

## CHAPTER II

### LITERATURE REVIEW

Issues related to the Industrial Revolution 4.0, 21<sup>st</sup> Learning, Society 5.0 have not been able to be responded to in various learning processes in schools. Many teachers are still busy with various administrative tasks that are very burdensome, so that learning has not been able to produce students who have 21<sup>st</sup> century skills, namely communicative, creative, collaborative, and critical thinking. This condition is exacerbated by the low level of student literacy (Bando, 2021).

Numerous national and international research claim that Indonesia has long had a learning crisis in addition to learning loss. According to these findings, a large number of kids in Indonesia struggle to comprehend simple reading or apply fundamental mathematics ideas. The results also demonstrate that there is a sizable educational disparity in the country between regions and social categories.

The Ministry of Education, Culture, Research, and Technology attempts to reestablish learning despite the different difficulties that arise. One of the efforts made by the Ministry of Education and Culture to overcome the existing problems is to launch *Merdeka* Curriculum. Although currently still at the selection stage for schools, in 2024 this curriculum will become an obligation for all schools.

#### **2.1. Philosophical View**

In his statement, Minister Nadiem said that the *Merdeka* Curriculum focuses on developing the competence of students in its phase. Students are given the freedom to choose subjects according to their interests, talents, and aspirations. This is very much in line with the ideas of our father of Education, Ki Hajar Dewantara.

Ki Hajar Dewantara places great emphasis on the freedom of students in learning, the comfort of a place to study, and character building. This process is considered capable of encouraging students to find their independence in learning. In the end, they will be independent, skilled in managing and

determining their own life goals based on the existing norms and culture of the community.

On the other hand, the role of educators only facilitates students to be able to grow and develop. In practice, educators will explore the talents and interests of students, then develop them. This is certainly contrary to the existing reality, educators often change what students have and are interested in on the pretext of the curriculum.

## **2.2. Merdeka Curriculum**

Changes to the curriculum are a necessity that must be faced by teachers. This phenomenon has often been faced by teachers in previous times. A curriculum changes, of course, based on various factors. Among them are changes or development of goals to be achieved by a nation. The development of the goals of a nation is taken as a response to the development of the current situation faced by a nation.

In dealing with curriculum changes, there are several things that must be faced by teachers, it is the transformation of the curriculum. Curriculum changes are not only administrative changes, but are also accompanied by various devices in it. In this case, the teacher is really required to understand in depth about the components in it.

The teacher must change the expected outcomes in learning. In determining learning achievement, conceptually and its implementation, teachers are required to find new methods to how to carry out the assessment and evaluation.

The teacher this time is really required to be able to carry out learning based on students' freedom of thought. In practice, the teacher must be able to trigger students to think and then use their creativity in responding to various phenomena that occur around them. Continue again on the assessment system implemented by the teachers. Assessment is no longer based on students' knowledge of learning outcomes, but must also be able to assess the level of criticality and creativity of students, how they communicate and work together.

This is of course adapted to the mandatory skills of 21st century education.

The new Merdeka Curriculum will be used as a national curriculum in 2024. However, for now the Merdeka Curriculum has only become an option for educational units. So, the conclusion is that the Merdeka Curriculum is not a curriculum that must be applied by educational units at this time.

There are several things that underlie why currently the Merdeka Curriculum is still an option. The ministry wants to emphasize that education units have the authority and responsibility to develop curriculum that is in accordance with the needs and context of each school.

The framework of a curriculum is indeed prepared by the government as a policy maker. However, it is the education unit as well as teachers who are tasked with operationalizing and implementing the curriculum framework that has been prepared by the central government.

#### **a. Changes in Terms**

In the *Merdeka* Curriculum, there are several terms that are actually the same in content as curriculum 13. The name changes include:

- Basic Competencies/Main Competencies become Educational Outcomes.
- Syllabus becomes Learning Goal.
- Lesson Plan becomes Teaching Module.

#### **b. Learning Outcomes**

Learning Outcomes is a renewal of Main Competencies and Basic Competencies, which is designed to continue to strengthen learning that focuses on competency development. The 2013 curriculum and even the previous national curriculum were intended to be competency-based, so this curriculum continues these efforts. Learning achievement is the minimum competency that students must achieve for each subject. It is designed with reference to the Graduate Competency Standards and Content Standards,

as the Main Competencies and Basic Competencies in the 2013 Curriculum are designed.

Learning Outcomes is the ultimate goal in each phase of student learning. Learning Outcomes is the minimum competency that students must achieve for each subject. It is designed with reference to the Graduate Competency Standards and Content Standards. Learning is like a journey. Not a racing race. The most important thing in a journey is the destination. Without a goal, we are just wasting of time and money.

Learning Outcomes can be used in special education for students with exceptional needs who also have intellectual disabilities. By utilizing the ideas of curriculum adaptation, students with special needs who do not have intellectual disabilities use standard Learning Outcomes. Based on the findings of the Diagnostic Assessment, it determines the Learning Outcomes phase for students. It is extremely likely that different learning outcomes will be used in different classes.

Learning Outcomes and Strategies for Achieving Learning Outcomes using the understanding by design framework. Understanding by design is a framework with a focus on planning processes and structures that guide curriculum development, assessment, and instructional instruction.

