

THE ANALYSIS OF THE LESSON PLAN BASED 2013 CURRICULUM DESIGNED BY THE ENGLISH TEACHER AT MTS AL HIDAYAH MAKASSAR

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Abstract

This research discusses Analysis of the lesson plan based 2013 curriculum designed by the English teacher at MTS. Al – Hidayah” This research will cover how the English teacher designs learning activities relate with the basic competence to basic competence, and how English teacher do assessment to the students based on 2013 curriculum objectives. This research applied a qualitative research design. The subjects of this research were English teachers in Mts Alhidayah Makassar. Sample of the researcher took two English teachers in Mts Alhidayah Makassar, since there are two English teachers in the school. In collecting the data, the researcher used two kinds of instruments. In collecting the data through interview. Research results show dealing with finding out the basic competence and learning activities, it was that found some of learning activities are related and non related with the basic competences in 2013 curriculum for Junior High School which designed by the English teachers. In learning assessment, the teacher applied various kinds of assessment for cognitive and psychomotor domain. Teachers’ way in assessing students’ achievement in terms of cognitive and psychomotoric based on 2013 curriculum is applying instrument assessment.

Keywords: *The Lesson Plan Based, 2013 Curriculum, English Teacher at Mts Al Hidayah Makassar.*

Introduction

Education is one of the factors that determine the quality of a nation. Education is one of investments that will produce humans who have the knowledge, attitudes, and skills needed in the development of a nation. One of the most important components in education system beside teacher, student, and tool is a curriculum. Curriculum is used to become the basic concept in education and to be the indicator of the success of education. Hamalik (1990) the curriculum is very important tool in order to realize and achieve the goal of school education. Besides, based on Law No.20, 2013 about National Education System article 1 clause 19 mentioned that curriculum is a set of plans and arrangement about the objective, content and learning materials as well as method used to guide in the delivery of learning to achieve specific educational goals.

In 2013 the Indonesian government published new curriculum which is popular as 2013 Curriculum. Ideally, the English teachers must have some competences in order to apply the curriculum. They must be able to develop the materials which are suitable with the teaching goal, to select the appropriate methods, to manage the class, etc. like Matin (2017) stated that

English teachers should have competencies to develop and adapt the materials based on the students' need and ability by modifying and extending the content and task.

In the 2013 curriculum, education is emphasized to establish productive, creative, and innovative human being. Within the development there are number of essential advantages: (1) The 2013 curriculum uses a natural (contextual), because it is centered on the student; (2) The 2013 curriculum based on character and competence that underlies the development of students' ability; and (3) There is a field of study and certain subjects that more precise in its development using the competency approach, especially related to skills.

Related to English subject as one of the important components in the spectrum of the 2013 curriculum. Curriculum has a goal to develop the ability of the students to communicate in that language, with communication skills that include the ability to listen, speak, read and write. In the spectrum of curriculum, English subject for junior high school is adapted subject, which aimed to prepare the students master the knowledge and skills of basic English that will support skill competence achievement in the program of study and to apply the mastery of English skills in oral and written communication on advanced level (*Permendikbud No.64,2013*)

In achieving of the goals is closely related to the learning process that is carried out in the class. Teachers must plan learning based on the demands of curriculum by using approach and learning model, in order that the students can generate a contextual work, either individually or in groups. Novianawati (2017) stated that 2013 curriculum implementation requires the activity of professional teacher in designing effective and meaningful learning (fun), organizing learning, choosing appropriate learning approach, determining the procedure of learning and defining success criteria.

Nuryana (2017) also found that implementation of 2013 curriculum, teachers need training for curriculum comprehension and evaluation, planning teaching includes; 2013 curriculum syllabus, 2013 curriculum lesson plan that are developed, learning models are based on the materials' need, 2013 curriculum book as main source, the evaluation of unmatched 2013 curriculum syllabus and book, less objectives of attitude assessment. Hidayan (2015) found that the problems the implementation of 2013 curriculum consists of time allocation and the students' condition.

Permendikbud No. 58 year of 2014 mentioned that main competence in the curriculum 2013 is a description of competence about the attitude aspect, knowledge and skill (cognitive, affective, and psychomotor) which must be learned by the students. There are four main competence, they are; a) main competence 1 is deals with spiritual aspect, b) main competence 2 is deals with social aspect, c) main competence is 3 deals with knowledge aspect, d) main competencedeals with skill aspect.

