

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Curriculum

The educational institution is an aspect that has a specific purpose. In achieving these goals an educational institution must have a guideline called a curriculum. Roberts, (1988) defines the curriculum as a scaffolding of all learning and planning that has been designed to be implemented both individually and in groups in the learning system. Meanwhile Rochmawati, (2017) defines the curriculum is a systematic planning tool consisting of goals, content, subject editions, and activities to achieve the goals of education, which planned and guided by the school whether it is carried on in group and or individually inside and outside the school. In another word curriculum is a set of rules and learning systems that guide learning and teaching activities. Curriculum also known as a set of media and plans guided by educational institutions to achieve the goals of education.

The curriculum is designed and prepared to achieve the goals of education, which is generally considered the central curriculum for students, this happens because with the establishment of the curriculum students can be directed and develop according to the expected goals. According to Rochmawati, (2017) the material being studied is not a subject that is only taught separately but educators must be able to modify the learning into a meaningful experience for students. Therefore, the aim of designing a curriculum is to lead the students to achieve the goals of education and give the students the acquisition of meaningful learning experience.

As a set of rule and plan of activity curriculum also has a function. Farid, (2006) stated that there are six functions of curriculum, they are adjustment function, differentiation function, preparation function, selection function and diagnostic function. The six functions will be described as below:

1. Adjustment Function

Each individual has dynamic functions and abilities in adapting to the surrounding environment, this is because over time the environment will always change. Therefore, the ability to adapt to the environment must be owned by each individual. This also occurs in the curriculum, along with the need for improving the quality of education, the curriculum must always be dynamic and adapt to the needs of students. With an increase in the quality of education in the curriculum, it is hoped that students can get better individual quality.

2. Integration Function

The curriculum can be said to be feasible is when its function can be integrated with students which it is known if students are part of society. The function of the curriculum as an educational instrument is expected to be able to make students become complete individuals and be useful for society.

3. Differentiation Function

The curriculum as a scaffolding of planning and learning objectives must be able to have a differentiation function. The purpose of the differentiation function here is that the curriculum should be able to provide services to the differences of each individual or student. This is because

each individual's interests and talents cannot be uniformed. So, the curriculum which is used as an educational tool must be designed flexibly to adapt to the differences of each of these individuals.

4. Preparation Function

In addition to the three functions above, another curriculum function is that as a medium which can direct students to be able to become individuals who are ready to adapt and ready to continue further studies. Preparation of continuous learning abilities is very important for students therefore the curriculum must be able to facilitate and encourage students to be able to have these kinds of abilities.

5. Selection Function

Each individual has different abilities. Recognition of these differences encourages and provides opportunities for students to freely choose their fields of interest. Therefore, the curriculum as a scaffolding of learning objectives must be designed broadly and have flexible criteria.

6. Diagnostic Function

The diagnostic function in the curriculum is meaningful if the curriculum can be used as an educational scaffolding that directs and helps students to find and understand their potential, including their strengths and weaknesses on the academic and non-academic side through exploration in the learning process. These weaknesses and strengths can be a strength for students who want to improve and save their abilities. However, even though the curriculum has been well designed, the awareness of each individual is the main thing that students should pay attention with.

There are four pillars regarding the function of the curriculum. These functions include general education, supplementation, exploration, and expertise. The first is the curriculum as a function of general education, which means that the curriculum must prepare students so that they have the provisions to become responsible members of society. For this reason, based on the first function, every learning activity in the curriculum should be meaningful for students, the goal is that they can internalize the values of life both knowing the obligations and rights of individuals and others. The second function is supplementary, which means that each individual has different abilities, for that the curriculum as an educational tool must be able to provide services to students following the portion of the differences that students have. Thus, students have the opportunity to develop abilities according to their talents and interests. Then the exploration function, in the student's exploration function the curriculum must be able to find students' interests and talents. And the last is the function of expertise, the curriculum is designed to help students develop abilities according to their talents and interests. Thus, the curriculum must be able to provide space for students to develop and explore their skills during the education process.

2.2 The 2013 Curriculum

The 2013 curriculum is the latest development from previous curricula. It emphasizes on the balance of hard skills and soft skills which includes three important aspects, namely: attitudes, abilities, and skills. In the context of the 2013 curriculum, students are more emphasized to instill values that are reflected in their attitudes which are directly proportional to the skills they acquire from school lessons. Or in other words, the development of soft skills and hard skills from students can develop and improve according to their education level after the implementation of the 2013 curriculum.

