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LESSON PLANNING
&
MATERIAL DEVELOPMENT

FOREWORD

Successful teaching and learning process is certainly caused by having a good teaching plan. This is due to the fact that teachers who teach based on appropriate teaching plans manage their classrooms more effectively. This is one of the reasons for writing this book. Through this occasion, the author would like to express her sincere gratitude to all contributors who kindly support the writing of this book. Finally, the book entitled "Lesson Planning and Material Development" could be published in its first version.

This book is written based on the ideas and contributions of various parties as well as compilation from several websites. The author would like to express her deep gratitude to her colleagues who have given thought, and encouragement to the author to complete this book. Deep gratitude was also directed to websites writers whose writings were used as sources in writing this book. Furthermore, the author hopes that this book will be useful for all educators.

Denpasar 2019
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CHAPTER ONE
DEVELOPING THE LEARNING SYLLABUS

The teaching-learning process should be conducted according to the standard guideline to ensure that the learning process becomes meaningful. One of the elements which are really important is a curriculum. A curriculum is a component in education that contains a design that is used as a guide and reference for carrying out learning activities in schools. The curriculum itself has a position as the brain and heart in education. So that the curriculum has a very important role and function and must be known by all school members so that the curriculum is an important factor in the progress of education in Indonesia.

Education is a matter that must be possessed by everyone to face problems in this millennial era and education is one of the factors that determine whether or not a nation is progressing in a country. Therefore. planning and controlling the quality of education in the country of Indonesia is prioritized.

One of them is by formulating a curriculum, the curriculum itself is prepared and developed to achieve educational goals,

namely preparing students so that they can survive in society because with the curriculum in addition to forming mature humans can also form humans with integral personalities and uphold values human value.

A curriculum as an educational design has a very strategic position in all aspects of educational activities. Seeing the importance of the role of the curriculum in education and in the development of human life, then the preparation of the curriculum can not be done without understanding the basic concepts of the curriculum.

The curriculum itself has a function that is as a guideline in the implementation of educational activities in schools for the parties involved, both directly and indirectly, such as teachers, principals, supervisors, parents, the community and the students themselves.

The curriculum as an educational substance needs to be decentralized, especially in the development of a learning syllabus and its implementation that is adjusted to the demands of student needs, the state of the school, and the condition of the school or region. Thus, schools or regions have sufficient authority to design and determine teaching materials, learning activities, and assessment of learning outcomes.

Students are humans with all the nature. They have feelings and thoughts and desires or aspirations. They have the basic needs that need to be met, the need for security, the need to get recognition, and the need to actualize themselves.

In the development phase, students are in a very rapid development period, from all aspects. The following is a development that is very closely related to learning, namely the development of cognitive, psychomotor, and affective aspects.

According to Piaget (1970), the period that starts at the age of 12 years, which is more or less the same as the age of junior high school students, is a 'period of formal operation'. At this age, what develops in students is the ability to think symbolically and be able to understand something meaningfully without the need for concrete objects or even visual objects. Students have understood things that are imaginative.

The implication in teaching information and communication technology is that learning will be meaningful if the learning material matches the interests and needs of students. Teaching Information and communication technology will succeed if the designer of the syllabus and teacher are able to adjust the level of difficulty

and variation of input with the expectations and characteristics of students so that their motivation for learning is at the maximum level.

At this stage of development also developed the seven parts of intelligence in Multiple Intelligences proposed by Gardner (1993), namely: (1) linguistic intelligence (functional language skills), (2) logical-mathematical intelligence (ability to think coherently), (3) intelligence musical (ability to capture and create tones and rhythms), (4) spatial intelligence (ability to form mental images about reality), (5) bodily-kinesthetic intelligence (ability to produce fine motor movements), (6) intra-personal intelligence (ability to know yourself and develop a sense of identity), interpersonal intelligence (the ability to understand others). These seven kinds of intelligence develop rapidly and if they can be used by information and communication technology teachers, it will greatly help students in mastering the ability to use information and communication technology.

The psychomotor aspect is one of the important aspects to be known by the teacher. The development of psychomotor aspects also goes through several stages. These stages

include the cognitive stage, associative stage, and autonomy phases.

1. Cognitive stage. This stage is characterized by the existence of rigid and slow movements. This happens because students are still in the learning stage to control their movements. He must think before making a move. At this stage, students often make mistakes and sometimes a high level of frustration occurs.

2. Associative stage. At this stage, a student needs a shorter time to think about his movements. He began to be able to associate the movement that was being studied with a movement that was already known. This stage is still in the middle stages of psychomotor development. Therefore, the movements at this stage are not yet automatic movements. At this stage, a student still uses his mind to make a move but the time needed to think is less than when he is at the cognitive stage. And because the time needed to think is shorter, the movements have started not to be rigid.

3. Autonomy phases. At this stage, a student has reached a high level of autonomy. The learning process is almost complete, although he can still improve the

movements learned. This stage is called the autonomy stage because students no longer need the presence of an instructor to make movements. At this stage, the movements have been done spontaneously and therefore the movements carried out also do not require the learner to think about his movements.

The success of the teaching process Information and communication technology is also determined by an understanding of the development of students' affective aspects. The affective domain includes emotions or feelings that each student has. Brown (2000) provides a definition of the affective domain that is divided into five affective levels whose implications in junior high school students are more or less as follows: (1) aware of the situation, phenomena, society, and objects around; (2) responsive to the stimuli in their environment; (3) can judge; (4) have begun to be able to organize values in a system, and determine the relationship between existing values; (5) have started to have characteristics and know these characteristics in the form of a value system.

Understanding what is felt and responded to, and what is believed and appreciated is

very important in the theory of acquiring a second language or a foreign language. Personal factors that are more specific in student behavior are very important in mastering various learning materials, which include:

1. Self - esteem, which is an award given to someone by himself.
2. Inhibition, which is the attitude of self-defense or protecting the ego.
3. Anxiety (anxiety), which includes frustration, worry, tension, etc.
4. Motivation, which is the urge to do an activity.
5. Risk-taking, namely the courage to take risks.
6. Empathy, which is a trait related to the individual's involvement in the feelings of others.

A syllabus is basically a long-term learning plan for a particular group and group of subjects that includes competency standards, basic competencies, subject matter, learning activities, indicators, assessment, time allocation, and learning resources or materials or tools. A syllabus as a learning plan is needed because the learning process in schools is carried out within a predetermined

time period. In addition, the learning process itself is essentially a process that is arranged and arranged in such a way according to certain steps so that in its implementation it can achieve the expected results and basic competencies can be effectively achieved.

Syllabus prepared on the Content Standards, which in it contains the Identity Subject, Standard competency, basic, Indicators, main materials, learning activities, Time Allocation, Learning Resources, and assessment. Thus, the syllabus basically answers the following problems.

1. Competencies that students must achieve in accordance with the standards formulated by the Content standard.
2. What are the main materials that need to be discussed and studied by students to reach the Content Standard?
3. What learning activities should be scanned by the teacher so that students are able to interact with the learning objects.
4. What indicators must be determined to reach the Content Standard.
5. The way of knowing the achievement of competence as determined by indicator

as a reference in determining the types and aspects will be assessed.

6. How long does it take to reach a certain Content Standard?
7. What Learning Resources can be empowered to achieve certain Content Standards.

Syllabus development can be carried out by teachers independently or in groups in a school or a number of schools, groups of Teachers Teachers' Study Groups at or the Center for Teacher Activity, and the Office of Education.

As professional teaching is accountable directly to the advancement of student learning, the teacher is expected to expand the right competence in accordance with the activity of the teaching independently. On the other hand, the teacher is more familiar with the characteristics of students and the condition of the school and its environment.

If the classroom teacher or teacher of unable to do the lesson because something has not been able to independently carry out the syllabus development, the school may seek to form a group of classroom teachers or subject teachers to develop a syllabus that will be used by the school.

Subject Teachers' groups that have not been able to develop the syllabus independently should join other schools through the teachers' forum to jointly develop a syllabus that will be used by schools. Education Department can facilitate the preparation of the syllabus by forming a team of experienced teachers in their respective fields.

In developing this syllabus schools, teacher working groups, or education offices can request technical guidance from universities, experts, or related main units in the Ministry of National Education

Principles of Syllabus Development are as follows:

1. Scientific. The entire material and activities that become the contents of the bus precept must be true and scientifically responsible.
2. Relevant. The scope, depth, level of difficulty and sequence of presentation of material in the syllabus are in accordance with the level of physical, intellectual, social, emotional, and spiritual development of students.

3. Systematic. Components of the syllabus are interconnected to achieve expected competency
4. Consistent. There is a consistent relationship between basic competency, indicators, subject matter, learning activities, learning resources, and assessment systems.
5. Adequate. Covering indicator, subject matter, learning activities, learning resources, and the stem enough materials to support the achievement of the basic competence.
6. Actual and Contextual. The scope of indicator, learning material, learning activities, and the assessment focused on the latest developments in science, technology, and art in real life, and events that occur.
7. Flexible. Overall syllabus components can accommodate variations in learners, education, and the dynamic changes taking place in schools and linking to the community. Meanwhile, teaching materials are determined based on the culture of their respective regions. This is intended so that the lives of students are not uprooted from their surroundings.

8. Whole. The syllabus component covers the whole domain of competence (cognitive, affective, psychomotor).
9. Decentralized. The development of this syllabus is decentralized. It means that the authority to develop a syllabus depends on each region or even each school.

Stages of Syllabus Development are as follows:
1. Planning. The team assigned to compile the syllabus must first gather information and prepare a library or reference that is appropriate for developing the syllabus. Finding information can be done by utilizing technology and information devices such as multi-media and the internet.
2. Implementation
   In carrying out the preparation of the syllabus it is necessary to understand all the tools related to the preparation of the syllabus, such as the Content Standards relating to related subjects and the Educational Curriculum Level.
3. Repairing. A syllabus needs to be re-examined before being used in learning activities. The analysis may involve

curriculum specialists, subject experts, didactic-methodical experts, assessment experts, psychologists, teachers/instructors, principals, supervisors, staff of professional education authorities, representatives of parents, and students themselves.

4. Stabilization. Feedback from the review can be considered to revise the revised version of the syllabus. If it has met the criteria quite well can be promptly submitted to the Head of Education and other interested parties.

