CHAPTER II
LITERATURE REVIEW

A. Perception

1. Definition of Perception

Perception is the process of human thinking about certain phenomenon, stated Walgito (2003:87). Perception is started from the sense of organ. This process is related to the acceptance of message or information by human brain. In this process, a person interact with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment use these senses, then the stimuli will be registered by brain and send them to nervous system. Furthermore, this process is called as sensation, and sensation is a part of perception. Koentjaningrat (2010:42) explained that perception is the realization of human brain process and it appears as a view about phenomenon. In this process, many factors such as feeling, needs, motivation, educational background, experiences, etc are involved. Then the process is followed by a process which a person’s brain arrives at meaningful interpretation of stimuli.

After defining the term of perception, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ.
2. Process of Perception

Perception consist of certain process. It is started by accepting the stimulation from an object through the sense of organ and then continues with the registers of stimuli to nervous system which is called as sensation. Furthermore, this process is ended by thinking, analyzing, and interpreting in order to achieve the meeting of object. In relation with the process of perception, Walgito (2004:91) explained that perception is a complex process. They devided the process into three; those are as follows:

a. Physical Process
   It is the process when an object arouses stimuli is caught by receptor. This process is called as sensation.

b. Physiological Process
   It is the process of sending stimuli to the brain by sense organ.

c. Psychological Process
   It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

3. Factors of Perception

According to Slameto (2010:54) there are two factors that influence one’s perception; those are as follows:

a. Internal factors
   Internal factor is a factor which comes from an individual. It depends on psychological factors such as thoughts, feeling, willingness, need, sex, and motivation. Every human being has different characteristic
and temperament shaped by individual’s family and environment. It is a factor which comes from internal inside.

b. External factors

It is a factor coming from outside of an individual. The external factors are also affected someone’s perception, and stimulus is an internal factor in monitoring process. The process of stimulus will through the sense of organ or receptor such as sight, sounds, hearing, etc. It can be concluded that individual’s sense organ is as a connector between individual and the object in the world.

4. Principle of Perception

In relation with the definition of perception, it has some principles. Slameto (2010:103-105) has divided the principles of perception into four, those are as follows:

a. Perception is relative not absolute

In relation with the relative perception, the first stimulus will give bigger impact than the next one. Based on this facts, a teacher can predict the next lesson because she/he has known the students’ previous perceptions from the previous lesson.

b. Perception is selective

A person’s ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the thing that has the most attractive. Based on this principle, a teacher has to determine in selecting which materials that should be taught to the students.
c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of relations/groups. Based on this principle, in delivering the learning materials a teacher has to arrange it in the same condition.

People’s perception may different although in the same condition. This different perceptions of teachers are caused by their knowledge and experiences.

B. KTSP (Kurikulum Tingkat Satuan Pendidikan)

1. Definition of KTSP

KTSP is an operational curriculum which is formed and practiced by each school. Consequently, the curriculum used in school may be different from the one used in other schools. The different form and practice depend on the needs of the school; still, the government has given the standard curriculum as a model for the school (Badan Standar Nasional Pendidikan;2006).

According to the education regulation number 20 year 2003 about National Education System, KTSP is defined as an operational curriculum arranged and applied by each education unit. Furthermore, Mulyasa (2006) defined KTSP as a derivational model curriculum in school level, which is developed and suited to the characteristics of the school, the region, the social characteristics of the surrounding, and the characteristics of its students.
Based on definition above, KTSP can be defined as the operational curriculum that is arranged and applied by each educational unit that reflects on knowledge, skills, and attitude, so it can increase the whole student’s potency.