According to Vriska, (2014) there are six methods in the implementation of the 2013 curriculum, those methods are as follows:

1. The lecture method, in the 2013 curriculum this method is a learning method that involves students and teachers, in which the teacher has a major role in its implementation. The activity is a transfer of knowledge carried out by teachers to students.
2. Discussion method, after the lecture method is carried out another thing that must be done is the discussion method. The discussion method is an activity that provides more opportunities for students to process the information they get. Activities that can be carried out in the discussion are conducting scientific conversations, expressing opinions, processing information together, and making conclusions simultaneously. Then in general, in the implementation of this discussion method students are required to form a study group.
3. The question-answer method is the process of delivering material by giving questions to students to find out how deep the students understand the learning material and also aims to determine the levels of students' thinking.
4. In the experimental method, after students are provided with material and allowed to discuss the deepening of understanding of the material, students are asked to apply their knowledge through experiments. In this method, students are asked to try, observe, and evaluate certain activities.
5. Method of the solution, in this method the teacher is asked to provide a problem, and students are asked to solve the problem logically and scientifically.

6. The exemplary method, in this method the teacher is expected to be an exemplary role model that can be emulated by students.

Moreover, the 2013 curriculum is also known as a curriculum that has several complex assessment systems. Which the assessment must be integrated with knowledge systems, skills systems, attitude systems, and also behavior systems. With the existence of a complex assessment system in the 2013 curriculum, it is expected that the competencies generated by students can be measured maximally.

The assessment aims to achieve core competencies and basic competencies in the 2013 curriculum. Based on the regulation of the Minister of Education No. 24 of 2016, the core competencies in the 2013 curriculum are the level of students' ability to achieve graduation standards at each level. The components in the core competencies are as follows:

1. The core competencies of the spiritual attitude,

The core competence of spiritual attitudes is the ability of students who are assessed through spiritual attitudes which include faith, piety and noble morals. This competence is the most important competency in the 2013 curriculum, because the core competence of spiritual attitudes is related to the character building of students who are faithful, pious and able to practice the teachings of the religion they adhere to. According to Muhzuhri, (2017) this assessment can be done through 2 methods, namely assessment by the teacher and assessment between friends.

2. The core competencies of social attitudes

The core competence of social attitudes is the ability of students to become the next generation of the nation with noble character, independent, responsible and able to adapt well to the social environment. Similar to the competence of spiritual attitudes, according to Muhzuhri, (2017) in

the 2013 curriculum, social attitude assessment can be carried out by teachers and peers of students.

3. Knowledge core competencies

Knowledge core competencies are competency concepts that lead to students' understanding of the learning process. Or in other words, this competency reflects the scientific concepts of students through the teaching and learning process. According to Muhzuhri, (2017) there are three types of assessments that can be carried out on knowledge competencies, namely through written, oral and assignment tests.

4. Skills competence

Skills competency in the 2013 curriculum is the ability of students to develop and explore their knowledge. In this case, the type of assessment that can be done according to Muhzuhri, (2017) is based on performance, projects, portfolios, products and so on.

Then in addition to core competencies, based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia of 2016 in the 2013 curriculum, there are also basic competencies. Basic competencies contain subject matter and abilities in a subject in each educational unit which refers to core competencies which also consist of spiritual, social, knowledge and skills competencies.

After overviewing the characteristic of 2013 curriculum above therefore the teacher should be able to transfer the four cores knowledge in the curriculum 2013 to the students as well. Besides that, not only transfer good knowledge for the students but the teacher aslo must give the students such kind of experiences that can educate them to have good morale, faith and skills through the learning process.

Besides having a complex assessment, the 2013 curriculum also prioritizes attitudes, skills and knowledge. It certainly becomes a characteristic of curriculum 2013 that differentiates it from the previous curriculum. There are seven characteristics of the 2013 curriculum according to Permendikbud No. 69 of 2013 as follows:

1. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
2. Putting the school as part of the community that provides a learning experience so the learners can apply what is learned in the school to the community and utilize the community as a learning resource.
3. Developing attitude, knowledge, and skill and applying those in the various situation in schools and societies.
4. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
5. Developing the competencies expressed in terms of class core competencies which is specified more in the basic competence of subjects.
6. Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
7. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

On another hand, Nesaba, (2020) mentions several characteristics regarding the 2013 curriculum, namely:

1. Curriculum 2013 is a development or modification of the previous curriculum which emphasizes the development of a spiritual attitude to one and only God and also

emphasizes social attitudes towards society. Besides, the 2013 curriculum also aims to train students to use logic and also think critically about a problem they face both in the context of lessons at school and outside of school.