5. Evaluation of the syllabus
Evaluation of syllabus implementation needs to be done periodically by using curriculum assessment models.

Syllabus Learning contains at least the following components.

1. Identity of Learning Syllabus
2. Competency Standards
3. Basic competence
4. Learning Materials
5. Learning Activity
6. Learning Indicators
7. Assessment
8. Time Allocation
9. Learning Resources

The syllabus components above can then be presented in a horizontal syllabus. The steps of syllabus development are as follows:

1. Reviewing Competency Standards and Basic Competencies. Reviewing competency standards and basic competency subjects as listed in the Content Standards, with due regard to the following:

   a. the order based on the hierarchy of scientific discipline concepts or the level of material difficulty does not have to always be in accordance with the order in content standard;

   b. the relationship between competency standards and basic competencies in subjects;

   c. the relationship between competency standards and basic competencies between subjects.

2. Identifying the Main Material.

Identifying the subject matter or learning material that supports the achievement of basic competencies by considering:

a. potential students;
b. relevance to regional characteristics,
c. the level of physical, intellectual, emotional, social, and spiritual development of students;
d. usefulness for students;
e. scientific structure;
f. topicality, depth, and breadth of learning material;
g. relevance to students' needs and environmental demands; and
h. Time Allocation.

3. Develop Learning Activities.

Learning activities are designed to provide learning experiences that involve mental and physical processes through interaction between students,

students and teachers, the environment, and other learning resources in the context of achieving basic competencies. The learning experience in question can be realized through the use of varied learning approaches that are student-centered. Learning experiences include life skills that students need to master.

The things that must be considered in developing learning activities are as follows.

a. Learning activities are structured to provide assistance to educators, especially teachers, in order to carry out the learning process professionally.

b. Learning activities contain a series of activities that must be carried out by students sequentially to achieve basic competencies.

c. Determination of the order of learning activities must be in accordance with the hierarchy of learning material concepts.

d. Formulation of statements in learning activities contains at least two distinguishing elements that reflect the management of student learning experiences, namely student activities and material.

4. Formulating Competency Achievement Indicators.

Indicators are markers of achieving basic competencies marked by measurable behavioral changes that include attitudes, knowledge and skills.

Indicators are developed according to the characteristics of students, subjects, education units, regional potential and formulated in operational verbs that are measurable or observable. Indicators are used as a basis for developing assessment tools.

5. Determination of the Type of Assessment.

Assessment of basic competency achievement of students is based on indicators. Assessment is carried out using tests and non-tests in written or oral form, performance observation, attitude measurement, assessment of work in the form of assignments, projects or products, use of portfolios, and self-assessment.

Assessment is a series of activities to obtain, analyze, and interpret data about the learning process and learning outcomes of students which are carried out systematically and continuously, so that it becomes meaningful information in decision making.

The things that need to be considered in the assessment.

a. Evaluations are directed to measure the achievement of competence.

b. The assessment uses reference criteria; namely based on what students can do after participating in the learning process, and not to determine a person's position towards the group.

c. The planned system is a system of continuous assessment. Continuous in the sense that all indicators are billed, then the results are analyzed to determine the basic competencies that are already owned and those that have not, as well as to determine the difficulties of students.

d. The results of the assessment were analyzed to determine follow-up. Follow-up in the form of further improvement of the learning process, remedial programs for

students whose achievement is below the completeness criteria, and enrichment programs for students who have met the completeness criteria.

e. The assessment system must be adapted to the learning experience undertaken in the learning process. For example, if learning uses a field observation task approach then evaluation must be given both to the process (process skills) such as interview techniques, and the product or results of conducting field observations in the form of information needed.

6. Determine Time Allocation

Determination of time allocation for each basic competency is based on the number of effective weeks and time allocation of subjects per week by

considering the number of basic competencies, breadth, depth, level of difficulty, and the level of importance of basic competencies. The time allocation included in the syllabus is the estimated average time to master the basic competencies needed by diverse students.

7. Determine Learning Resources

Learning resources are references, objects or materials used for learning activities, in the form of printed and electronic media, resource persons, as well as the physical, natural, social and cultural environment.

Determination of learning resources is based on competency standards and basic competencies as well as subject matter or learning material, learning activities, and indicators of competency achievement.

CHAPTER TWO
LEARNING ACTION PLAN

In order to implement the learning program that has been outlined in the syllabus, the teacher must prepare a Learning Action Plan. Learning Action Plan is a guide for teachers in carrying out learning in the classroom, laboratory, and field for each basic competency. Therefore, what is stated in the lesson plan contains things that are directly related to learning activities in an effort to achieve mastery of a Basic Competency.

In compiling the lesson plan the teacher must include Competency Standards which underlie the Basic Competencies to be compiled in the lesson plan. The detailed lesson plan must be included Learning Objectives, Learning Materials, Learning Methods, Steps of Learning Activities, Learning Resources, and Assessment.

A lesson plan is prepared for one basic competency. Competency Standards, Basic Competencies, and Indicators are quoted from the syllabus prepared by the education unit. Allocation of time is calculated to achieve one basic competency in question, which is stated in-class hours and the number of meetings. Therefore, the time to achieve a basic

competency can be calculated in one or several meetings depending on the characteristics of the basic competencies.

Competency Standards are students' qualifications that describe the mastery of knowledge, attitudes, and skills expected to be achieved in certain subjects. Competency standards are taken from the Content Standards (Competency Standards and Basic Competencies).

Basic Competence is a number of minimum abilities that must be possessed by students in order to master the standard competence of a particular subject. Basic Competencies are chosen from those listed in the Content Standards. Before determining or selecting Basic Competencies, the teacher first reviews the competency standards and basic competencies of the subjects.

Learning Objectives contain operational competency mastery that is targeted or achieved in the learning implementation plan. Learning objectives are formulated in the form of operational statements from basic competencies. If the basic competency formulation is operational, the formulation is the basis for formulating learning objectives. Learning objectives can consist of a goal or several objectives.

Learning material is material used to achieve learning objectives. Learning material is developed by referring to the main material in the syllabus.

The method can be interpreted really as a method, but can also be interpreted as a learning model or approach, depending on the characteristics of the approach and strategy chosen.

To achieve a basic competency in learning activities must include the steps of the activity in each meeting. Basically, the steps of activities contain elements of activities:

1. An introduction is an initial activity in a meeting aimed at learning to generate motivation and focus the attention of learners to participate actively in the learning process.

2. The core activity is a learning process to reach basic competencies. Learning activities to do interactive, inspiring, enjoable, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of learners. This activity is

carried out systematically and systemically through a process of exploration, elaboration, and confirmation.

3. Closing an activity undertaken to end the learning activities that can be done in the form of summaries or conclusions, assessment and reflection, feedback, and follow-up.

The selection of learning resources refers to the formulation in the syllabus developed by the education unit. Learning resources include reference sources, environment, media, resource persons, tools, and materials. Learning resources are written more operationally. For example, the source of learning in the syllabus is written as a reference book, the lesson plan must include the title of the textbook, the author, and the page referenced.

Assessment is described in terms of valuation techniques, the form of instruments, and the instruments used to collect data. The presentation can be poured in the form of horizontal or vertical matrices. If the assessment uses the written test description technique, performance tests, and homework

assignments in the form of projects must be accompanied by an assessment rubric.

CHAPTER THREE
LEARNING MATERIAL DEVELOPMENT

In line with the effective competency that must be possessed by teachers (pedagogical competencies, personality competencies, social competencies and professional competencies), the development of teaching materials (learning materials) and media is one of the obligations that teachers carry to develop their competencies, which in turn can increase their existence as a professional teacher.

Another problem that exists today is the varied understanding of teachers about the curriculum. Differences in understanding will have an impact on the elaboration of abilities in competency standards and basic competencies so that the resulting variation in understanding the development of teaching materials and learning media in accordance with the requirements of the applicable curriculum.

The selection of teaching materials and learning media is closely related to the development of the syllabus, in which there are competency standards and basic competencies, subject matter, learning experiences, methods, evaluation and sources. In line with the development of the syllabus,

the learning material to be developed should still pay attention to the achievement of competency standards and basic competencies, conformity with the subject matter taught support learning experiences, the accuracy of the methods and learning media, and in accordance with indicators to develop assessments.

These guidelines for the development of teaching materials and learning media are signs that need to be considered when developing teaching materials and learning media. A number of benefits that can be drawn from the guidelines for the development of teaching materials and learning media for the developers of teaching materials and learning media (in this case are teachers) include:

1) obtain an overview of how to analyze teaching materials and media to be taught;
2) obtain an overview of the pedagogical analysis methods that will be applied in learning;
3) develop their abilities in managing teaching materials and learning media;
4) critically adjust the teaching material and the media it develops to the characteristics of students;

5) develop their abilities in developing school curriculum;

6) has the opportunity to become a professional teacher related to pedagogical competencies, professional competencies, personality competencies, and social competencies.

Learning material consists of knowledge, attitudes, and skills developed based on Graduates Competency Standards, Competency Standards, and Basic Competencies on content standards that must be learned by students in order to achieve predetermined competencies.

The content of learning material in the form of knowledge includes facts, concepts, principles, and procedures. Sometimes it is difficult to give an understanding of the four learning materials.

Learning materials related to skills include the ability to develop ideas, choose, use materials, use equipment, and work techniques. Judging from the skill level of a person, aspects of skills can be divided into initial movements, semi-routine, and routine (skilled). Skills need to be adjusted to the needs of students by paying attention to aspects of the talents, interests, and expectations of students to be able to achieve

mastery of work skills (pre-vocational skills) which are integrally supported by life skills.

Learning material which is classified as attitude or value is material related to the scientific attitude, including:

a) Togetherness values, able to work in groups with other people of different ethnic, religious, and social strata;

b) The value of honesty, being able, to be honest in carrying out observations, experiments, not manipulating data from observations;

c) The value of compassion, does not discriminate against others who have the same character and different socioeconomic abilities all the same creatures of God;

d) Please help, want to help others in need without asking and expecting anything in return;

e) Passion and interest in learning, have enthusiasm, interest, and curiosity;

f) enthusiasm for work, have a sense of working hard, study hard;

g) Want to accept the opinions of others to be ease, want to be criticized, aware of his mistakes so that advice

from friends or others can be accepted and not hurt.