This planning process focuses on two things: First, teaching and assessment to build understanding and learning transfer skills (the ability to implement learning outcomes in an authentic performance). If it is analogous to a driving trip, Learning Outcomes provide general goals and availability of time to achieve them (phases); Second, designing a “backward” curriculum, starting with the end goal first. Backward design involves three stages of planning: First, identification of the desired outcome; Second, determine the evidence that can be accepted; Third, plan learning experiences and instructions.

If it is analogous to a driving trip, Learning Outcomes provides a general goal and availability of time to achieve it (phase). To achieve this goal, each driver has the freedom to choose the path, method, and means

to travel the journey, which is adjusted to the point of departure, conditions, abilities, and speed of each. In achieving Learning Outcomes, we need to build the competence to make the trip to arrive at the destination on time. Each educational unit is welcome to arrange effective strategies to achieve Learning Outcomes, according to their abilities and potential. The use of the term phase is done to distinguish it from class because students in the same class may learn in different phases of learning.

**c. The Learning Outcomes formulation in the form**

Final phase of Learning Outcomes is in class XII. To reach the finish line, the government made it in six stages called phases. Each phase lasts 1-3 years.

The use of the term phase is done to distinguish it from class because students in the same class may learn in different phases of learning. The phase provides flexibility and fairness for teachers and students to adapt the learning design to the stages of development, abilities, interests, context, and learning speed of students (teaching at the right level).

With the use of phases, it is hoped that students will be able to have longer time to understand and explore the concepts and skills to achieve a competency built by Learning Outcomes.

Learning Outcomes is formulated in terms of phases, not per year. Learning Outcomes is always student-centered, not on the completeness of the material.

**d. Here is Merdeka Curriculum Phases division:**

- Phase A : The age is less than 7 years and generally grades I and II of Elementary School.
- Phase B : The age is around 8 years and generally grades III and IV of Elementary School.
- Phase C : The age is around 8 years and generally grades V and VI of Elementary School.

- Phase D : The age is around 9 years and generally grades VII and VIII, of Junior High School.
- Phase E : The age is around 10 years and generally class IX and X Junior High School.
- Phase F : The age is around 10 years and generally class XI and XII of Senior High School.
- For SLB : Learning Outcomes are based on mental age which is determined based on the results of the assessment.

Each Learning Outcome of a subject has several elements or groups of essential competencies that apply equally to all phases of the subject. Each of these elements has its own achievements per phase that support each other to achieve the intended understanding.

If learning is like a journey, some essential competencies are needed to be on time and safely reach the destination. For example, if you want to travel by driving a car, there are several elements you need to learn such as recognizing the parts and how a car works, driving, driving safety, navigation, and emotional control. When referring to constructivism theory, the ability to understand is at the highest level. It is different when referring to Bloom's Taxonomy which places the ability to understand at the C2 level.

Each element has its own achievements that support each other so that someone can fulfill the Learning Outcomes driving a car. Of course, if the journey is taken by public transport, walking, running, cycling, or sailing, the Learning Outcome element is very likely to be different from driving a car. Maybe fewer/more elements, maybe similar or the same. Elements of each subject can have similarities or differences in characteristics with one another.

#### **e. Forms of Understanding in Learning Outcomes**

The principle of Learning Outcomes preparation uses a constructivist approach that builds knowledge and is based on real and

contextual experiences. According to constructivist learning theory, knowledge is not a collection or set of facts, concepts, or rules to remember. The concept of "understanding" in Learning Outcomes in constructivism is the process of building knowledge through real experience. Understanding is not static, but evolves and changes constantly as students construct new experiences that modify previous understanding. When referring to constructivism theory, the ability to understand is at the highest level. It is different when referring to Bloom's Taxonomy which places the ability to understand at the C2 level.

Six aspects of understanding (Wiggins and Tighe, 2017) are forms of understanding used in Learning Outcomes. But it doesn't have to be hierarchical.

**1. Explanation**

Describing an idea in their own words, building relationships between topics, demonstrating work results, explaining reasons/methods/procedures, explaining a theory using data, arguing and defending their opinions.

**2. Interpretation**

Translating a story, artwork, or situation. Interpretation also means interpreting an idea, feeling or a work from one medium to another, making analogies, anecdotes, and models. See the meaning of what has been learned and its relevance to him.

**3. Application**

Using knowledge, skills, and understanding of a real situation in everyday life or a simulation (resembling reality).

**4. Perspective**

Seeing things from a different perspective, students can explain the other side of a situation, see the big picture, see the assumptions that underlie things and provide criticism.

**5. Empathy**

Put yourself in the position of others. Feeling the emotions experienced by the other party and/or understanding thoughts that are different from his own. Find the value of something.

## **6. Self-knowledge**

Understanding oneself; which become strengths, areas that need to be developed as well as thought processes and emotions that occur internally.

In Learning Outcomes, the strategy that is being strengthened to achieve this goal is to reduce the scope of the material and change the procedures for compiling outcomes that emphasize flexibility in learning.

### **f. Content Reduction**

The consequence of competency-oriented learning is the need to reduce the subject matter or subject matter. Teaching in a hurry and not using a student-centered learning approach is a logical decision because the current curriculum policy assesses their performance through the completeness of teaching so many teaching materials.

When the lesson is delivered in a hurry, students do not have enough time to understand the concept in depth, which is actually very important to strengthen the foundation of their competence. This means that the density of the subject matter has a long impact and students lose the opportunity to develop higher thinking skills.