All learning process needs to be evaluated by assessing or measuring students' understanding or ability in mastering the lessons. A test or assessment can be realized as the way to do some evaluation. Assessment can be used to control students' learning progress. That is more likely to be

accomplished when assessment is authentic and tied to the instructional goals of the program

Glenn (2018) She found the results of her research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited time on English teaching and learning activities, the facilities and infrastructure, and the assessment.

Based on the phenomenon mentioned previously, the researcher conduct a research entitled "The Analysis of the lesson plan based 2013 curriculum designed by the English teacher at MTS. Al – Hidayah" This research will cover how the English teacher designs learning activities relate with the basic competence to basic competence, and how English teacher do assessment to the students based on 2013 curriculum objectives.

LITERATURE REVIEW

Related Verses

In the Al-Qur'an, there are many verses that explain about education, one of them Al-Mujadilah : 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

"O you who have believed, when you are told, space your self in assemblies, then make space; Allah will make space for you. And when you are told, "arise", then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do."

Demanding compulsory knowledge for Muslim men and women alike. Thus it is excepted from the hadith about seeking knowledge narrated by Ibn Majah, and confirmed by Shaykh Albani in Sahihwa Dha'if Sunan Ibnu Majah No. 224.

“طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ

Studying knowledge is an obligation for every Muslim individual"

2013 Curriculum

Indonesia government decided to change from 2006 curriculum to 2013 curriculum. Curriculum of 2013 is competence and character based curriculum. Also curriculum of 2013 is aimed to produce future generation who are not only intellectually intelligent, but also emotionally, socially and spiritually smart.

In the enclosure of Permendikbud No. 59 year of 2014 mentioned that curriculum of 2013 is born as response to various criticisms of school Based Curriculum of 2006. It is an accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people 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

Hamalik (2013) stated that curriculum of 2013 focused on the acquisition of learners on certain competence. Therefore, the curriculum covers a number of competencies and a set of learning objectives stated in such a way, so that achievement can be observed in the form of behavior or skill of students as a criterion of success. There are several aspects contained in the concept of competence, those are knowledge, comprehension, ability, value, attitude, and interest.

From those explanation above, it will be concluded that curriculum of 2013 is a set of curriculum document designed to guide the implementation of learning which refers to the achievement of students on a variety of competencies in order to build a quality of human being.

The characteristic of curriculum of 2013 can be found in the enclosure Permendikbud No. 59 year of 2014. Curriculum of 2013 is designed with the following characteristics:

1. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
2. Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
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 subjects.
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.

Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

The Function of Lesson Plan

A lesson plan is a teacher's daily guide for what students need to learn, how it will be taught, and how learning will be measured. Lesson plans help teachers be more effective in the classroom by providing a detailed outline to follow each class period.

Lesson planning is important because it helps teachers assure that the day-to-day activities that go on in their classrooms are providing students with an adequate level of long-term progress toward the goals outlined in their scope and sequence, as well as their individual education plans when necessary.

Component Of Lesson Plan Referring To Curriculum 2013

There are several components guiding teachers in designing 2013 curriculum lesson plan. The components are based on the minister of National Educational Regulation Number 103 year 2014 are as follows

1. Main Competence

Main Competence is a description of students' primary competences included knowledge, attitude and skills to be achieved every class and or semester in a certain subject or competence which have to be posed by the students in a certain subject.

2. Basic Competence

Basic Competence is several competences which have to be mastered by the students for a certain subject as a basis for establishing indicator of competence

3. Indicator of standard competence achievement

Indicator of standard competence achievement is behavior or performance which can be measured and observed to show the achievement of basic competence and it can be measured and observed through assessment execution covering cognitive (knowledge), psycho motoric (skill) and affective (attitude).

4. Objective

Objective is process and product of learning expected to be achieved by learners based on basic competence. In this regard, at the end of the course program, the students are able to achieve the aims which are relied on basic competence.

5. Material

Material consists of related theory, facts, principals, and procedures which are written in point style based on the objective formulated, students' characteristic, and time allocation. This means that materials are related to what students will learn in the learning setting and have to be relied on the objective established, students' characteristic, and time allocation.

6. Teaching activity

Teaching activity is divided into three stages: First, *pre-teaching*. It is conducted to encourage students' motivation and to attract their attention in learning participation. Second, *whilst-teaching*. It is the process of teaching and learning to achieve basic competence which is conducted systematically through observing, questioning, exploring, associating and communicating phases.