There are a number of principles that need to be considered in developing learning materials or learning materials. The principles in question include the principles of relevance, consistency, and adequacy.

The principle of relevance means interconnection. Learning material should be relevant or related or related to the achievement of competency standards, basic competencies and content standards. For example, if the competency that is expected to be mastered by students is in the form of memorizing facts, the learning material taught must be in the form of facts.

The principle of consistency means constancy. If the basic competencies students must master are one type, then the learning material that must be taught must also include one type.

The principle of adequacy means that the material taught should be sufficient in helping students master the basic competencies taught. The material must not be too little, and must not be too much. If it is too little it will not help achieve the basic competency standards and basic competencies. Conversely,

if too much will waste time and effort unnecessarily to learn it.

Issues of scope or scope, depth, and sequence of delivery of learning material are important to note. Accuracy in determining the scope, scope, and depth of learning material will prevent teachers from teaching too little or too much, too shallow or too deep. The accuracy of the order of presentation (sequencing) will make it easier for students to learn learning material.

In determining the scope or scope of learning materials need to pay attention to several aspects, namely (a) cognitive aspects (facts, concepts, principles, procedures); (b) affective aspects; and (c) psychomotor aspects.

In addition to paying attention to the type of learning, the material must also pay attention to the principles that need to be used in determining the scope of learning the material involved breadth of material, and the depth of material.

Sufficient or not the material aspects of learning material will greatly help the achievement of mastery of basic competencies that have been determined.

The sequence of presentation (sequencing) of learning material is very important. Without

the proper order, will make it difficult for students to learn, especially for materials that are prerequisites will make it difficult for students to learn. For example, material operations of addition, subtraction, multiplication, and division. Students will have difficulty learning multiplication if the additional material has not been studied. Students will have difficulty dividing if the subtraction material has not been studied.

Learning materials that have been determined scope and depth can be sorted through two main approaches, namely: procedural and hierarchical approaches.

The sequence of learning material procedurally illustrates the steps in sequence in accordance with the steps of carrying out a task. For example, the steps to call, the steps to operate video camera equipment.

The order of learning material in a hierarchical manner illustrates a sequence that is hierarchical from easy to difficult, or from simple to complex.

Before carrying out the selection of learning materials, it is first necessary to know the criteria for selecting learning materials. The main criteria for selecting learning material are graduate competency standards, competency standards, and basic competencies. This

means that the learning material chosen to be taught by teachers on the one hand and must be studied by students on the other hand should contain learning materials that really support the achievement of basic competencies and basic competencies. In other words, the selection of learning materials must refer to or refer to competency standards.

After knowing the criteria for selecting learning material, we come to the steps of developing learning material. Broadly speaking, the steps for developing learning material include:

1. identify aspects contained in the competency standards and basic competencies that become the reference or reference for the development of learning materials;
2. identify the types of learning material;
3. selecting learning material that is appropriate or relevant to the competency standards and basic competencies identified earlier; and
4. choose the source of learning material and then package the learning material.

Before determining learning material, it is first necessary to identify aspects of competency standards and basic competencies

that students must learn or master. These aspects need to be determined because each aspect of competency standards and basic competencies requires different types of material in learning activities. It is necessary to determine whether the competency standards and basic competencies students must learn to include aspects or domains:

1. Cognitive which includes knowledge, understanding, application, synthesis, analysis, and assessment.
2. Psychomotor which includes early, semi-routine, and routine movements.
3. Affective which includes giving response, appreciation, assessment, and internalization.

Each aspect of the competency standard requires learning materials or different learning materials to help its achievement.

In line with various types of competency standard aspects, learning material can also be divided into cognitive, affective, and psychomotor aspects. Learning material cognitive aspects in detail can be divided into four types, namely: facts, concepts, principles and procedures, as described above.

The choice of material types must be adjusted to the basic competencies and competency standards that have been

determined. In addition, it is also important to note that the amount or scope is sufficient to facilitate students in achieving competency standards. The material to be taught needs to be identified whether it includes the types of facts, concepts, principles, procedures, affective, or a combination of more than one type of material. By identifying the types of material to be taught, the teacher will get ease in how to teach it. Identification of the type of learning material is also important for the purpose of teaching it because each type of learning material requires a different learning strategy or method, media, and evaluation/assessment system.

The easiest way to determine the type of learning material to be taught is to ask questions about the basic competencies that students must master. With reference to basic competencies, we will find out whether the material we have to teach is in the form of facts, concepts, principles, procedures, aspects of attitude, or psychomotor. The following are guiding questions to identify the type of learning material.

After the type of material is determined the next step is to determine the source of learning material. Learning material or learning material can be found from various sources

such as textbooks, magazines, journals, newspapers, the internet, audiovisual media, and so on.

Textbooks published by various publishers can be chosen to be used as a source of learning material. Textbooks that are used as a source of learning material for a type, of course, do not have to be only one type, moreover only come from one author or publisher. Use as many textbooks as possible so you can get broad insights.

Reports on research results published by research institutes or by researchers are very useful for obtaining an up-to-date or up-to-date source of learning material.

Periodical publishing containing the results of research or the results of thought is very useful to be used as a source of learning material. These journals contain various research results and opinions from experts in their respective fields which have been examined for truth.

Experts or experts in important fields of study are used as a source of learning material. The expert can be consulted before regarding the truth of the material or learning material, scope, depth, sequence, and so on.

Professionals are people who work in certain fields. For example, banking circles are

experts in the fields of economics and finance. In this connection, learning material related to economics and finance can be asked to people who work in banking.

Content standard is important to be used as a source of learning material because it is based on the competencies that can be found. Periodicals such as newspapers contain a lot of information regarding the subject matter of a subject. Presentations in newspapers or weekly use popular language that is easily understood. Because it is very good what if the publication is used as a source of learning material.

Learning material can also be obtained through the internet network. On the internet, we can get all kinds of learning material resources. Even daily study units for various subjects we can get through the internet. The material can be printed or copied.

Various types of audiovisual media also contain learning material for various types of subjects. We can study volcanoes, life at sea, in the wilderness through television broadcasts.

Various environments such as the natural environment, social environment, art culture, engineering, industry, and economic environment can be used as a source of

learning material. To study abrasion or scouring of beaches, sand types, tidal waves for example we can use the natural environment in the form of beaches as a source.

The scope of subjects is so broad that whichever selection will be used as learning material that we "serve" for student learning is a relatively difficult decision, even though we have succeeded in identifying learning material globally by looking at competencies.

There are several types of development of learning materials, namely the types of preparation, adaptation, adoption, translation, and vision. In terms of intellectual property rights (IPR), the development of learning material is classified as copyright which belongs to the creator. There are various types of creations in which the copyright can be owned by the creator, namely new creation, translation, adaptation, arrangement, transformation, adoption. The new creation is the first work, while the translation, adaptation, arrangement, adaptations, the adoption of a derivation of the first work.

Preparation is the process of making learning material that is seen in terms of the original copyright of the compiler. The preparation process starts from identifying all

standard competence and basic competence realizing the basic competence into indicators, identifying the type of content of learning material, looking for sources of learning material, to the finished text. Its form can be in the form of modules, worksheets, books, e-books, textbooks, handouts, and so on.

Adaptation is the process of developing learning material based on existing learning material, both from modules, worksheets, books, e-books, textbooks, handouts, CDs, films, and so on to become learning material that is different from the adapted work. For example, science learning materials are adapted from science textbooks that have been circulating in the market (bookstores) that are tailored to the interests of teaching teachers. Adjustments can be based on competencies, level of difficulty, or level of breadth. The learning material that we just created is translated into modules.

Adoption is the process of developing learning materials by means describing the idea or form of a pre-existing work. For example, the teacher adopts ideas or forms of science textbook models that have been developed by the Ministry of Education's Book Center into new science learning materials, both in the form of modules, worksheets,

books, e-books, textbooks, handouts, and so on.

Revision is the process of developing learning material through ways to improve existing work. For example, a science teacher has written a science textbook developed from the 1994 curriculum. Now that the curriculum is no longer valid, the science textbooks are no longer relevant. The teacher then corrects it based on the content standards currently used.

The translation is the process of switching the language of a book from originally a foreign language into Indonesian. For example, there is a book called "Science Interaction" which is considered suitable for learning science. The book is in English, then translated into Indonesian.

After successfully identifying the learning material and selecting the source of the learning material, the next step is to decide in what form the learning material is presented to students. Presentation of learning materials, stretching from the presentation directly from the learning resources (eg books individual publications, newspapers, magazines, etc.) to the presentation in the form of learning materials are packaged by the teacher (eg, in the form of handouts, diktat, books,

worksheets, or practical instructions). Instructions on packaging instructional materials developed by teachers can be seen in the next section, while the description below focuses on a number of considerations if the packaging of learning materials is not just used by students in your school, but to be printed and commercialized, in this case, we will be closely related to rights create.

In Indonesia, the issue of copyright is regulated in the Copyright Act, which is, currently in effect, Law Number 19 of 2002. In that law, the notion of copyright is "the exclusive right for the creator or recipient of the right to announce or reproduce the work or give permission for it by not reducing restrictions in accordance with applicable laws and regulations "(Article 1 Item 1).

According to Article 12 of Law No. 19 of 2002, protected works are works in the fields of science, art and literature, which include books, computer programs, pamphlets, layouts of published works, and all other written works; lectures, lectures, speeches, and [c] other similar creations; teaching aids made for the benefit of education and science; songs or music with or without text; drama or musical drama, dance, choreography, puppetry, and pantomime; fine arts in all forms such as

painting, drawing, sculpture, calligraphy, sculpture, sculpture, collage and applied arts; architecture; map; batik art; photography; cinematography; translations, interpretations, adaptations, pastiche, databases, and other works resulting from the translation.

Textbooks include major textbooks and supplementary textbooks. The main textbook contains the subject matter of a field of study that is used as the main book for students and teachers, while supplementary textbooks are books that are helpful or are in addition to the main textbooks and are used by teachers and students. From the formal side, textbooks are published by certain publishers and have ISBN.