Some concrete examples of simplification and adjustment of competencies and teaching materials in Learning Outcomes in the *Merdeka* Curriculum are the reduction of some materials in high school Biology Learning Outcomes (Phase F) because there are too many and too detailed for that level.

### **g. Constructive Learning**

According to constructivist learning theory, knowledge is not a collection or set of facts, concepts, or rules to remember. "*Understanding*" in constructivism is the process of constructing knowledge through real experience. Understanding is not static, but evolves and changes constantly as students construct new experiences that

modify previous understandings. This meaningful understanding requires a student-centered learning process and a longer time than learning that simply "stuffs" students with information that is less meaningful because it is just to be known or memorized.

Thus, as far as possible the Learning Outcomes in the Merdeka Curriculum prioritize the competencies that need to be achieved without binding the context and learning content. Based on these competencies, education units are expected to be able to develop learning that is in accordance with the school context and relevant to the development, interests, and culture of students. Because Learning Outcomes was developed based on constructivism theory, the achievements in the Learning Outcomes document need to be understood using the same theoretical framework. The term "*understanding*" in Learning Outcomes needs to be interpreted as the theory of constructivism above.

#### **h. Formulation of Learning Outcomes**

Another significant change from Main Competence and Basic Competence to Learning Outcomes is the format of writing the competencies to be achieved and the targeted time span for studying them. In the 2013 Curriculum, Main Competence and Basic Competence, the intended competencies are conveyed in the form of single sentences arranged in bullet points. In addition, in Main Competence and Basic Competence there is a separation between knowledge, attitudes, and skills.

Although in the 2013 Curriculum these competencies (Main Competence and Basic Competence) are actually interrelated and in series. However, when Main Competence and Basic Competence are written down as bullet points, the relationship between the scope of abilities with each other is not clearly defined.

Learning Outcomes in the *Merdeka* Curriculum are written in different methods, where understanding, attitudes or dispositions towards learning and character development, as well as skills that are observed or

measured are written as a series. This refers to the meaning of competence which is more than just the acquisition of knowledge and skills, but also processes and uses the knowledge, skills, attitudes, and values learned to deal with complex situations or problems. In writing, the Learning Outcomes structure is not based on the domains of understanding, attitudes/dispositions, and skills, but is based on the essential competencies and/or concepts of each subject. These competencies and concepts are referred to as elements that characterize each subject, and these elements are then stated in their development from one phase to the next.

**i. Learning**

For educational institutions to be able to create learning that gives students chances, flexibility is crucial. Determine the rate at which each idea is being learned while also making connections between the studied concepts and the immediate environment. Learning must give students the chance to relate the ideas or theories they are learning to their surroundings or to their daily lives in order to increase competency. Learning Outcomes flexibility that provides flexibility for contextual learning. This is exemplified in learning *Pancasila* and Citizenship Education, where the topic of General Elections can be studied during the period around General Elections in Indonesia or its regions.

**j. Improving the Quality of Learning Outcomes**

Learning outcomes in the *Merdeka* Curriculum can be explored by teachers by adjusting students' needs, local wisdom and current situations and conditions. However, for its implementation, an adaptation period is needed because both teachers and students have different levels of readiness. For example, for teachers who previously studied with the 2013 Curriculum, where competencies were achieved every year, they needed to adapt to the learning outcomes in the prototype curriculum designed for each phase. This feedback becomes the basis for improving curriculum implementation strategies in education units.

## **k. Merdeka Curriculum Framework**

There are several components in this curriculum in implementing learning. The following are the components or learning flow:

### *1. Learning Outcomes*

Learning Outcomes in the *Merdeka* Curriculum as a substitute for Main Competence and Basic Competence in the previous curriculum. In this case, the learning achievement contains a set of competencies and the scope of the material that is compiled comprehensively in the form of a narrative.

### *2. Learning Objectives*

Learning Objectives are a description of the competencies that must be achieved by students. In this case the learning objectives can be carried out in one or more activities.

### *3. Flow of Learning Objectives*

The flow of Learning Objectives is a series of learning objectives that are arranged systematically and logically. Designed according to the sequence of learning from the beginning to the end of a phase.

## **1. Flow of Learning Objectives**

The flow of Learning Objectives in the previous 13 curriculum was known as the Syllabus. According to the 2013 Curriculum, the definition of a syllabus is a learning plan in a particular subject/theme group which includes competency standards, basic competencies, subject matter/learning, learning activities, indicators, assessment, time allocation, and learning resources/materials/tools. Learning Objectives Flow is a series of learning objectives that are systematically and logically arranged in a complete phase and according to the learning sequence from the beginning to the end of a phase.

So, what is meant by learning flow? The flow of Learning Objectives are a series of learning objectives that are systematically and logically arranged in a complete phase and according to the learning sequence from the beginning to the end of a phase. This flow is arranged linearly as the sequence of learning activities carried out from day to day

to measure Learning Outcomes.

The flow of learning objectives which has the same function as the syllabus, namely as a reference for learning planning. In addition, the flow of learning objectives serves as a guide for teachers and students to achieve Learning Outcomes at the end of the phase.

#### **m. Functions of Flow of Learning Objectives**

Flow of Learning Objectives and Teaching Modules as Learning Plan Documents are determined or made by the Education Unit in developing school operational curricula. In the following chart, the learning outcomes have been determined by the central government to be developed into a flow of learning objectives and teaching modules.