2. The 2013 curriculum aims to develop students' abilities, attitudes and skills so that they can apply these skills in schools and the community and it is also hoped that they will be able to become more active students.
3. The 2013 curriculum provides educators and students with sufficient time to develop skills, knowledge and attitudes.
4. Core competencies can be found in every subject.
5. The 2013 curriculum has class core competencies that are used as an organizing element that involves basic competencies in the learning process.
6. The 2013 curriculum also develops basic competencies as competencies that are based on accumulative principles.

According to Ahmad, (2018) there are some elements in the 2013 curriculum become the characteristics of this curriculum, they are basic competencies, subjects, content approach, curriculum structure, learning process, assessment of learning outcomes, and extracurricular. As previously discussed, the basic competition in the 2013 curriculum emphasizes the balance between soft skills and hard skills of students which includes three aspects, namely skills, abilities and attitudes.

There is a slight difference between the 2013 curriculum and the previous curriculum. If in the previous curriculum the teaching material was the main point, this is different from the 2013

curriculum which in the 2013 curriculum the target of competencies will develop the subjects itself. Or in other words, teaching material is a complement that is used to achieve predetermined competency targets.

2.3 Emergency Curriculum

The emergency curriculum is a simplification of the 2013 curriculum that was compiled and implemented by educational units during an emergency. Where in this curriculum basic competencies are designed to be simpler because they adapt to the needs and conditions of education nowadays such as during the Covid-19 pandemic. In other words, the emergency curriculum is a curriculum designed to make it easier for educational institutions to carry out teaching and learning activities in emergency situations, for example during the Covid-19 pandemic.

Based on a decree from the Ministry of Education and Culture, (2020) the purpose of this emergency curriculum is to provide flexibility and convenience for educational units to determine a curriculum that suits the needs of students during the Covid-19 pandemic. Other than that, the purpose of the emergency curriculum is to make the educational unit easier in implement the learning process. In another word the aims of emergency curriculum implementation to make the teacher easier in implementing the online learning, reduce the teaching load during online learning in pandemic covid-19 and reduce student burden on the demands of curriculum achievement.

In its implementation, emergency curriculum is used under special conditions that are not only designed by looking at the needs of students but must also consider three aspects of education, namely learning planning, learning activities and learning assessment, (Ministry of Education and Culture, 2020). Because the emergency curriculum was created based on the 2013 curriculum, so the basic competencies and core competencies contained in it are also made based on the

competencies in the 2013 curriculum, namely basic competencies and core competencies which include spiritual, social, knowledge and skills competencies.

According to the Ministry of Education and Culture, (2020) in the process of implementing it, educational units can carry out the process of simplifying the curriculum independently. Meanwhile, under special conditions, “educational units are not required to complete all curriculum achievements for class promotion or graduation” (Kemendikbud, 2020, p.3). In addition, in implementing the emergency curriculum, an educational unit can carry out the process of simplifying competencies independently by adjusting to the needs of students.

The implementation of the emergency curriculum indirectly changes the educational process from conventional to online learning. The transition of the learning process and the emergency curriculum is implemented not without a reason. The reason why the government is implementing an emergency curriculum like nowadays is because they want to break the chain of the spread of covid-19 in the realm of education. Therefore, the government has decided to carry out social distancing in the area of education by implementing a distance education system, (Kemendikbud, 2020).

The process of distance education in the emergency curriculum, requires technology in its application. The transition of that learning process seems to provide a unilateral decision for students, parents, and teachers because some of them are not ready to switch the conventional into online learning. Because it flows the students and teachers to use the technology as a medium and learning platform. But in case some of them still confused in using the technology for online learning therefore it could be problem and obstacle in the implementation of online learning. According to Agus, (2020) the obstacle of online learning in pandemic covid-19 situation are low mastery of technology, limited facilities and infrastructure, internet connection, and cost

consuming. In addition, it can be concluded if the biggest obstacles in the implementation of online learning during the pandemic covid-19 are cost consuming, unstable network and pilling up with the task.