Textbooks should have two main missions, namely, First, optimizing the development of declarative knowledge and procedural knowledge. Secondly, this knowledge must be the main target of textbooks used in schools. Techniques, methods, or approaches developed by authors and book publishers are inseparable from the relationship with what is being programmed by the Ministry of National Education, namely that textbooks must refer to the applicable curriculum, process skills-oriented using a contextual, technological and community approach, and demonstrations and

experiments. In addition, a textbook must be able to clearly describe cohesiveness or connection with other disciplines.

Each textbook is expected to meet certain standards. The standard in question covers the requirements, characteristics, and minimum competencies that must be contained in a textbook. Assessment standards are formulated by looking at three main aspects, namely material, presentation, and language/legibility.

Learning materials that provide student-centered activities can be packaged in the form of Student Worksheets. During this time often heard complaints that the worksheets only contain exercise questions, and students are asked to do it during empty hours or for homework. Of course, students work sheet does not merely contain exercises. The following are alternatives for packaging learning objectives in the form of student worksheets. As a teacher, you can manifest your creativity in packaging learning material in the form of worksheets.

This worksheet contains questions or answers to the answers in the book. Students will be able to work on these worksheets if they read a book, so the main function of this worksheet is to help students memorize and

understand the learning material contained in the book. This worksheet is also suitable for remedial purposes.

In the world of education, handouts refer to sheets of paper containing assignments or tests that the teacher gives to students. So, according to this understanding if the teacher makes a summary of a topic, a topic paper, worksheets, practical instructions, assignments, or tests and is given to students separately (not to be a collection of worksheets, for example), then the packaging of learning material is included in handout category.

CHAPTER FOUR
AUTHENTIC ASSESSMENT

The quality of education is largely determined by the ability of the education unit in managing to learn. In learning, there are three activities that are interrelated and constitute unity. The three activities are goal setting, learning experience planning, and determining evaluation procedures, all of which are the main elements in learning activities. The objectives must be formulated so that they represent all the abilities of students to be achieved. The formulation of objectives must be well measured. The learning objectives are pursued through a series of learning activities that are prepared carefully

Learning must provide opportunities for students to gain experience so that they can develop their behavior according to the learning objectives that have been formulated. Learning is carried out using instructional materials and exercises that are carefully selected and arranged so that the goals can actually be achieved properly. Efforts to ensure the achievement of learning objectives are carried out by conducting a series of evaluations of the learning outcomes that have

been carried out during the specified period of time that has been planned. That is the essence of evaluation in the design of the implementation of learning as the final part of a series of the three main activities mentioned above.

The enactment of the Education Unit Level Curriculum gives signals to teachers to make changes in implementing learning. The learning objectives have been given signs in the syllabus in the form of Competency Standards and Basic Competencies, while the objectives are detailed and more focused on the material formulated in the form of indicators that must be formulated by the teacher himself. By providing learning experiences to achieve a particular concept, the evaluation process also changes. The evaluation process that was previously conducted in a narrow and limited way that is only doing a written test now seems to have shifted towards a more holistic assessment system and touches on indicators of learning outcomes as evidence of the learning experiences that students have experienced.

In the process of organizing daily learning, we often use the terms assessment, evaluation, and assessment. Therefore, this

background description also discussed the relationship between these terms.

Assessment is the process of gathering information about students that is what they know and can do. Moreover, assessment is the process of gathering various data that can provide an overview of student learning development. There are many ways to gather this data or information, among others by observing students as they study, examining what they can produce, or testing their knowledge and skills. The key question for assessment is: how can we know what students are learning?

Assessment in learning must take the form of interaction between teacher and student so that it is an integrated or integrated activity with learning. In conducting assessments, the teacher continually tracks and searches for information to understand the things students think and how students think and things students can do and how students do things. The information obtained is used to guide and assist students in learning. Thus, the primary role of the assessment is to provide feedback that is authentic, significant, and related to the real world to improve the quality of student learning and the quality of learning practices.

When and how does the teacher assess students? In making decisions about when and how teachers assess students, teachers should be guided by answers to the following questions:

1. What is the information to be collected for?
2. Is the time and effort spent in collecting data determined by what the information collected is used?
3. Is the information collected is relevant to student learning activities?
4. Is the teacher confident enough that the information collected is of sufficient quality to make decisions?

The Classroom Assessment System handbook by the Ministry of Education (2008) stated that the assessment is a general term that includes all the usual methods used to evaluate the performance of individuals or groups of learners. The assessment process includes gathering evidence that shows the learning achievement of students. Assessment is a statement based on a number of facts to explain the characteristics of someone or something. The assessment covers all learning processes. Therefore, assessment activities are not limited to the characteristics of students, but also include the characteristics of teaching

methods, curriculum, facilities, and school administration. Assessment instruments for students can be either formal or informal methods and procedures to produce information about students. Assessment instruments can be in the form of written tests, oral tests, observation sheets, interview guidelines, homework assignments, and so on. Assessment is also interpreted as an activity of interpreting the measurement data or activities to obtain information about the achievement of students' learning progress.

Evaluation is a systematic assessment of the benefits or usefulness of an object. In evaluating, there is a judgment to determine the value of a program that contains more or less subjective elements. Evaluation requires measurement data and assessment information that has many dimensions, such as ability, creativity, attitude, interest, skills, and so on. Therefore, in the evaluation activities, the measurement tools that are used also vary depending on the type of data to be obtained.

Evaluation is the process of interpreting and making judgments about the information or data collected. Evaluation is the process of considering the usefulness or value of something. The data collected cannot be said

to be good or bad. The data reflects what is happening in the class. This information only has meaning if we determine whether the data reflects something that we think is valuable, for example how skilled students use a compass. The key question for evaluation is: do students really learn what we want them to learn?

Information about student learning outcomes obtained through measurement can be used by teachers to make decisions (evaluations) on student achievement, namely:

1. Have students reached the expected competency?
2. Are students eligible to advance to the next level?
3. Do students have to repeat certain parts?
4. Do students need to find other ways of deepening?
5. Do students need to receive enrichment? What enrichment needs to be given?
6. What is the improvement and deepening of the learning program?
7. Is the selection of materials or textbooks and syllabus development adequate?

Examples of evaluation results are excellent, excellent, good grades, no grade,

graduation, graduation with honors or no graduation.

The implication of the application of competency standards is the assessment process carried out by teachers both formative and summative must use reference criteria. To that end, in applying teacher competency standards must:

a. Develop a learning competency matrix that ensures a directed learning experience

b. Develop continuous authentic assessment that guarantees achievement and mastery of competencies.

c. Authentic assessment is the process of gathering information by the teacher about the development and achievement of learning undertaken by students through various techniques that are able to express, prove, or show precisely that learning objectives are well mastered and achieved.

Authentic assessment is a form of assessment in which students are asked to show tasks related to daily life (real-world tasks) that show the meaningful application of knowledge and skills (Authentic Assessment Tool Home Page, John Mueller).

Authentic assessments focus on goals, involve direct learning, require building relationships and cooperation, and instill higher levels of thinking. Authentic assessment is an assessment that involves students in authentic assignments that are useful, important, and meaningful.

Authentic assessments are sometimes also referred to as performance appraisals, alternative assessments, or direct assessments.

a. Performance appraisal, so-called because students are asked to do meaningful tasks, using the real world as the context, therefore teachers must not give assignments that are not authentic in the real world.

b. Alternative valuation, so-called because authentic assessment is an alternative to traditional valuation

c. Direct assessment, the authentic assessment provides more direct evidence of the meaningful application of students' knowledge and skills.

In authentic assessments, the assessment process is often based on the performance of students who give students the opportunity to put out all their abilities

while showing what they are learning. Students are asked to demonstrate their knowledge and skills or abilities (competencies) in any situation that suits them.

Authentic assessment is done to get something that aims: (a) Develop students' responses rather than selecting the choices that have been determined previously; (b) Demonstrate higher-order thinking; (c) Directly evaluating projects that are holistic or holistic; (d) Synthesize with classroom learning; (e) Using the collection of work or assignments of students (portfolio) within a certain period of time; (f) Providing opportunities for various assessments; (g) Based on clear criteria known by students; (h) Closely related to learning in class; and (i) Give students an opportunity to evaluate their work.

Broadly speaking, authentic assessment has the following characteristics: (1) competency-based assessment that is able to monitor one's competence. Authentic assessment is basically a performance assessment, which is a performance that is shown as a result of a comprehensive learning process. Competence is an individual attribute of students, therefore

competency-based assessments are (2) individual. Competence cannot be generalized to everyone, but it is personal. Therefore, the assessment must reveal as much as possible the strengths of each individual, as well as their shortcomings (to be able to be improved); (3) learners are centered because they are planned, carried out and assessed by the teacher by optimally involving the students themselves; Authentic assessment is unstructured and open-ended, in the sense that the acceleration of completion of authentic tasks is not uniformed and classical, nor the resulting performance does not have to be the same between individuals in a group. To ensure that the assessments are really the real competence of the individual (students), the assessment must be done in an authentic (real, real way as daily life) and in accordance with the learning process carried out, so that authentic assessment takes place (5) integrated with the learning process. Authentic assessment is (6) on-going or ongoing, therefore the assessment must be carried out directly during the teaching and learning process, which can be monitored by the learning process and product. Thus,

authentic assessment has a student-centered nature, integrated with learning, authentic, sustainable, and individual.

The nature of comprehensive authentic assessment can also form metacognitive elements in students such as risk-taking, creativity, developing high-level and divergent thinking skills, responsibility for assignments and works, and a sense of ownership.

There are several fundamental reasons why teachers should use authentic assessments. First, authentic assessment is a direct measurement of student attributes. Indeed, the ultimate goal of learning is not just students mastering the content of the material being taught, however, they must be able to use their knowledge and skills in dealing with problems of daily life. Therefore, it is very important to conduct a direct assessment of how students can carry out these real-world demands in authentic situations. In non-authentic tests such as multiple choice, the good results achieved by children can only be assumed to represent their competence, but these are only assumptions or indirect evidence. So, if a teacher teaches about how to make use of a compass, it does not represent if

students are tested for understanding only by written tests about how to use a compass. Students must be assessed for their ability to use the compass to ensure that the ability has been acquired.

Second, authentic assessment is in accordance with the constructivist learning perspective. To build their knowledge, students cannot just repeat the information they have obtained. By assigning students to do authentic activities such as making fried bananas means students demonstrate or demonstrate the abilities they have mastered. Students are also involved (engage) directly in the assessment. And this is a constructive learning process.