Learning outcomes are learning competencies that students in early childhood education, basic education, and secondary school must attain at every level of development for each topic.

#### **n. Criteria for the Flow of Learning Objectives**

The flow of learning objectives in one phase describes the scope and stages of learning that are linear from the beginning to the end of the phase. The flow of learning objectives in all phases describes the scope and stages of learning that describe the stages of competency development between phases and levels.

What are the operational aspects of the Learning Objectives Flow Component Operationally? The Learning Objectives component can contain three aspects, including: Competence, content, and variety.

##### *1. Competence*

Competence is an ability that can be demonstrated by students or actualized in the form of a product or performance (abstract and concrete) that shows students have succeeded in achieving learning objectives. Use Observable Operational Verbs, referring to Bloom's revised Taxonomy. Example: Students can present solutions to deal with changes in natural conditions on the earth's surface due to human factors.

## 2. *Content*

Namely core knowledge or main concepts that students gain through understanding during the learning process at the end of a learning unit. What are the core sciences or main concepts that need to be understood at the end of a learning unit? What questions do students need to be able to answer after studying the unit? Example: changes in natural conditions on the earth's surface due to human factors.

## 3. *Variation*

Is a thinking skill that students need to master in order to achieve learning objectives. Use of creative, critical, and higher-order thinking skills, such as evaluating, analyzing, predicting, creating, and so on. What thinking skills do students need to master in order to achieve learning objectives? Use varied thinking skills especially HOTS. Example: Analyzing the relationship between human activities and natural changes on the earth's surface and drawing conclusions about the main causes. Where to be able to analyze the relationship and draw conclusions, participants need to know, understand, and apply the material.

### **o. The Principles of the Learning Objectives Flow**

The principles of the Learning Objectives Flow include: simple and informative, essential and conceptual, sustainable, optimizing three aspects of competence, independence learning, operational and applicable, adaptive and flexible.

#### 1. *Simple and Informative*

What is meant by simple and informative principles in the Flow of Learning Objectives is that the Learning Objectives Flow formulation is understood by both the author himself and the users/readers. This can be done by using general terms or terminology and does not mean ambiguous or multiple interpretations. For the use of special terms, the author can include sufficient explanation in the form of a glossary.

## 2. *Essential and Conceptual*

What is meant by essential and conceptual principles in the Flow of Learning Objectives is to contain very basic or important aspects of learning, namely competence, Essential and Contextual content, and learning outcomes. In addition, it also considers providing learning experiences that are relevant to life or the real world in the form of activities that are challenging, fun and meaningful.

## 3. *Continuous*

The principle of continuity in the Flow of Learning Objectives is that between phases and between learning objectives are interrelated and are achievements in a coherent, systematic, and tiered manner to obtain the Learning Outcomes that have been determined in each subject. The preparation is done chronologically based on the sequence of learning from time to time.

## 4. *Optimization*

The optimization principle in the Flow of Learning Objectives is the optimization of three aspects of competence, namely: knowledge, skills, and attitudes that are tiered in line with cognitive stages (remembering, understanding, applying, analyzing, evaluating, and creating) as well as dimensions of knowledge (factual – conceptual – procedural – metacognitive). Optimization is also carried out on the growth of life skills (critical, creative, communicative, and collaborative) and Faith, global diversity, mutual cooperation, creativity, critical reasoning, and independence.

## 5. *Freedom of Learning*

What is meant by the principle of Merdeka Learning in the Flow of Learning Objectives is the main principle in the preparation of Learning Objectives Flow is an understanding of the term Merdeka learning, including: (1) Freeing students to think and act in the academic realm and be morally responsible, (2) Facilitate and inspire

creativity students by considering their individual uniqueness (learning speed, style and interest). (3) Optimizing the role and competence of teachers in formulating learning planning and implementation.

#### 6. *Operational and Applicative*

Other principles are operational and applicative principles, where the Learning Objectives Flow formulation visualizes and describes the learning and assessment process as a whole which can be an applicable operational reference for designing teaching modules.

#### 7. *Adaptive and Flexible*

Adaptive and flexible principles in the Flow of Learning Objectives are in accordance with the characteristics of the subject, student characteristics, and characteristics of the education unit and consider the time allocation and relevance between subjects as well as the scope of learning, namely intra-curricular, co-curricular, and extra-curricular.

#### **p. Procedure for Preparation of Learning Objectives Flow**

There are seven steps that become procedures in Preparation of Learning Objectives Flow, including:

1. Conducting Learning Outcomes analysis which includes material and competence of knowledge, skills, and attitudes.
2. Identify the competencies at the end of the phase and the previous competencies that students need to master before achieving competence at the end of the phase.
3. Analyze each element and or sub-element of the Pancasila Student Profile in accordance with the subjects and Learning Outcomes in that Phase. There are six dimensions, namely: faith, fear of God Almighty, One and noble character, Merdeka, mutual cooperation, global diversity, critical reasoning, and creative. Identify the competencies at

- the end of the phase and competencies.
4. Based on the identification of core competencies at the end of the phase, formulate learning objectives by considering the competencies to be achieved, meaningful understanding to be understood and the variety of thinking skills that students need to master to achieve learning objectives.
  5. After the learning objectives are formulated, arrange the learning objectives linearly as the sequence of learning activities carried out from day to day.
  6. Determine the scope of the material and main material for each learning objective (each learning objective can have more than one scope of material and main material).
  7. Based on the formulation of the Learning Objectives Flow, determine the number of hours of lessons needed. Example: Learning Objectives to achieve a competency of 120 minutes of knowledge, 480 skills, and 120 minutes of attitude.