But behind some of the difficulties during online learning, there are also several conveniences on its implementation, according to Febrianti, (2020) the advantages of online learning are the availability of various e-learning facilities where students can interact and communicate more easily anywhere and anytime without being limited by distance and time, teachers and students can carry out the learning process in a more structured manner, students can review lessons easily because the material is already stored on the computer, and information access is easy and can be accessed on the internet by students. In conclusion online learning provides many conveniences, such as learning without limits and increasing the use of technology in the education sector so that it can encourage educational activities to be more advanced and efficient.

2.4. Lesson Plan

A lesson plan is a set of activities designed in a document that functions to assist teachers in carrying out activities. It is document that contain situational arrangements for teaching and activities to be carried out by the teachers. Lesson plans are activity plans designed for one or more meetings, besides that it also a learning plan developed through one material or learning topic to be taught which is equipped with basic competencies and core competencies, (Kemendikbud, 2013). According Roxana (2018) if the lesson plans are a source or tool that makes it easier for teachers to carry out their duties. Or in other words, the lesson plan is the guidance for teachers to help them in teaching that contains method, material, and activity which designed as a guideline to help the teacher in implementing learning activities.

In the teaching process, several activities must be carried out by the teacher, for that it is necessary to have a systematic and effective learning design that must be made by the teacher in this case, it is commonly referred to as designing a lesson plan. Horace man, (2019) said that the aims of designing lesson plans is to help teachers to create an effective and systematic learning process, which it is include objectives, points to be made, questions to be asked, references to materials, assignments etc.

The proper lesson plan is better made by the teachers itself, because “It takes thinking and practice to hone this skill, and it won't happen overnight, but it is a skill that will help to define one as a teacher”, (Horaceman, p.5. 2019). Meaning that when the teacher has designed the lesson plan by himself, he has taken the step regarding the ownership and responsibility toward their profession. In addition, it is easier for teachers to understand the stages of implementing the activities in the lesson plan, because the lesson plans are made by themselves.

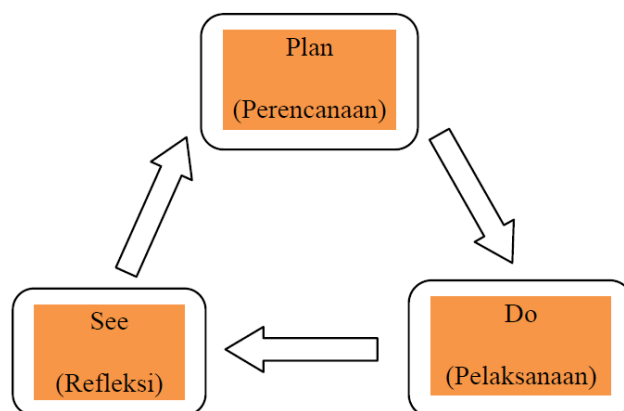
Besides that, there are also several benefits from designing lesson plans according to Jensen, (2001) by making a lesson plan make teachers more creative and selective to choose the lesson objective, sequence of activity, material needed design the credible assessment, and decide how long the activity will be done. In addition to being more selective in choosing and determining the activities to be carried out, after implementing them the teacher can also reflect on the results of the learning design they have designed regarding the advantages and disadvantages and can determine steps for further learning. Because it is important for teachers to reflect on their activities to evaluate subsequent learning activities.

An ideal lesson plan is not to ensure students learn what was intended but to involve them in contributing to the lesson. It also can help experience teachers to teach, organize content, materials and method. Horace Man, (2019) said that the lesson plan can be said to be ideal if each

learning activity is linked to two points, namely knowledge lesson and lesson skills, besides that learning, must be divided into several sub or units to make it easier for students to understand learning. Both lesson plans must have objectivity in every activity because objectivity is very important to achieve the goals of what students have learned. Appropriate content teaching aids are also one of the features of an ideal lesson plan, appropriate and appropriate supporting material really helps students to understand lessons quickly. Thus, it needs to pay attention with the previous materials to help students understand next material easily. The ideal lesson plan is one that uses simple language and is not excessive because as we know, the lesson plan is guidance, so the sentences used in it must be concise and easily understood by the reader, (Horace man, 2019). In conclusion lesson plan is a design of learning activities contains learning arrangement, step, objectivity, learning materials and evaluation inside to help the teachers in carry out their teaching.