Third, authentic assessment gives students the opportunity to show their abilities in various ways, not just one way. It is very important for the teacher to give this opportunity because as we know, each person (student) has advantages and disadvantages, so everyone has different ways of showing their abilities. In traditional assessments such as multiple-choice tests, there is absolutely no such room for variability. Indeed, objective tests can compare students easily because what students are expected to do is exactly the same, however, if authentic assessments such

as performance assessments are planned and implemented well, then between students can be compared because the expected performance is the same, even though the way might be different. What is also important to remember, in building competence, students are not compared to their peers, but rather compared to a competency completeness criterion.

Authentic assessment has actually been known for a long time in the world of education but has received more attention in the current era. Traditional assessment taps into more knowledge possessed by students as learning outcomes which are generally billed through an objective test form. Whereas authentic assessment places more emphasis on assigning tasks that require students to display, practice, or demonstrate their learning outcomes in the real world in a meaningful way that reflects their knowledge and skills.

In learning in schools, traditional and authentic assessments can be done together. Both have their respective advantages. Knowledge possessed by students cannot be ruled out simply because it underlies students to demonstrate work correctly, and mastery of knowledge is more precisely measured by traditional tests. But assessment must also

pay attention to students' achievement in learning by their performance in concrete and meaningful situations that will automatically reflect their mastery and scientific skills.

The description of how to do an authentic assessment can be described as follows:

1. Identify the standards that will be given to students.
2. Develop tasks or forms of activities (tasks) for students, so students are expected to show the competencies that have been identified or determined.
3. Identify the characteristics of good performance or criteria for each task or activity that have been determined as well as the criteria that will be shown by students when they have mastered all competency standards.
4. Identify two or more levels of performance of learners who can distinguish the performance of each of the different learners in a rubric.

Furthermore, authentic assessments have benefits for students, including:

1. it can provide student understanding as a whole
2. linking what is learned with their own experiences

3. training students to gather information, use learning resources
4. making students think systematically, sharpen the power of thought, be more critical and think to a higher level
5. making students have responsibility for the task and can make choices
6. making students learn to do self-assessment and do reflection.

The benefits of authentic assessment as follows:

1. Students play an active role in the assessment process, the pressure that occurs when the exam decreases and increases student self-esteem,
2. Authentic assessment can be carried out on students from various cultural backgrounds, learning styles, and different academic abilities.
3. Assignments used in authentic assessments are more interesting and reflect students' daily lives.
4. A positive attitude towards school and learning is developed.
5. Teachers have a greater role in assessment than traditional assessment.

6. Provide valuable information for teachers to know the progress of student learning and the success of instruction.
7. Parents better understand authentic assessment.

Classroom Assessment can be in the form of performance assessment, informal assessment, observation, questioning, presentation, discussions, project, investigation or inquiry, portfolio, journal, Interview, conference, and self-assessment.

Performance assessment is carried out to assess the tasks performed by students so that teachers can have complete information about students. Performance tasks require 1) Application of concepts and other important supporting information. 2) Work culture that is important for scientific study or work, and 3) Science literacy.

Informal assessment is an assessment conducted spontaneously or unplanned and when this assessment is carried out, students do not realize that they are being assessed in other words informal assessment is carried out during the learning process. Informal assessments are assessments through informal observations, informal interviews, and non-standard procedures. Informal

assessments allow teachers to measure student progress from day to day and the effectiveness of teaching.

Observation or observation as an assessment tool is widely used to measure individual behavior or the process of an activity that can be observed, both in actual situations and in artificial situations. Sudjana (2008) revealed that observations can measure or assess learning outcomes and processes, for example, student behavior while studying, teacher behavior while teaching, student discussion activities, student participation in simulations and the use of teaching aids while teaching.

An interview is a way to collect information material which is carried out by conducting unilateral oral question and answer, face to face and with a predetermined direction. As an assessment tool, interviews can be used to assess the results and learning process.

Project assessment is an assessment of a task that contains an investigation that must be completed within a certain time. Projects, or often called project approaches are in-depth investigations of a real topic. In projects, students have the opportunity to apply their knowledge and skills.

Portfolios are a collection of files or archives stored in the form of a binding such as a folder. A portfolio can be interpreted as a collection of someone's work both in written form, artwork, and various performances stored in the form of video tapes or videos.

Self-assessment is an assessment by students where students evaluate their own performance, strengths and weaknesses, attitudes and interests, and the need for improvement. Self-assessment gives students the opportunity to study and reflect on their own work. Such reflection equips students with ideas about topics they want to explore later on. Self-reflection also helps students develop the cognitive skills needed to learn effectively.

In line with the changing times, the world of education must be addressed by innovating both in terms of planning, implementing learning, and evaluating it. Authentic assessment is one of the results of these innovations. Authentic assessment is defined as the use of non-traditional approaches to assess student performance or learning outcomes. There are times when authentic assessments can also be referred to as alternative assessments or performance assessments. Authentic assessment is a new

development from traditional assessment. In other words, the authentic assessment does not eliminate the role of traditional assessment.

Conducting an authentic assessment is very essential for the time being to ensure that students have sufficient competencies and skills to live in their environment. Authentic assessment allows teachers to know their students' real existing abilities.

CHAPTER FIVE
WHAT EVERY TEACHER SHOULD DO IN PLANNING AND CONDUCTING THE LEARNING PROCESS

Planning means compiling steps to solve a problem or the implementation of a job directed at achieving certain goals. Planning is a projection of what is required in order to achieve a legitimate purpose and worth. Planning is concerned with determining what will be done, planning precedes implementation because planning is a process of determining where to go and identifying the requirements needed in the most effective and efficient way.

While teaching can be interpreted as a process carried out by teachers in helping, guiding, and directing students to have learning experiences. From the above understanding, the planning of teaching can be interpreted as the process of preparing subject matter, using instructional media, the use of teaching approaches and methods, and assessment in a time allocation that will be carried out at a certain time to achieve the goals that have been determined. Learning

planning is a process that should be developed by teachers including:

1. Formulating Learning Objectives. The formulation of learning objectives is generally grouped into three categories, namely the cognitive, affective and psychomotor domains. The cognitive domain includes goals related to memory, knowledge and intellectual abilities. The affective domain includes goals related to changes in attitudes, values, feelings and interests. The psychomotor domain includes goals related to manipulation and motor (motor) abilities. Formulating learning goals is not just making a goal. But it must be formulated based on cognitive, affective and psychomotor aspects. In addition, learning objectives are translated from the basic competencies contained in the curriculum.

2. Organizing the Material. Organizing teaching material aims to determine the main points of the material to be taught by making a summary. Every subject matter must always be adapted to instructional objectives. The subject material should be in accordance with

the level of education or development of students in general, systematically organized and continuous, and includes things that are factual or conceptual. To get ease in teaching material, the teacher should identify the types of material students must learn. This is because each type of material, including facts, concepts, principles and procedures, requires different strategies, methods and learning media.

3. Method Selection. A method is one of the tools to achieve learning objectives by utilizing methods accurately the teacher will be able to achieve instructional goals. The teaching method is a way that contains standard procedures for carrying out educational activities, specifically the presentation of material to students. The selection of teaching methods is influenced by several factors namely students, goals, situations, facilities and teachers. Therefore, teachers must be creative in choosing the right method in every teaching and learning activity.

4. Selection of Media or Learning Resources. Media or learning resources

are a means to help student learning processes. Quality education requires the support of the selection of learning resources and adequate tools in the form of books that allow students to obtain extensive material to facilitate the acceptance of lessons. Adequate means and learning resources will create a learning environment that is conducive to supporting the effectiveness and creativity of student learning.

5. Determine the Form of Learning Outcomes Assessment Procedure. Efforts to determine the form of learning outcomes assessment procedures are by measuring student learning progress. Measuring and assessing how far the students' mastery of the lesson. In this case, evaluating students includes several tests including oral tests, written tests and deeds tests. The results of this evaluation can be measured against the learning objectives that have been made, whether these goals have been achieved or not.

6. Determine Learning Steps. Improving the quality of education is closely related to the determination of learning steps

according to the curriculum and the learning process that will be implemented. This includes the management of the Institute of Education Administration, developing education and teaching programs in the form of curriculum determination and the process of learning activities, the learning process that takes into account the elements of skills, procurement and development of teaching staff, education and direction to students in the fields of skills, procurement and structuring of facilities as well educational facilities, the program's assessment system process from the elements of student skills.

7. Establishing Time Allocation in Submission of Subjects to Students. Before a teacher teaches, then the teacher should make a schedule to determine the subject to be taught during class hours. Appropriateness of time that is set well will also determine the achievement of learning objectives. In terms of determining the allocation of time must pay attention to the difficulty of the material, breadth, scope of the

material and the level of importance of the material being studied.

8. Presentation of Written Learning Implementation Plan. The Learning Implementation Plan is the preparation of the teaching teacher for each meeting. This learning implementation plan serves as a reference to carry out the teaching and learning process in the classroom to be more effective and efficient. Before carrying out teaching, the teacher must make a lesson plan (RPP). The lesson plan functions as a learning process scenario to make it easier, and create learning activities that are more directed towards the learning objectives.

The implementation of learning is closely related to the creation of an environment that allows students to actively learn, the development of aspects of knowledge, attitudes and skills of students, adjustments to the activity plan and classroom management. The teaching and learning process must be oriented to the environment without ignoring the principles of personality, and educational outcomes must be useful and utilized by the community. Teaching and learning activities

are said to be successful from the process if students are actively involved both physically and mentally in the teaching and learning process. As for some of the abilities that a teacher must have in carrying out learning, namely:

1. Ability to Open Lessons. Opening a lesson is an effort or activity carried out by the teacher in teaching and learning activities to create preconditions for students so that mental and attention are focused on what will be learned so that the business has a positive effect on learning activities. This activity is carried out by the teacher to create an atmosphere ready mentally and focus students' attention on the things they will learn. Pre-learning can also be done by teachers by paying attention to student attendance, neatness, order and learning equipment.

2. Ability to Master Lessons. The teacher must be able to master the material or material that will be taught to students so that the desired learning objectives can be achieved. The details of the material must be clear and relevant to

the theme or topic to be taught and must have a high application value.

