.2 Teacher’s Factor

Based on the result of Elhafiz’s thesis, the only problem which hindered the implementation of lesson plan which derived from the teacher’s factor is time availability. The teacher suggests their students to join English extracurricular activity and also opens discussion outside the class, when the teacher has limited time to teach English in class.