In a lesson plan, there are several components that must be considered by educators. There are thirteen components must include in a lesson plan in the 2013 curriculum namely the identity of school subjects and subjects, classes and semesters, the main material, allocation of time, basic competencies, core competencies, achievement indicators, learning objectives, learning materials, learning methods, media and learning activities, (Kemendikbud, 2016).

According to Sukirman, (2006) in designing a lesson plan, there are several stages that the teacher must go through, namely plan, do, and see. The explanation of these stages is as follows:



1. In the first phase, what must be done is to make a learning plan that aims to make students actively participate in learning activities. According to Sukirman (2006), this planning phase is better done with colleagues. The aim is to enrich the ideas for learning activities to be designed. In this process, it is hoped that teachers or lecturers can collaborate with other colleagues. This activity begins with identifying the existing problems, then the teacher and his colleagues discuss to find solutions to solving these problems including teaching materials, time allocation, techniques and infrastructure that support the learning process.
2. The second phase is to implement the learning plan. In this phase the teacher carries out learning activities according to the activity plans in the lesson plan. The purpose of this second phase activity is to test and evaluate the strengths, weaknesses and effectiveness of the learning methods that have been designed. In general, colleagues or colleagues will help this process by making observations. The observation activities will be carried out coherently based on the observation sheets provided. Or you can take a video of the learning process using a camera.
3. The third phase is evaluation, this phase is the result of reflection on learning activities carried out by teacher colleagues who are guided by the principal and other colleagues. In this activity, this phase evaluates the effectiveness of the learning process that has been implemented. Furthermore, observers are asked to submit comments and lessons learned

from learning, especially with regard to student activities. The teacher must accept these criticisms and suggestions for improvement in subsequent learning.

A good lesson plan must be carefully planned and have clear steps. As in the previous explanation according to Febrianti (2013), there are three cycles that must be done by teachers when they want to design a lesson plan like the picture below:



Gambar 1. Daur Kaji Pembelajaran Berorientasi Praktik

1. Plan

In this cycle, what a teacher or lesson plan designer must do is dig the material academically. Academic excavation is to find out the material to be taught and to prepare tools that will support the learning process. In this process, teachers or lesson planners are expected to be able to prepare learning well and creatively.

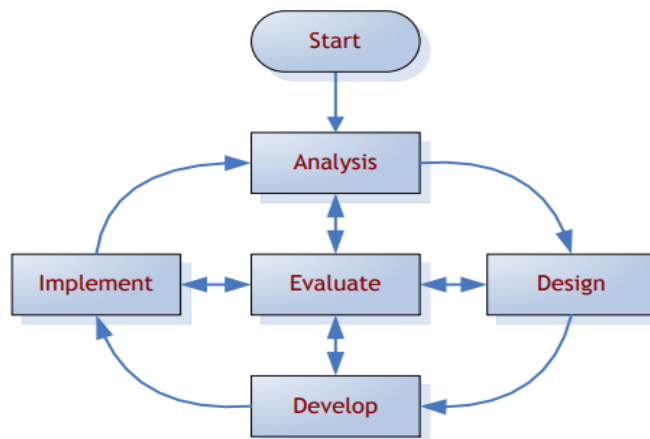
2. Do

The “do” cycle is the implementation process of the plan cycle. Here the teacher will carry out activities that have been designed before using the equipment that has been prepared. Then another activity in this cycle is that the teacher invites peers to become observers to conduct assessments.

3. Reflection (see)

In the reflection stage, what the teacher will do is carry out reflection activities with colleagues who are observers during the lesson plan implemented. Besides that, another activity is to provide comments on activities that have been carried out as material for reflection.

Meanwhile Hopkins, (2012) proposed that there are five stages in designing learning plan in online learning, these stages are in the image below:



1. Analysis

In the analysis stage, the teacher must determine the objectives of the teaching materials that will be develop. Apart from determining the objective learning, other things that must be done by the teacher at this stage are overview and understand on the student level, and what knowledge and skills they will get after the material is made.

2. Design

After analyzing the material and learning objectives, the next activity is design. At the design stage, what the teacher must do is design the material that has been analyzed and wants to be taught to students. Or in other words, at the design stage the teacher can make an outline of the learning material which will then be developed at the next stage.

3. Development

Design is bringing to development stages. At this stage, the teacher's task is to develop previously designed material.

4. Implementation

After the material is developed, the next step is to implement the subject matter. To see whether the material interest the students or not, as a teacher we can see from whether they like it and what they have learn from it.