3. Ability to Explain. The ability to explain in teaching is the presentation of information orally which is systematically organized to show the relationship with one another. The purpose of providing an explanation is to guide students to obtain and understand laws, propositions, facts, and principles in an objective and reasoned manner.

4. Ability to Use Teaching Methods. In using teaching methods, the teacher should adjust to the conditions and class atmosphere as well as the number of students in the class. The planned method must involve student activities in the process of observing the skills of students' combined teaching and learning activities. Some methods that can be applied in the learning process are lectures, questions and answers, discussions, demonstrations, experiments, simulations, group work, field trips and socio drama.

5. Ability to Utilize Teaching Media. In the process of teaching and learning media is needed because when in teaching

activities, the unclear material delivered can be helped by presenting the media as an intermediary. So it can be understood that the media is a tool that can be presented as a distributor of messages and can stimulate the thoughts, feelings and wishes of students so that it can encourage the learning process in itself. From the description above, it can be understood that the use of media as a tool cannot be arbitrary according to the wishes of the teacher but must pay attention and adjust between the media used with the learning objectives. In using teaching media the teacher should pay attention to the general requirements below:

1. The teaching media used must be in accordance with the stated learning objectives.

2. The teaching media used can respond to student learning.

3. The teaching media must be in accordance with the individual conditions of students.

4. The Ability to Ask and Respond to Student Responses

In the teaching and learning process, asking questions is a very important skill to have. Because well-structured questions and appropriate pitching techniques will have a positive impact on students. The questions given should be adapted to the conditions and abilities of students who deliver as far as possible in easy to understand language. Try not to cause fear or reticence to students who can influence the answers to the questions that are given. It is better if the questions given are memorable so that students do not feel pressured and dare to answer their questions.

1. Ability to Involve Students in the Learning Process. Teaching is an effort to provide a stimulus (stimulus), guidance, direction and encouragement to students so that the learning process occurs. The active role of students is needed in teaching and learning activities so that instructional goals are achieved. Teachers are expected to be able to prepare the psychological condition of students in learning so they can be calm in accepting the lessons given.

2. Ability to Use Time Efficiently. One obstacle that is often experienced in

teaching is a matter of time. Often someone teaching cannot control time. As a result, it can happen the lesson material has been completed, but time is still long. Or conversely, time is up, the material is not finished. This has an influence on the teaching and learning process carried out. Therefore, teachers are needed who are able to make accurate and effective time management. Time management is said to be good if there is a match between the time used as subject matter. Material that is quite difficult certainly requires more time than material that is quite easy, as well as subject matter that requires practice in the laboratory and which does not require practice.

3. Ability to Close Lessons. Closing the lesson is an activity carried out by the teacher to end the lesson or teaching and learning activities. The effort to close the lesson is intended to provide a comprehensive picture of what students have learned, know the level of student achievement and the level of success of teachers in teaching and learning. make a summary. In addition, ending this lesson can be in the form of suggestions

for example asking students to relearn at home about the material they have just learned.

CHAPTER SIX
DEVELOPMENT OF NATIONAL EDUCATION CURRICULUM IN INDONESIA

The curriculum becomes a reference component for each education unit. The curriculum develops in line with the development of educational theory and practice, but it also varies according to the flow or theory of education adopted by policymakers. The curriculum has a very central position in the whole education process. The curriculum also directs all forms of educational activities towards the achievement of educational goals. So that the curriculum becomes a basic element in an education program service. The curriculum also has an important role in education, its relation to determining the direction, content, and process of education which ultimately determines the type and qualifications of graduates of an educational institution. In other words, the curriculum becomes an absolute requirement of education and the curriculum is an inseparable part of education and teaching. Therefore, it is very difficult to imagine how the form of the implementation of an education without the curriculum.

Basically, the curriculum does not only consist of technical instructions of learning material. The curriculum is a planned and comprehensive program, which indirectly describes the management of a nation's education. With so automatically the curriculum plays a very important and strategic role in the advancement of a country's education.

The effectiveness of curriculum implementation and development in the field is very dependent on the competence of teachers and the facilities available in schools to facilitate teachers in articulating the topics contained in the curriculum. The teacher runs everything that happens in the classroom or in extra-school organizations. Therefore, the success of curriculum development also depends on the management of each teacher. The curriculum itself in each education unit is a driving force for education. With the suitability and accuracy of each component in the curriculum, it is expected that the goals and objectives of education will be maximally achieved.

Because the role of the curriculum itself is very important in efforts to achieve national education goals, the Indonesian government has made various efforts to revise, develop and

perfect the design of Indonesia's national education curriculum to be able to produce quality and competitive educational processes and products. To date, nine curricula have been developed and implemented in the national education system.

The curriculum is not static, so the emergence of the curriculum is adapted to the times and demands of the advancement of life in society. The curriculum is always developing and aligning itself with the progress of the times. For this reason, curriculum development is a dynamic and integrative process that does need to be pursued through systematic, professional steps and involves all aspects related to the achievement of national education goals. But if we look at the field of curriculum changes that are felt to be an extreme cycle, it even shows a lot of problems because the curriculum changes themselves are too frequent. Every change of leadership regime or change in the ministry of education itself is almost certain that there will be a change in the curriculum that eventually makes the actors in the education sector get lost in the curriculum that is not clear. Curriculum changes should not be carried out radically, like the next official just to continue what his predecessor had left behind.

The education curriculum in our country has undergone several changes starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, until 2013. The existence of curriculum changes is basically an effort to improve the previous curriculum. In the new curriculum certainly, there are new things as well, whereas in the old curriculum there are certainly reasons or problems that become the background of the emergence of innovation in education in which there is a curriculum as the driving system.

Following are the curriculum developments that have taken place in the world of education in Indonesia:

1. Curriculum 1947

The beginning of the curriculum was formed in 1947, which was named the Learning Plan 1947. This curriculum at that time continued the curriculum that had been used by the Dutch, because at that time it was still in the process of struggling for independence. The main characteristic of this curriculum is more emphasis on the formation of a sovereign human character and equal with other nations.

The first curriculum that was born during independence. In Dutch it means that lesson plans are more popular than the curriculum

(English). Changes to the educational grid are more political: from Dutch educational orientations to national interests. The principle of education is set Pancasila.

The 1947 Lesson Plan was only implemented by schools in 1950. Some circles mention the history of curriculum development starting from the 1950 curriculum. The form contained two main points:

a. List of subjects and teaching hours
b. Teaching outlines (General Guidelines For Teaching And Learning Process)
c. The 1947 lesson plan reduces the education of the mind in the cognitive sense, but the priority is character education or behavior (value, attitude), including
d. State and social awareness
e. The subject matter is connected with daily events
f. Attention to art and physical education

2. Curriculum 1952

After the 1947 learning plan, in 1952 the Indonesian curriculum underwent improvements. By changing its name to Study Plan of Unraveling 1952. What characterizes this curriculum is that every lesson must pay

attention to the content of the lessons related to daily life.

This curriculum is more detailed in each subject, therefore called the Unraveled Study Plan 1952. "The syllabus of the subject is very clear, a teacher teaches one subject," said Djauzak Ahmad, Director of Basic Education at the Ministry of National Education 1991-1995.

3. Curriculum 1964

At the end of President Soekarno's era, the 1964 Education Plan or curriculum emerged that focused on the development of creativity, taste, intention, work and morals. Subjects are classified into five groups of fields of study: moral, intellectual, emotional/artistic, skillful and physical. Basic education places more emphasis on knowledge and practical functional activities. After 1952, by 1964, the government had again refined the education curriculum system in Indonesia. This time it was named Education Plan 1964. What characterizes this curriculum, learning is centered on the Pancawardhana program, namely the development of morals, intelligence, emotions, and physical.

The way to learn is carried out using the guided mutual cooperation method. In

addition, students are given the freedom to practice activities in the fields of culture, art, sports, and games, according to students' interests. The 1964 curriculum is a tool to form Pancasila Indonesian, with characteristics as stipulated in the MPRS No. II of 1960. Conducting education with the 1964 curriculum changed the grades on report cards for grades I and II into literary A, B, C, D. while for grades II to VI they still use a score of 10-100. The 1964 curriculum is a separate subject curriculum, which separates subjects based on five groups of subject areas (Pancawardhana). Subjects in the 1964 curriculum are:

a. Moral Development

1) Community education

2) religious education/manners

b. Development of Intelligence

1) Regional Language

2) Indonesian

3) Counting

4) Natural Knowledge

c. Emotional or Artistic Development

   Arts Education

d. Police Development

   Police Education

e. Physical Development

Physical Education / Health

This curriculum has been challenged by many educators because they consider it more appropriate to use the Pancasila education system. Therefore, now the Pancawardhana education system is no longer used, including curriculums based on that system.

4. Curriculum 1968

The 1968 curriculum is a renewal of the 1964 curriculum, namely the change in the structure of the educational curriculum from Pancawardhana to fostering the soul of the Pancasila, basic knowledge, and special skills. The 1968 curriculum is a manifestation of the implementation of the 1945 Constitution in a pure and consistent manner.

In terms of educational objectives, the 1968 curriculum aimed at emphasizing education on efforts to establish true, strong, and healthy human Pancasila, physically, morally, morally, and religious beliefs. The contents of education are directed at activities that enhance intelligence and skills and develop a healthy and strong physique. The birth of the 1968 curriculum was political: it replaced the 1964 Education Plan which was imaged as a product of the Old Order, its aim at the formation of true Pancasila people. The 1968 curriculum emphasizes the

organizational approach of subject matter: Pancasila coaching groups, basic knowledge, and special skills.

The 1968 curriculum was born with ideological political considerations. The educational objectives of the 1964 curriculum aimed at creating an Indonesian socialist society were suppressed, education at this time was more emphasized to form true Pancasila people. The 1968 curriculum is a correlated subject curriculum, meaning that subject matter at the lower level has a correlation with the secondary school curriculum. The fields of study in this curriculum are grouped into three broad groups: the development of Pancasila, basic knowledge, and special skills. The number of subjects is 9, which contains only the main subjects.

The content of the subject matter itself is only theoretical, no longer associated with factual problems in the surrounding environment. The method of learning was strongly influenced by the development of education and psychology in the late 1960s. The 1968 curriculum structure is as follows:

1. Fostering the Soul of the Pancasila
1) Religious Education

2) Citizenship Education

3) Indonesian

4) Regional Language

5) Physical Education

2. Development of Basic Knowledge

1) Counting

2) science

3) Family Welfare Education.