### **2.3. Lesson Plan**

Teaching Modules are the same as lesson plans in the 2013 Curriculum, but are equipped with various learning materials, student activity sheets, and assessments to check whether the learning objectives have been achieved by students.

#### **a. Definition of Lesson Plan**

To ensure that the teaching and learning process complies with teaching criteria, teaching and learning activities must include a lesson plan. According to Hanafiah and Suhana (2012), a learning implementation plan is a document that outlines the methods and framework for acquiring the fundamental competencies outlined in the syllabus and the content standards.

The definition of a teaching module is a collection of media resources, approaches, directions, and policies that are organized and

aesthetically pleasing. Teaching modules are essentially learning resources that have been carefully and methodically structured in accordance with the learning principles that instructors apply to their students. In order to make learning easier for students and easier for teachers to provide material, systematic can be understood sequentially beginning with the introduction, content of the topic, and conclusion. Teachers should create lesson plans that are as effective as possible in accordance with the plans created. But in reality, a lot of teachers, particularly those teaching the independent learning curriculum, don't know how to put together and build teaching modules.

Learning Intentions The Pancasila Student Profile was the aim when Flow was established from Learning Outcomes. Considering what will be learned with learning objectives and based on long-term growth, teaching modules are organized according to the period or stage of student development. To make learning more engaging and meaningful, teachers must comprehend the idea of teaching modules. Lesson plans must incorporate writing pedagogical principles to be realized in learning activities so that students have successful learning experiences in developing attitudes, knowledge, and abilities in accordance with the established learning objectives (Mutiani, 2019).

So, the understanding of the driving school curriculum teaching module is a plan that is prepared according to the phase or stage of student development, considers what will be studied with learning objectives, and is based on long-term development. Teaching modules are developed based on the Flow of Learning Objectives.

What therefore constitutes the preparation of the teaching module for the driving school curriculum? In theory, teachers in educational institutions are allowed to create lesson plans that suit the needs of their students and the surrounding environment. The teaching module is furnished with elements that serve as the framework for the planning procedure. The teaching module elements in the guide are required for

thorough learning preparation. Components of the teaching modules can be added based on the subjects and requirements. The teaching modules, or General Information, make up the bulk of the driving school curriculum. Module Identity, Initial Competence, Pancasila Student Profile, Facilities and Infrastructure, Target Students, and Learning Models are the subcomponents that make up the main component of general information.

a. *Module*

Identity Module Identity, namely Information about the developed teaching modules consisting of:

- Name of the author, institution, and year the Teaching Module was prepared.
- School level
- Class
- Time allocation (determination of time allocation used is time allocation according to the applicable lesson hours in each work unit).

b. *Initial*

Competence Initial competence refers to the information and/or abilities students must have before studying a certain subject. The depth of the design of the instructional module is gauged by initial competence.

c. *Pancasila Student Profile*

The final objective of a learning exercise that is intimately tied to the development of students' character. The material and/or teaching strategies may mirror the *Pancasila* Student Profile. The *Pancasila* Student Profile does not have to be completely listed in the learning module; instead, you can select the Pancasila Student Profile that best fits the teaching module's learning activities.

The methodology, instructional material, and/or project- or assessment-related activities all make the six dimensions of the *Pancasila* Student Profile obvious and interconnected throughout all

disciplines. One or more of the dimensions of the preset Pancasila Student Profile are included in each teaching module.

*d. Facilities and Infrastructure*

Are facilities and materials needed to support learning activities. Facilities refer to the tools and materials used, while the infrastructure includes other relevant materials and sources of teaching materials used in learning activities. Availability of materials is recommended to consider the needs of students with limitations or advantages. Technology, including facilities and infrastructure that is important to pay attention to, and also used for deeper and meaningful learning.

*e. Target Students*

Students who become targets are:

- Regular / typical students: general, there is no difficulty in digesting and understanding the teaching material.
- Learners with learning difficulties: have a learning style that is limited to only one style, for example with audio. Have difficulty with language and understanding of teaching materials, lack of confidence, difficulty concentrating long term, etc.
- High-achieving students: digest and understand quickly, are able to achieve high-level thinking skills (HOTS), and have leadership skills.

**b. Parts of Lesson Plan**

Parts of Lesson Plan mainly consists of subcomponents: 1) Learning Objectives, 2) Meaningful Understanding, 3) Trigger Questions, 4) Learning Activities, 5) Assessment, 6) Enrichment and Remedial, 7) Student and Teacher Reflections.

*1) Learning Objectives*

In order to understand performance, learning objectives must capture the crucial components of learning and be put to the test using a variety of assessment methods. The learning objectives dictate the

teaching methods, materials, and activities that are appropriate for the variety of students. Knowledge in the form of facts and information, as well as procedural, conceptual understanding, thinking and reasoning abilities, and collaborative and communication methods, are just a few examples of learning objectives.