5. Evaluation

Then the last stage is evaluation. At this stage the teacher will evaluate the learning that has been implemented. The results of this evaluation will provide an understanding for making changes to lesson plans that are even better.

In another hand Rome, (2011) also stated that there are five stages in designing instructional design for online learning. Those stages are in the picture below:



1. Analysis

There are three stages in the analysis, namely the need for analysis of the knowledge and skills you want to be taught, then the next stage is to determine the target audience or level of students and the last is to analyze the tasks and topics to be taught.

2. Design

Then after the analysis stage, the next step is formulating learning objectives, defining the order in which the objectives should be achieved and selecting instructional, media, evaluation and delivery strategies.

3. Development

In this stage the learning material is produced. These stages include content development, storyboard development or pedagogical methods, and courseware development which means the development of learning media.

4. Implementation

At this stage the course being implement to the online classroom.

5. Evaluation

At this stage the things that will be evaluated are the students' reaction toward the learning process, students' achievement of the objectives, knowledge-skills and the impact of the project of organization.

Based on the four theories regarding designing lesson plans discussed above, the most related theory which related with this research is the theory put forward by Hopkins (2012) and Rome (2011). But between the two theories, the researcher used the theory put forward by Hopkins (2012) as the basis for this study, because this theory explains more in detail about the stages in designing a lesson plan for online learning. Therefore, by using this theory, researchers believe that researchers can answer questions from research questions in this study, which in this study the questions researchers want to investigate more deeply are the steps taken by EFL teachers in designing lesson plans during online learning during the pandemic covid-19 and the problems and solutions they use to deal with these problems.

2.5 Previous Study

The difficulty of teachers in designing lesson plans based on the 2013 curriculum has been found in several studies. There are only three research results that are quite related with this study. First, the study conducted by Meliana, (2017) entitled "English Teachers' Difficulties in Designing Lesson Plan Based on Curriculum 2013". She used qualitative which using interview and observation as an instrument to collect the data on her study.

The result of her research is she found four problems in designing lesson plan, such as the starting indicators concern with choosing appropriate operational verb. Which means teacher has difficulty in determining objectivity, as well as the core competencies that will be achieved during the learning process, this is due to the

lack of socialization obtained by teachers regarding the learning process in the 2013 curriculum provided by the government. Then difficulty is developing materials. The teachers feel difficult to develop materials because the available sources at school are considered incomplete, for that some of them try to rely on the internet as supplementary material. Other difficulty is the teacher feels constrained in choosing the appropriate teaching method in the learning activity. Then the teachers find the difficulty in designing and carrying out the assessment process because the types of assessments are too diverse in the 2013 curriculum. The last difficulty is the teachers often feel that the learning time in the 2013 curriculum is limited while the number of students and the existing forms of assessment is too diverse to be implemented.

Second research also conducted by Nurfitri, (2020) entitled "English Teacher's Difficulties in Designing Lesson Plan Based on Indonesian 2013 Curriculum". She used qualitative on their research. This study found the difficulty of English teacher in designing lesson plan among others are firstly the English teachers are still confused with the formula from the lesson plans based on the 2013 curriculum because this curriculum is unique, different and emphasizes the attitudes, knowledge, values and character of students compared to the previous curriculum. Secondly, teachers still feel constrained in designing core activities or often referred to as whilst activity because based on the 2013 curriculum they still confused in describing the core competencies and based competencies as indicators. Thus, there is still one teacher as a subject still confused in deciding indicators that lined with

the taxonomy bloom and making post design after implement the lesson.

The problems found by Gafoor, (2010) regarding “Ways to Improve Lesson Planning: Student Teachers Perspective” are almost the same as the research results previously discussed, they conducted interview to some pre-service teacher to overview the way they improve their lesson plan by delivered some question related to the study. Thus, on their study, they found solutions used by teachers to overcome pre-service teacher problem and solution in designing lesson plan. So, the solution of pre-service teacher to overcome their problems are by attending many seminars that discuss how to develop standards of a good lesson, emphasizing textbooks as the source of ideas, practicing in time management, looking for related knowledge of the content.

Overall, the three studies described above discuss on how teachers design learning activities and problems and solutions used in conventional learning based on the 2013 curriculum. Besides that, what distinguishes this research from the three researches is that in this study the researcher focused on finding know the teacher's experience in designing lesson plans in the online learning period, where the learning process is organized and based on the emergency curriculum during the Covid-19 pandemic.