3. Special Skills Development
   Vocational Education

5. 1975 curriculum

The 1975 curriculum is a substitute for the 1968 curriculum which emphasizes objectives so that education is more efficient and effective. 1975 curriculum as an effort to realize the development strategy under the New Order government with the Pelita and Repelita programs.

Methods, materials and teaching objectives are detailed in the Instructional System Development Procedure. This era is known as the "unit of study", namely the lesson plan for each unit of discussion. Each unit of study is broken down again: general instructions, specific instructional objectives, subject matter, learning tools, teaching-learning activities and evaluations. The 1975 curriculum was widely criticized. The teacher

is busy writing details of what will be achieved from each learning activity. The 1975 curriculum subjects are:

a. Religious education
b. Moral Education of the Pancasila
c. Indonesian
d. Social studies
e. Mathematics
f. Natural science
g. Sports and Health
h. Art
i. Special skill

6. 1984 curriculum

1984 curriculum brings the process skill approach. Although prioritizing the process approach, the goal factor remains important. This curriculum is also often called the "Improved 1975 curriculum". Student positions are placed as learning subjects. From observing something, grouping, discussing, to reporting. This model is called Active Student Learning or Student Active Learning (SAL). An important figure behind the birth of the 1984 curriculum is Professor Dr. Conny R. Semiawan, Head of the Ministry of National Education Curriculum Center for the period 1980-1986 who was also the Chancellor of

IKIP Jakarta now the Jakarta State University from 1984-1992. The Active Student Learning concept is theoretically beautiful and the results are good in the schools that were tested, experiencing many deviations and reductions when applied nationally. Unfortunately, many schools are less able to interpret Active Student Learning. What was seen was a noisy atmosphere in the classroom because students were discussing, here and there there were patches of pictures, and what was striking was that teachers were no longer teaching the lecture model. Active Student Learning rejection appeared.

The 1984 curriculum appeared as an improvement or revision of the 1975 curriculum. The 1984 curriculum had the following characteristics:

a. Oriented to instructional goals.
b. The teaching approach is centered on students through active student learning
c. The subject matter is packaged using a spiral approach.
d. Instill understanding first before being given training.
e. The material is presented based on the level of readiness or maturity of students.
f. Using the process skills approach.

7. 1994 curriculum and 1999 supplement

The 1994 curriculum revolves more on efforts to integrate previous curricula. "His soul wants to combine the 1975 curriculum and the 1984 curriculum between the process approach," Mudjito explained. However, the combination of objectives and processes has not been successful. Criticism is occured because the burden of student learning is considered too heavy. From national to local content. Local content material is adjusted to the needs of each region, for example, the language of the arts, regional skills and others. The various interests of community groups also insist that certain issues be included in the curriculum. As a result, transformed into a super-dense curriculum.

The fall of the Soeharto regime in 1998, followed by the presence of a 1999 curriculum supplement. But the change was more to add some material. The 1994 curriculum was made as a refinement of the 1984 curriculum and implemented in accordance with Law no. 2 of 1989 concerning the National Education System. This has an impact on the system of learning time-sharing, which is changing from the semester system to the quarterly system. With a quarterly system that is divided into

one year into three stages, it is expected to provide an opportunity for students to be able to receive enough subject matter.

The salient features of the 1994 curriculum, including the following:

a. The division of stages of learning in schools with a quarterly chess system.

b. Learning in schools emphasizes more on the subject matter (oriented to subject matter or content).

c. The 1994 curriculum is populist, that is, which applies a curriculum system for all students throughout Indonesia. This curriculum is a core curriculum, so those specific areas can develop their own teaching tailored to the environment and the needs of the surrounding community.

d. In implementing activities, teachers should choose and use strategies that involve students actively in learning, both mentally, physically and socially. Inactivating students, teachers can provide forms of questions that lead to convergent, divergent answers (open, it is possible for more than one answer) and inquiry.

e. In teaching a subject it should be adjusted to the specific

concepts/subjects and the development of students' thinking, so it is expected that there will be harmony between teaching that emphasizes understanding of concepts and teaching that emphasizes skills in problem-solving.

f. Teaching from concrete things to abstract things, from easy things to difficult things and from simple things to complex things.

g. Repetition of material that is considered difficult needs to be done to strengthen understanding.

During the 1994 curriculum, several problems emerged, mainly as a result of the tendency towards a material mastery approach (content-oriented), including the following:

a. Student learning load is too heavy because of the number of subjects and the amount of material or substance of each subject

b. The subject matter is considered too difficult because it is less relevant to the level of development of students' thinking, and less meaningful because it is less related to the application of daily life.

The above problems were when the curriculum was implemented in 1994. This prompted policymakers to improve the curriculum. One of the efforts to improve the implementation of the 1994 curriculum supplement. The improvement was carried out while still considering the principles of curriculum improvement, namely:

a. Continual curriculum improvement is an effort to adjust the curriculum to the development of science and technology, as well as the demands of the community's needs.

b. Completion of the curriculum is carried out to get the right proportion between the objectives to be achieved with the burden of learning, student potential and the state of the environment and its supporting facilities.

c. Completion of the curriculum is carried out to obtain the truth of the substance of the subject matter and its suitability with the level of student development

d. Completion of the curriculum considers various related aspects, such as the purpose of learning material, evaluation and infrastructure including textbooks.

e. Improving the curriculum does not make it difficult for teachers to implement it

and still be able to use textbooks and other educational facilities available in schools.

f. Improving the 1994 curriculum in primary and secondary education is carried out in stages, namely the short-term improvement phase and the short-term improvement.

8. 2004 curriculum

The 1994 curriculum was further refined as a response to structural changes in governance from centralized to decentralized as a logical consequence of the implementation of Law no. 22 and 25 concerning regional autonomy. In this era, the curriculum developed was named the Competency-Based Curriculum (CBC). CBC is a set of plans and arrangements regarding competencies and learning outcomes that students must achieve, assessment, teaching and learning activities, and empowerment of educational resources in the development of school curricula (MONE, 2002).

This curriculum focuses on developing the ability to perform (competency) tasks with certain performance standards, so the results can be felt by students, in the form of assignments to a certain set of competencies.

KBK is directed to develop student's knowledge, understanding, abilities, values, attitudes, and interests so that they can do something in the form of skills, accuracy and success with full responsibility. The characteristics of the CBC according to the Ministry of National Education (2002) are as follows:

a. Emphasizing the achievement of student competencies both individually and classically.
b. Oriented on learning outcomes (learning outcomes) and diversity.
c. Submission in learning using a variety of approaches and methods.
d. Not only learning resources but also other learning resources that meet the educational element.
e. Assessment emphasizes the process and learning outcomes in an effort to master or achieve a competency.

9. 2006 curriculum

This KTSP is a form of implementation of Law No. 20 of 2003 concerning the National Education System which is elaborated into a number of regulations including Government Regulation Number 19 of 2005 concerning National Education Standards. Government

regulations provide guidance on the need to develop and implement eight National Education Standards, namely:

a. Content standard
b. Process standard
c. Graduation competency standards.
d. Standards for educators and education personnel
e. Facilities and infrastructure standards
f. Management standards, financing standards
g. Educational assessment standards

The curriculum is understood as a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as a guideline for organizing learning activities to achieve certain educational goals, then with the issuance of Government Regulation Number 19 of 2005, the government has led education practitioners to implement the curriculum in the form of Education Unit Level Curriculum, which is an operational curriculum that is structured and implemented in each education unit.

Substantially, the enactment of the Education Unit Level Curriculum (School-Based Curriculum) is more to implementing existing regulations, namely PP No. 19/2005.

However, the essence of the content and direction of learning development is still characterized by the achievement of competency packages (and not the completion of a subject matter), namely:

a. Emphasizing the achievement of student competencies both individually and classically.
b. Oriented on learning outcomes (learning outcomes) and diversity.
c. Submission in learning using various approaches and methods.
d. Learning resources are not only teachers but also other learning resources that meet the educational element.
e. Assessment emphasizes the process and learning outcomes in an effort to master or achieve a competency.

There is a fundamental difference compared to the Competency-Based Curriculum (CBC)in 2004 and the CBC in 2006 (School-Based Curriculum), that schools are given full authority in preparing their education plans by referring to established standards, starting from the objectives, vision-mission, curriculum structure and content, learning load, educational calendar to the development of the syllabus.

10. Curriculum 2013

The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of society, nation, state and world civilization.

The philosophical foundation in curriculum development determines the quality of students to be achieved by the curriculum, the sources and contents of the curriculum, the learning process, the position of educated participants, the assessment of learning outcomes, the relationship of students with the community and the surrounding natural environment.

The 2013 curriculum was developed with a philosophical foundation that provides the basis for the development of all potential learners to become qualified Indonesian people listed in national education goals.

Basically, there is no single educational philosophy that can be used specifically for curriculum development that can produce quality human beings. Based on this, the 2013 curriculum was developed using the following philosophy.

a. Education is rooted in the nation's culture to build the life of the nation today and in the future.
b. Students are the heirs of the nation's creative culture.
c. Education is intended to develop intellectual intelligence and academic excellence through the education of scientific disciplines.
d. Education to build a better present and future life from the past with a variety of intellectual abilities, communication skills, social attitudes, caring, and participating to build a better society and nation life.

With this philosophy, the 2013 curriculum intends to develop the potential of students to have the ability to think reflectively for solving social problems in society and to build a better democratic society.

Curriculum Problems

There are various problems in curriculum development. These problems occur due to several factors as the cause, including:

Specific curriculum problems. To the teacher: the teacher lacks participation in curriculum development due to several things namely lack

time, dissent, both in front of fellow teachers and the principal and administrator, because of the ability and knowledge of the teacher himself.

Curriculum development requires support from the community both in funding and in providing feedback on the education system or curriculum that is being implemented. The community itself is a source of input from schools.

Cost issues: for curriculum development, especially for experimental activities both methods, content or the system as a whole often costs a lot.

Principal: in this case, the principal should have an in-depth background in curriculum theory and practice. The principal is a component that has an important role in curriculum development, especially in the school environment where he serves.