## 2) *Meaningful Understanding*

Meaningful understanding is information about the benefits that students will get after participating in the learning process. These benefits can later be applied by students in everyday life. Examples of meaningful understanding sentences:

- Humans organize to solve problems and achieve a goal.
- Living things adapt to changing habitats.

## 3) *Lighting Questions*

Lighting questions are made by teachers to foster curiosity and critical thinking skills in students. The lighter questions guide students to gain meaningful understanding according to the learning objectives. For example, in learning to write short stories, the teacher can encourage lighter questions as follows:

- What makes a short story interesting to read?
- If you were asked to come up with a different ending, what would you suggest?

## 4) *Learning Activities*

The sequence of core learning activities in the form of concrete steps of learning activities, including alternative / alternative learning options and steps to adapt to student learning needs. The steps of learning activities are written sequentially according to the planned time duration, covering three stages, namely introduction, core, and closing based on active learning methods.

## 5) *Assessment*

After the activity, assessment is performed to gauge students' level of learning. The established learning objectives must be followed by a clear definition of the achievement criteria. According to Nasution and Suryanto (2008), evaluation is the process of identifying

the degree to which educational objectives have been met. Examples of assessments include:

- Assessment prior to learning (diagnostics)
- Formative assessment during the learning process
- Summative assessment at the conclusion of the learning process.

forms of evaluation that are possible:

- Attitudes (Pancasila Student Profile) might be observed, evaluated by the individual, evaluated by others, or anecdotally reported.
- Performative works (plays, presentations, exhibits, journals, etc.)
- Written (essay, multiple-choice, fill-in, short answer, true-false, and other objective tests).

#### 6) *Enrichment and Remedial*

High-achieving students are provided enrichment as a learning activity so they can maximize their potential. Students who want assistance to comprehend the subject matter or who need to repeat lessons are offered remedial. It's important to consider differentiation while creating enrichment activities, such as by creating study materials or activities that differ from those used in the class.

#### 7) *Student and Teacher Reflection*

Reflection is an activity of providing feedback or assessment from students to the teacher after following a series of teaching and learning processes within a certain period of time. Reflection is an honest expression of students' feelings to give an impression and message about the learning that has been done with the teacher. Reflection can be in the form of oral or written that is conveyed by students to the teacher without pressure from any party.

The purpose of giving reflection is to express constructive impressions, messages, hopes, and criticisms of the learning that students have received to the teacher with honest feelings and without pressure.

Reflection can help teachers to measure the teaching ability of each teacher. By providing reflection, teachers can introspect themselves to

continue to improve their teaching abilities so that they can achieve the goals set by the school institution.

Attachment components with subcomponents: 1) Student Worksheets; 2) Teacher and Student Reading Materials; 3) Glossary and 4) Bibliography.

#### **2.4. Understanding Opening Stage Skills**

Up to now, there is still no guarantee that the sparks flying at the start of the class will continue to fly until the completion of the course. If the exercise quickly hooks students, there will be enough "sparks" to fly for the duration of the course, making your job relatively simple. If there are activities, but they are not very hard or are repetitive (students will instinctively think, "*We've done this before,*" or "*This is something we've done previously*"), there will be a time lag that will cause problems for students. As a result, opening activities, pre-teaching activities, or other terms are appropriate must be meticulously arranged so that the teaching and learning process can go smoothly.

It is difficult to achieve that the students will be interested in the lesson if the teacher just starts with a monotonous greeting as the most common way used by all teachers and checks attendance for a long time. It will be very boring again if the teacher calls the names of students one by one. Sad to say that this has become a common practice in almost all subject teachers. Checking attendance should not take long, or students will lose enthusiasm. It is a good idea for a teacher to simply ask who was present/absent on that subject.

Students will find it difficult to be interested in the lesson from the start if the teacher only starts the lesson directly by explaining the purpose of the lesson. Opening activities such as describing the relationship between lessons/activities and real-world needs will be much more meaningful. How can a teacher do something to interest and motivate students in the first place? So, it is very necessary for teachers to always look for creative and interesting ways, which involve certain techniques, media, and activities, or a combination of them. Sometimes, the terms technique, media, and activity overlap. That's not

an important thing to argue about, they can all be applied in the learning process simultaneously.

Students at school learn not only one subject, but all subjects. In one day, student's study in two or three subjects. So, if the teacher wants to teach the subject in the second or third hour, of course it requires a special way. Because students do not necessarily have immediate readiness to receive lessons. Because it is possible that the students' minds are still in the first lesson. So that the skills of teachers in opening stage will determine the success of the teaching and learning process carried out by students. (Sanjaya, 2005) suggests that opening stage or set induction is an effort made by teachers in learning activities to create preconditions for students so that their mental and attention are focused on the learning experience presented so that it will be easy to achieve the expected competencies.

Some of the ways that teachers can try to open lessons are by attracting students' attention, motivating students, providing reference/lesson structure by showing the objectives or basic competencies and indicators of learning outcomes, as well as the main issues to be discussed, work plans, time sharing, linking between topics, already mastered with new topics, or responding to classroom situations (Marno and Idris, 2008). So, it can be concluded that opening a lesson is an activity or effort made by the teacher to create a condition in which students are mentally prepared, focus attention, develop motivation to focus on what will be learned. Opening the lesson is not only done at the beginning of each lesson, but every time you switch to a new thing or topic. For example, from the topic of herbivores to the topic of omnivores.