7. Assessment

Assessment is conducted to evaluate students' result of research in which the instruments used are based on the indicator of standard competence achievement. It can be inferred that assessment is required to execute using rubrics in order to evaluate students' achievements towards indicators determined.

8. Resources

Resources is selected based on main competence and basic competence, objective, material and scientific approach. In addition, resource is a tool and media used such as textbook, projector, computer, and internet. The using of these tools is to conduct teaching-learning activity runs well and effectively as well as to attract students' interest in learning.

Lesson plan is developed for each standard of competency which can be applied for one meeting or more. The teacher develops each of lesson plans for each meeting by adjusting to the schedule of institutional unit. In order to achieve effective and appropriate teaching and learning process, there are several components guiding teachers in developing lesson plan which can also be criteria for constructing an effective lesson plan.

In commonly, the components of a lesson plan include several items; procedures, timing, interaction patterns, and homework (following-up activities), level and number of learners, timetable fit, aims, assumptions, anticipated language problems, possible solution, teaching aids, materials, equipment.

Research Method

This research applied a qualitative research design. The qualitative research used to describe the implementation of 2013 curriculum. To obtain the data, the researcher used document and observation to find out the basic competences in 2013 curriculum for MTS. Al – Hidayah Makassar related with the English learning activities designed by the English teacher and the English teacher assess their students in term of cognitive and psychomotoric based on 2013 curriculum.

The subjects of this research were English teachers in Mts Alhidayah Makassar. Sample of the researcher took two English teachers in Mts Alhidayah Makassar, since there are two English teachers in the school. In collecting the data, the researcher used two kinds of instruments. In collecting the data through interview.

Finding And Discussion

There are two research findings provided based on research questions and research objectives. The first is the basic competence of 2013 curriculum for junior high school with the English learning activities designed by the English teacher. The second is the teacher way to assess their students intense on cognitive and psychometric based on 2013 curriculum.

Basic Competences with learning activities in Lesson Plans Based on 2013 Curriculum designed by the English teacher

In curriculum of 2013, it emphasizes on some aspect of education such as affective, cognitive, and psychomotor. The teacher designs the lesson plan which covers all the aspects. As Nugraha and Suerdi (2017) who state that some of the highlighted aspects in this new curriculum are in the process of learning and the aspects assessed which cover integrated attitudes (affective), skills (psychomotor), and knowledge (cognitive). From the result shows that learning activities mentioned in lesson plan already matched with main competence. The teacher designed some learning activities to achieve the competence. The teacher arranged the activities start from the beginning to the end of the lesson, especially in main activities. The teacher plans those activities into some categories such as simulation, problem statement, data collection, data processing, verification, and generalization.

Additionally, the result shows the teacher plans a series of learning activities to achieve core competence in term of cognitive aspect. Cognitive aspect focuses on understanding knowledge based on curiosity knowledge about science, technology, art, culture, and related phenomena. The knowledge covers factual, conceptual, and procedural. The learning activities on cognitive aspect that have been put in lesson plan are asking the students to read and understand instruction. The students are instructed to observe four pictures which focus on conversation, expression of invitation, and conversation about forbid. It can be stated that from those kinds of learning activities are related to core competence.

In lesson plan, the teacher also put psychomotor competence in teaching and learning process. This competence refers to students' skill such as performing the task given in front of the class. Riskiyanto (2020) defines Pedagogic competence is the competence dealt with the abilities involved in managing the teaching and learning activities. As well, It comprises teachers' understanding of students' needs, teachers' mastery of theories and principles of teaching and learning, curriculum, learning evaluation, and personal reflection. It implies that teachers are required not only to understand the process of teaching and learning but also to carry out the theories involved in practice (Eggen & Kauchak, 2007).

Based on lesson plan analysis, it indicates that psychomotor competence is related to students' performance activities in the classroom. To achieve the core competence the teacher plans to apply scientific approach. The teacher asks the students to collect information by conducting interview to different interviewees, observing object or events, and then ask the students to present, discuss and make conclusions. All these activities are clear mentioned in basic competence that the students are able to use scientific principles method in learning.

The result also indicates that learning activities are planned to relate the basic competence. In this case, the basic competence requires the students to try, process, and present in a concrete according to what is learned in school and other sources in the perspective or theory. To apply basic competence in learning process, the teacher designs learning activities in the classroom. The students are asked to pay attention to the example of the teacher reciting / reading conversation with good intonation and stress and right, read the conversation with intonation and good and correct word stress, they learn to "play" characters in conversation in role-play activity, and the teacher emphasizes the students to use these sentences in conversation daily.