Bureaucracy: consists of inspectors in the Regional Office and also parents and community leaders. The principal and his staff cannot work within the standard framework set by the Ministry of Education and Culture.

Scope of curriculum

The scope of the curriculum covers the breadth of topics, learning experiences,

activities, organizing curriculum elements and the relationship of integrating these curriculum elements. Coverage deals with delivery, delivery of lessons at the same time and level. In other words, the scope refers to what the curriculum elements are, what are the management and relationship integration of the curriculum elements. The problem of coverage does not apply to just one subject, but the developmental harmony between subjects must be considered both simultaneously (parallel) and gradually (successively).

Relevance
Relevance is related to the usefulness and meaningfulness of a curriculum for people, society and the nation. Relevance or suitability is an essential issue that must get serious attention in curriculum development, this is because relevance is associated with issues of the world of work (vocation), population, interpersonal relationships and various other community activities related to culture social, political and so on. However, even though it is clearly seen that the issue of relevance develops according to the usefulness and meaningfulness of the curriculum for the

community, nation, and even for the national community in the world at large.

Balance

The balance (balance) means giving proper weight to each component of the curriculum, so there is no imbalance in the future is known as ongoing evaluation of learning at the national level. The curriculum developed should have a balance. Some variables also need to be considered; these variables are as follows:

a. A student-centered, learning-centered curriculum
b. Student needs and community needs
c. General education and special education
d. The breadth and depth of the curriculum
e. The cognitive, affective, psychomotor domains
f. Individual and community education
g. Innovation and tradition
h. Logical and psychological
i. Expected academic needs
j. Experience and strategy methods
k. The world of work and games
l. School and community institutional discipline as a resource in education
m. Institutional goals
n. Disciplines

Articulation

Articulation is defined as the linkage between groups of elements or elements across levels of school. Examples can be seen between elementary and junior, junior and senior high schools and high schools and universities, which are also not separated in the dimensions of sequences and like continuity Oliver (Olivia, 1992) explains the notion of articulation divided into 2, namely as horizontal articulation and vertical articulation (continuity) from here we can know that the sequence, continuity, and articulation are related to one another. The articulation is a sequence plan of units of subject matter across levels.

Integration

Curriculum developers need to pay attention to the integration, integration and integration of interdisciplinary disciplines, such as:

    a. How to create correspondence (correspondence) between National Education Objectives (tupenas), Institutional Objectives and

Instructional Objectives that must be included in the curriculum required mechanisms to monitor the alignment of the achievement of these goals so that if there is a discrepancy action can be immediately corrected.

b. How to foster a clear relationship between components of curriculum objectives (instructional), learning material, learning activities and evaluation.

Sequence

The sequence is the arrangement or sequence of groupings of activities or steps carried out in curriculum planning. Curriculum development needs to pay attention to the set of curriculum elements. In other words, the sequence includes when and where the main points are placed and carried out in relation to the rate of movement from the lowest level to the highest level. Sequences are logical and chronological arrangements of learning units and materials according to units, institutions, and levels. Some guidelines that can be used as a reference in preparing curriculum elements, as follows:

a. Starting from the simple to the complex
b. According to the chronological flow

c. Reverse from the chronological flow
d. From far geographical to near ones, or from close ones to far ones
e. From the concrete to the abstract
f. From general to special, or from special to general

Continuity

The meaning of continuity is vertical repetition, which is complex and sophisticated in an effort to improve learning outcomes. Repetition does not only mean repetition of learning content but repetition of curriculum elements. In other words, continuity is a plan for the introduction and reintroduction of the same material units at various levels, in an effort to increase understanding and complexity

Transfer Ability

Curriculum development needs to pay attention to the elements that need to be transferred. For this reason, curriculum developers need to set goals, select learning content or material, and select learning strategies that lead to the maximum utilization of the transfer process. Basically, something that is given by the school is a "process of

transferring values", that is, anything learned at school should be applied outside of school when the student has completed his education. Thus the process of education outside of school can enrich the lives of their students.

If teachers want to transfer values, then first the general principles of the transfer process must be considered, namely:

a. A transfer is the conscience of education
b. The transfer process is possible
c. The transfer process starts from a situation that is closer, to situations outside the classroom that are further and wider
d. The results of the transfer will be more meaningful (meaningful) if the teacher helps students in derivating, generalizing, and establishing these generalizations
e. In general, it can be said that when students gain knowledge for themselves, the transfer process has been successful.

Curriculum Solutions

A curriculum can achieve goals in accordance with educational objectives if you pay attention to the following points.

1. Basic Curriculum

The general goal in education must be the basic foundation. The existence of clear educational goals can make it easier to determine the contents of education. There are three aspects that must be considered in determining the content of education, including:

1. National Mission
2. Socio-Cultural Aspects
3. Aspects of Development and Modernization, including coaching, rationality, efficiency, productivity and fostering science and technology.

2. Educational Policy

The foundation of educational policy needs to be identified first. There are at least 3 policies in education, namely:

1. General policies that follow the government's obligations in carrying out learning obligations, guiding the community, educating the community and advancing national culture.
2. Policies in school education include aspects of:

      a. Schools must be development-oriented

      b. Schools must be an integral part of society

      c. Improving the quality of education and equitable education

3. Wisdom outside of school.

   In this case, the things to note are:

      a. Foster community initiatives and efforts in the administration of education

      b. The government disciplines and fosters community efforts in the administration of education

3. Educational programs

Educational programs that must be considered in the curriculum include:

1. Renewal of education in schools through

      a. Streamline coordination between the Ministry of Education and Culture component of management and relations with other departments participating in education.

      b. Prepare a long-term plan that can be detailed phasing in the short term.

      c. Filling out the above plan integrally in the sense of covering all aspects of the curriculum

      d. Provision of educational logistics

2. Youth and cultural sports education programs
3. Labor supply program
4. Variables related to education

In this case, there are variables that need to be considered

1. Social traditions and aspirations
2. Humans, child development and society
3. Demographics
4. Ecology
5. Educational facilities and infrastructure
6. Current educational conditions
7. National and international politics
8. Modernization process

In paying attention to the variables above it is expected that the curriculum mechanism process is not in a hurry (as long as it is finished), but takes a scientific process that can be justified. It should be remembered that the curriculum does not only apply for a few moments because planning is not done properly, this is generally detrimental to the nation, country, society and especially with regard to education.

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Curricullum Vitae

Ida Ayu Made Sri Widiastuti was born in Karangasem, April 23, 1982. She is called shortly by Dayu Widia. She completed her senior high school SMKI Bali in 2000. She attended education in Indonesian Tourism Management (MAPINDO) majoring in Food and Beverage Service and worked at several hotels in the Nusa Dua area from 2001-2006 including one of the star hotels in Singapore in 2001-2002. Some of the achievements that have been achieved including (1) being the first winner of the national fashion competition held by a company in Singapore; (2) the main female actress in a movie entitled "**Memanah Rembulan Mengejar Matahari**" which was produced by TVRI Pusat Jakarta in 1999, and (3) the main female actress in a short movie entitled "**Narakusuma**" produced by TVRI Bali in 2000.

She continued her undergraduate program (Bachelor degree) at University of Mahasaraswati Denpasar in 2006. After completing the bachelor degree in 2010, she was appointed as a lecturer in the English Language Education study program at the University of Mahasaraswati Denpasar until

now. Furthermore, in 2011, she continued her postgraduate program for master degree in 2 (two) universities, namely Udayana University (Linguistic study program with the concentration of Language Learning and Teaching) and University of Education Ganesha Singaraja (English Language Education program). She obtained her Masters degree in Humanities (M. Hum.) and Master of Education (M.Pd.) in 2013. Currently, she is studying in a doctorate program (English Language Teaching) at Malang State University (UM) since 2015 and gets a **Domestic Postgraduate Education Scholarship** (**Beasiswa Pendidikan Pascasarjana Dalam Negeri, BPP-DN**) from the Ministry of Research, Technology and Higher Education (Kemenristekdikti).

Since conducting her study, she has published some journals and conferences proceeding articles as follows:

(1) Widiastuti, I. A. M. S., & Saukah, A. (2017). Formative Assessment in EFL Classroom Practices. Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni dan Pengajarannya, 45(1), 050–063. https://doi.org/10.17977/um015v45i12017p050. (**Published, National Accredited**);

(2) Widiastuti, I. A. M. S. (2018). EFL Teachers' Beliefs and Practices of Formative Assessment to Promote Active Learning. Asian EFL Journal, 20(5), 96–112. (**Published, Scopus indexed**);

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During her doctoral program at UM, she also obtained several research grants and scholarships from Ministry of Research, Technology, and Higher Education (Kemenristekdikti) including the **Doctoral**

Research Grant (**Hibah Penelitian Doktor**) and **Sandwich-like program for the International Publication Quality Improvement** (**Peningkatan Kualitas Publikasi Internasional, PKPI**) at Griffith University, Australia both in 2018.

Moreover, she has published some books including **Basic English and Hotel Knowledge (2012), Berita Dalam Penulisan Cerita Pendek (2013, 2017), Getting in Touch in English (2015, 2018), and Formative Assessment and Its Implementation Strategies (2019), Classroom-Based Assessment for Professional Teachers (2018), Lesson Planning and Material Development (2019), Teaching and Learning for Effective Classroom (2019), English for Professional Hotel Personnel (2020).** Besides those published books, the author has also written a book entitled "**My Journey: Bridging Your Bright Future**" in February 2019 right after she completed the PKPI/Sandwich-like program. It tells a story about her journey during joining a scholarship of the PKPI/Sandwich-like program for three months in 2018.

A curriculum as an educational design has a very strategic position in all aspects of educational activities. Seeing the importance of the role of the curriculum in education and in the development of human life, then in the preparation of the curriculum can not be done without understanding the basic concepts of the curriculum. The curriculum itself has a function that is as a guideline in the implementation of educational activities in schools for the parties involved, both directly and indirectly, such as teachers, principals, supervisors, parents, the community and the students themselves.

The curriculum as an educational substance needs to be decentralized, especially in the development of learning syllabus and its implementation that is adjusted to the demands of student needs, the state of the school, and the condition of the school or region. Thus, schools or regions have sufficient authority to design and determine teaching materials, learning activities, and assessment of learning outcomes.