The readiness of students to attend lessons is an extremely crucial factor to examine, because student readiness is the primary capital for them to participate in learning. According to Slameto (2013), preparedness is the willingness to respond to react. This willingness comes from within a person and is also linked to maturity, because maturity implies preparedness to perform abilities. Based on the explanation above, it is possible to conclude that readiness is a condition in which someone is prepared to deliver a response and

reaction, and has matured in preparing themselves and all types of needs linked to learning activities. This readiness must be considered during the learning process since ready students have superior learning results.

The most crucial aspect of the learning process is how prepared kids are to participate in school-based learning. According to Nurkencana (2001), learning readiness can be regarded as a series of developmental levels that must be met before receiving a new lesson. Readiness to accept new teachings is obtained when a person reaches a specific level of maturity; in other words, when a person reaches a given level of maturity, he is ready to absorb new lessons.

#### **a. The Purpose of Opening Stage Skills**

The activity of Opening stage as the initial activity of learning has the following objectives:

1. Helping students prepare themselves so that they can imagine the lesson they will learn from the start.
2. Generating interest and attention of students on what will be learned in teaching and learning activities.
3. Helping students to know the limits of the task to be done.
4. Helping students to find out the relationship between the experiences they have mastered with new things to be learned or those they are not familiar with (Husdarta and Yudha, 2013).

The activity of Opening stage in addition to preparing matters of a technical administrative nature, must mainly focus on efforts to condition both physical and mental readiness, attention and motivation of students to take part in the core learning activities. Opening stage is generally done so that the learning process and results can be achieved effectively and efficiently, namely learning steps that are carried out appropriately so that it will produce a maximum learning outcome. The learning outcomes can be seen from the level of student mastery of what they have learned.

## **b. The Components of Opening Stage Skills**

According to Marno and Idris (2008) the component of opening lesson skills includes two categories, namely categories that affect the process of assimilation and accommodation of ideas, and categories that affect students' motivation to learn. These components are:

### *1. Generating students' attention/interest*

Several ways to arouse students' attention and interest include: 1) Variations in teacher teaching styles; 2) Use of teaching aids; 3) Variations in interaction patterns.

### *2. Generate motivation*

Students who have high learning motivation will encourage their attention and interest to be concentrated on things that must be studied, so that they can achieve maximum learning goals. Ways to generate motivation to learn in students, among others: 1) Enthusiastic and enthusiastic; 2) Generating curiosity; 3) Bring up ideas that seem contradictory; 4) Pay attention to and take advantage of things that are of concern to students.

### *3. Give a reference or structure*

How to provide a reference or structure that can be done by the teacher, among others: 1) State the basic competencies, indicators of learning outcomes, and task limits; 2) Give instructions or suggestions about the activity steps; 3) Asking guiding questions.

### *4. Shows connection*

If the teacher will explain new material, it must be related to previously known material. Some things that teachers need to do are: 1) Looking for stepping stones; 2) Strive for sustainability; 3) Comparing or contrasting.

Students' attention can be generated by varying the attitudes and teaching styles of teachers. For example, the teacher varies his teaching style by standing in the middle and then walking backwards or to the side, variations in the use of voice, intonation, how to enter class, hand

movements, facial expressions, and so on which are all meaningful. Student interest can be generated by using teaching aids such as pictures, models, schematics, newspapers, and so on. Variations in interaction patterns need to be developed so that students do not feel bored. Because usually the teacher explains while the students listen. So, it is necessary to gold a varied pattern of interaction, for example the teacher gives an assignment to a student and other students provide feedback.

Teachers should be friendly, enthusiastic, and full of enthusiasm to encourage students to be active and want to be involved. The way that the teacher can use is to tell an actual event that raises questions or shows a model or picture that stimulates students to think. Opening the lesson can be started by revealing things that are actual and relevant to the material to be studied.

Teachers can ask students something that aims to direct the topic of the lesson and help students pay attention to what will be explained. Hooks or Opening stage materials include things that students already know such as experiences, interests, and needs of students. Before starting a new lesson, the teacher can review the essence of the previous lesson or can ask students to summarize, then make connections with the new lesson. The way that can be done is to compare or contrast between old knowledge and new knowledge. Opening stage can be carried out effectively and successfully by paying attention to the components related to student characteristics.

### **c. The Principles of Opening Stage Skills**

The principles of applying open lessons according to Marno and Idris (2008) are:

#### *1. Meaningful principle*

The application of the principle of meaning is having the value of achieving the goal of using skills to open lessons. That is, the way the teacher selects and applies the component of opening skills has a

very appropriate value for students in conditioning students' readiness and interest to take lessons.

2. *Continuous (continuous)*

There is no dividing line between the opening idea and the subject matter. Therefore, the idea of opening with the subject matter in terms of material must have relevance. Sequencing the subject matter greatly helps the continuity of learning materials and especially the continuity of opening lessons.

3. *Flexibility (flexible use)*

Means the use is not rigid, not intermittent or smooth. Fluency in the arrangement of ideas, ideas, or stories can make it easier for students to conceptualize the integrity of the opening concept and can also easily anticipate the subject to be studied.

4. *Enthusiasm and warmth in communicating ideas*

Enthusiasm marks a high level of motivation and this result will have an effect on high motivation in students. With the enthusiasm of the teacher in communicating the opening idea, it encourages children to assess that the subject to be studied has a very important meaning. Thus, students will have high attention and interest, which in turn will affect high learning activities.