In addition, one of educational aspects that must be constructed in the class is affective aspect in terms of spiritual attitude competence. The teacher's role is not only focuses on development of cognitive and psychomotor but also takes count on students' attitude to teacher, friends, and society. In line Nappu & Dewi (2019) state that teachers as professionals are required to always improve their teaching competence and capabilities, therefore they can teach their students as well as and as much as possible. It means that, teacher has big responsibility to create successful students in the future. Similar to Wijoyo et.al (2020) state that the importance of balancing the intellectual,

emotional, and spiritual intelligence in education is a form of improving the quality of students' self. Self-quality affects the success of the students.

From the lesson plan dealing with students' attitude, it indicates that one of the main competences should be achieved is spiritual attitude competence. The teacher has to integrate that competence into learning activities in the classroom. This first basic competence focuses on religious aspect. It is conducted before beginning presenting the teaching material to students. The teacher begins the opening phase by giving greetings, and then the students are instructed to pray together before beginning the learning activity. After analyzing the lesson plan which based on 2013 curriculum, it is found some of attitudes that should be integrated to materials are caring, honesty, responsibility, tolerant, cooperation, proactive, and creative. The students are expected to show their attitude to the lesson given and to interact with the teacher and their friends. The attitudes are found as character building (Safitri, 2018; Mariani 2017; Wijirahyu, 2018).

In addition, basic competence in terms of religious aspect is found in the beginning and the end of the class. The teacher creates the lesson plan by asking the students to pray at beginning of the lesson. Besides, the students read *juz amma*. The teacher also invites the students to be grateful because they have opportunity to be able to learn English. These kinds of learning activities are arranged in lesson plan to relate to core competence. According to Anwar, et.al (2018) religious education and character education became the main topic of thought speculation and it will be able to fulfill a very important function in industry era.

In teaching and learning process, students are expected to show their social attitude. Social attitude reflects students behavior to others. As Uygun & Kozikoglu (2019) state social competence is a prerequisite for the skill required to maintain a healthy life. Social competence, defined as an individual's ability to manage his/her own emotion, behaviors and social relationships or to exhibit sufficient social behaviors, is very important for the psychology development of children (Corbaci, 2008; Sendil, 2010).

In lesson plan shows the main competence of social attitudes is taught to students. Some attitudes should be built in this lesson are honest, discipline, responsibility, caring, cooperation, courteous, responsive, and pro-active. Learning activities provided such as the teacher checking students' attendance to their attitude of discipline. By checking the attendance the teacher could know on time students and late students. The teacher also asks question to find out active and passive students. Then, learning activity that teacher applied in lesson plan is to find out students' responsibility by instructing the students in group to solve the problems. It means that core competence of social attitudes is related to learning activities. Even, the teacher did not explain the attitude deeply, but it can be examined by analyzing learning activities provided.

The result also indicates that some characters will be achieved after the lesson taught. Similar to, Cinantya, Suriansyah, & Asniwati (2018) who believed that schools can carry out the mission of character education through the integration of values in lesson and learning activities in the classroom.

Moreover, character building in terms of social attitude can be integrated in self-development through extracurricular activities, and school management. The students are expected to be honest, discipline, responsibility, care, polite, and confident. To relate this basic competence, some learning activities designed by the teacher are asking the students to give their attention on learning objectives. The students are also required to imitate example given by asking for their attention and the students have to show their responsibility on the lesson.

Teachers' Way In Assessing Students' Achievement In Terms Of Cognitive and Psychomotoric Based On 2013 Curriculum

In assessing students' ability in terms of cognitive and psychomotor competence based on 2013 curriculum the teachers applied similar assessment in teaching and learning process. It is presented in the following part.

1. Journal

Assessment instrument is very important for teacher in the class. Type of instrument that the teacher applied in assessing students' achievement based on 2013 curriculum is journal. Based on lesson plan designed by teacher A, it is found that the teacher used journal as instrument in assessing students' spiritual attitude competence. In applying this assessment, the teacher applied three types of technic. The first is observation, the teacher observers students' attitude during the class, this assessment is used as assessment for and learning achievement. The second is self-assessment, the teacher provides instrument for students to assess their self. As Akram & Zepeda (2015) state that the evaluation can be based on self- assessment. The last is friends assessment, the teacher provide the instrument and distribute to students to give their assessment to the other friends. Both of these assessments are applied as learning assessment.