2. **Characteristic of KTSP**

Mulyasa (2006) argue that there are at least four characteristics of KTSP, which can identified, such as:

a. **The full authority of the headmaster and educational unit**

Each school has a board of trustee that is responsible for all aspect of school operation. In this case, the headmaster has some rules dealing with the school operation such as the full authority holder of the school and decision maker of the school together with school committee. Related to the concept of KTSP, the headmaster should be able to adopt the student’s characteristics and cultural environment background.

b. **Parents and society have more influences**

Parents and society may also participate in making school decision. Through the school council, parents and society are able to supervise and help the school in managing the school program. The participation can be taken directly and indirectly in school program and learning process.
c. The democratic and professional leadership

Dealing with the concept of KTSP, the existence of the headmaster as the person elected by the school committee and some school personnels hold the responsibility for creating conducive atmosphere, which is suited to teaching-learning process dealing school decision. The headmaster has the high authority for making school decisions in line the school committee agreement.

d. Transparent teamwork

A school system consists of some intercorelated components namely the students, the teachers, parents, and some other school personnels. Those all components work together in order to realize the intended goal.

Based on those characteristics, all school components are demanded to conduct and manage the coordination properly in order to achieve the certain purpose. Related to the KTSP, the intended goals have to deal with mission and vision of the school.

3. The Goal of KTSP

Mulyasa as quoted by Wijayanti (2008:17) states that goals of KTSP can be classified into two categories. They are:

a. General Goal

The general goal of KTSP is to give autonomy to the educational institutions and support the schools to make decision in curriculum development.
b. Specific Goals

Specially, the goals of KTSP implementation are:

1) To improve the education quality through school autonomy and initiative in curriculum development, using, and managing the provided resource.

2) To improve the attention of the school citizen and society in the curriculum development through decision making.

4. The Document of KTSP

There are documents in the KTSP. Those are Document I and Document II. The Document I is the KTSP generally related to the school, it includes mission and vision of the school, education calendar, curriculum structure, local content, target of educational, etc. While the Document II is the KTSP that is related to certain subject. It means that Document II consists of Syllabus and Lesson Plan.

a. Syllabus

In KTSP, every school may have different curriculum depending on the need and the condition of the school. Consequently, teacher’s role is very important in selecting and preparing the materials well.

A syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher or the learner, which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit
objectives. It is a public document, usually prepared by the teachers and negotiated with learners. It specifics what is to be taught in any course of study (Feez and Joyce, 1998:2).

BSNP (2006:14) states that the principles of syllabus development consist of:

1) Scientific

The whole materials and the activities in syllabus must be correct and verifiable scientifically. Therefore, in preparing syllabus should involve experts in each subject so that teaching materials have high validity.

2) Relevant

The scope, the level of difficulties, and the sequences of the materials in the syllabus must be appropriate to the growth, intellectual, social, emotional, and spiritual development of the students.

3) Systematic

The components of syllabus should be functionally related to achieve the competencies.

4) Consistent

In developing syllabus should be steady because it is done in the same direction.
5) Adequate

The scope of the indicators, materials, learning activities, sources, and assessment support the achievement of the basic competence.

6) Actual and Contextual

Improving and exploring students’ ability through the development of science and technology, culture in the society, and the real life conditions.

7) Flexible

All components on the syllabus can accommodate the diversity of students, teachers, and environment.

KTSP’s syllabus is made by Standard Competence and Basic Competence that is developed by the school itself.

According to the explanation above, the writer assume that syllabus is a vital part in teaching and learning process. It involves competence standards, target competencies, indicators, learning activities, time allotment, assessments, and sources.

b. Lesson Plan

Lesson plan is extremely useful for outlining goals for all students and gives the educator direction as far as classroom managements concerned. There are some following categories which form the organization of lesson plan, as follows:
1) Goals

Goals determine purpose, aim, and rationale for what teacher and student will engage during class time.

2) Objectives

Objectives focus on what the students will do to acquire further knowledge and skills.

3) Prerequisites

Prerequisites can be useful when considering the readiness of the students. Prerequisite allow teachers replicating lesson plan necessarily in pre-activities to make sure that students can meet the lesson objectives.

4) Materials

Materials help teachers quickly determine how much time’s preparation, resources, and management will be involved in carrying out the plan and what materials, books, and equipment will be needed.

5) Lesson Description

It provides an opportunity for teachers to share some thoughts, experiences, and advise with other teachers through lesson plan.

6) Lesson Procedure

It is divided into some components; an introduction, a main activity, and a closure.
7) Assessment of Evaluation

This section focuses on ensuring that students have arrived at their intended destination.