In assessing students' social competence, the teacher still uses journal as instrument assessment but this assessment is implemented during teaching and learning process. The result shows that the teacher applies the same instrument for assess students' spiritual and social competence. In this case, the teacher used journal with three types of technics implementation. Journal assessment can be applied by providing observation, self-assessment, and friends assessment.

According to Benson (2011), self-assessment is a pervasive concept in education. The ability to assess one's knowledge, learning and performance is seen to be a key element in becoming an autonomous learner while, in relation to professional learning, Davis et.al (2006) state the importance of self-assessment has been stressed not just for teachers but also in other professions such as medicine. Observation and self-assessment are conducted during teaching and learning process occurs, yet friend assessment is held after the teaching and learning process occur. Those assessments are implemented as learning achievement assessment.

2. Oral Test

There are many kinds of test can be applied in the class to evaluate students' progress such as written test, oral test, and others. Based on lesson

plan designed by the teachers, oral test is chosen as instrument to measure students' ability in English language teaching. Wichadeeq (2017) use oral test in form of oral proficiency to assess students' motivation in the class.

From the data in lesson plan, it presents assessment in cognitive assessment to evaluate students' knowledge of the lesson. In measuring students' ability in terms of cognitive competence, the teacher chooses oral test as one of assessment instrument. The teacher gives questions to students orally, and the students give the answers orally too. This assessment is used during teaching and learning process and it is applied to assess students' learning achievement.

3. Written Test

There are some technics used to apply this test, they are essay test, multiple-choice, true-false, matching, and complete test. These kinds of test are used to assess students' learning achievement after the teaching and learning process occur. The function is to know students' progress after the lessons have be taught by the teacher.

4. Assignment

In the lesson plan, the teachers also put assignment as an instrument to give final score to students. As Fernandez-Alonso, et.al (2017) analyze how homework assignment strategies in schools affect students' academic performance. Dealing with the data in the lesson plan, it indicates that the teacher applies different techniques in instructing lesson assignment. It based on the lesson topic discussed at that meeting. The assignment is given during teaching and learning process occurs. Techniques of assignment are in form of essay, multiple-choice, true-false, matching, and fill the blank. The assignment given is to assess students' cognitive learning achievement after the lesson presented.

5. Portfolio

The portfolio consists of data description about knowledge achievement. The teacher takes students best sample result of their work from assignment or test. It is applied at the end of the lessons. Students' achievement is also considered from that portfolio. Similar to Utanto, Widhanarto, & Maretta (2017) who applied web-based portfolio as the students' final assignment.

6. Practice

Most of the teachers in schools give practice to students as an instrument on students' psychomotor achievement. The lesson plan that has been designed by the teacher shows assessment technique used by the teacher in psychomotor competence is in practice form. The technique applied in this assessment is giving assignment after or during teaching and learning process occur. The assessment is used for or as learning of students' achievement.

7. Product

In the lesson plan, it is found that the teacher gives assignment to students to produce a product. The data indicates the teacher uses this kind of assignment to assess students' achievement of psychomotor competence. The technique applied in this assessment is giving assignment after or during

teaching and learning process occur. The assessment is used for or as learning of students' achievement.

8. Project

By instructing the students to do project, it is expected to develop creativity and critical thinking skills. Similar to Anazifa & Djukri (2017) applied project-based learning and problem-based learning as effective method to improve students' thinking skill. The lesson plan shows the teacher applies project as assessment instrument in psychomotor competence. The technique applied in this assessment is giving project to be completed after or during teaching and learning process occur. This project is usually conducted in team, the students work together based on the theme given by the teacher. The assessment is used for or as learning of students' achievement.

Conclusion

Based on research question formulated in problem statement and research findings in previous chapter, the following are research conclusions of this study.

Dealing with finding out the basic competence and learning activities, it was that found some of learning activities are related and non related with the basic competences in 2013 curriculum for Junior High School which designed by the English teachers. For cognitive domain, the teachers put irrelevant learning activities with social function of basic competence, but the learning activities provided for generic structure and language features were relevant to basic competence. For psychomotor domain, it was similar to cognitive domain that all learning activities are relevant with generic structure and language features, but the social function learning activities were irrelevant with basic competence.

In learning assessment, the teacher applied various kinds of assessment for cognitive and psychomotor domain. Teachers' way in assessing students' achievement in terms of cognitive and psychomotoric based on 2013 curriculum is applying instrument assessment. There are some types of assessment applied by the teachers, they are written test in form of multiple choice, matching, assignment practice, and oral test.

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