In addition to the principles of applying opening lessons, there are also technical principles in opening lessons, which are as follows:

1. Short, dense and clear.
2. Skills are not repetitive or convoluted.
3. Use language that is easy for children to understand.
4. Accompanied by examples or illustrations as necessary.
5. Bind children's attention (Marno and Idris, 2008).

Binding children's attention must be in accordance with the content and objectives of learning or meaningful and an appropriate arrangement of learning materials is needed and there is a link between one part and another so that it is clear and precise. The activity of opening

the lesson that is applied should be in accordance with its purpose, namely carrying out activities that are related to the subject matter.

#### **d. The Implementation of Opening Stage**

Opening stage are carried out at the beginning of each lesson and each time switching to a new subject or topic. For example, from the topic of addition to the topic of subtraction. Before explaining the subject matter, the teacher must mentally condition and focus on the things to be learned. For example, providing motivation, providing a reference / structure, showing the link between the previous subject matter that has been studied with the material to be studied (Marno & Idris, 2008).

A lesson introduction can be used for any of the above purposes or a combination of them. Whatever the goal, the most important thing is to keep the "*sparks flying*." It all hinges on how the teacher can immediately ignite up his class to keep the sparks flying. To put it another way, the instructor must decide what sort of activity or method to use to start the class in order to keep the sparks going. There are a variety of activities to choose from to start a session (Suwartono, 2019).

1. Describing the goals of a lesson.
2. Stating the information or skills the students will learn.
3. Describing the relationship between the lesson/activities and a real world need.
4. Describing what students are expected to do in the lesson.
5. Describing the relationship between the lesson/activities and forthcoming test or exam.
6. Pointing out links between this lesson and previous lessons.
7. Stating that the activity the students will do is something they will enjoy.
8. Doing something in order to capture the students' interest and motivation.
9. Reviewing learning from a previous lesson.
10. Previewing the lesson.

#### **e. The Importance of Opening Stage in Learning**

In the learning process in the classroom there are 5 parts that will be carried out by the teacher in the classroom: Opening, Presentation of Core Materials, Assessment, Closing and Evaluation. Opening is one of the most important parts in the learning process because basically any class, Seminar, Training, Workshop success will be determined in the first 10 minutes when the class starts.

All teachers of course do the opening in the class such as greeting, absent, singing if at the level of kindergarten or small class in elementary school. There are so many teachers who do not use Opening stage in their classrooms, after being absent, they immediately enter the core material without knowing whether the students are ready to receive learning or not.

Indeed, until now there is no standard term in the sense of Opening stage. There are several meanings of Opening stage according to the experts:

1. Herbart, opening stage is receiving new responses with the help of existing responses.
2. Wundt, that opening stage is not just an association but includes new responses in a categorical relationship or a more general relationship.
3. According to modern psychologists, opening stage means observing attentively while understanding and processing these new responses and putting them into categorical relationships.

From this understanding and based on the experience of the author, opening stage is an activity carried out by the teacher to attract the attention of students to focus on new knowledge or experiences that will be conveyed by the teacher.

By doing opening stage, the teacher can ensure that students are ready to receive learning. When a child enters the classroom, it is not necessarily in his mind that it is in class or studying. In class, his mind is still playing games, playing with friends, chatting with friends in the WA Group or time spent during breaks outside class.

To bring his mind back to focus on the teaching material, of course, the teacher must have a strategy in attracting students' attention. There are several things that teachers can do in Opening stage in the classroom, including the following:

1. *Shows a video related to the material*

In addition to attracting the attention of students, this method can also generate empathy for students so that they are more motivated in participating in the learning process. If students already have empathy for the material, the teacher will find it easier to convey the material to students.

2. *Create a short quiz*

This method has been used several times in Opening Stage. This quiz is conducted with the help of technology applications such as Kahoot to make it more interesting for students.

3. *Playing song*

We can play songs related to teaching materials. Suwartono (2012) argues that the rhythm and authenticity of the song can be used for language learning. Rhythm and tone convey a sense of pleasure. As an authentic material, the song motivates those who listen to it to imitate the lyric text, either in full or in part. The song text contains real examples of language in use, including sentence patterns. Take the phrase "*I don't wanna see you crying*", or "*I'll never let you go*" as an example. In this context, these expressions can be brought into the classroom when the teacher intends to introduce sentence patterns using the verbal senses (verbs of senses) and special verbs such as let, make and so on. Thus, this advantage can be utilized by teachers in facilitating learning. Mastery of vocabulary / vocabularies affect the ability and skills to express ideas and language appropriately.

4. *Game (Games)*

Opening stage can also be done with a simple game that as much as possible can bring out the creativity of students. For games, the teacher must pay attention to the time available so as not to interfere with the delivery of other material. There are lots of simple games that can be done to make students focus. Example: Teacher: "Put your index finger on the palm of a friend's hand. When the teacher says the word apple, catch her friend's index finger."

### 5. *Make Yell-Yell*

Teachers can create a Yell-Yell that makes students more motivated, Yell-Yell must be made as creative as possible so that it can become a hallmark of the class being taught. This method is quite easy to do and will be easy to attract the attention of students.

### 6. *Drawing/Writing*

The teacher can ask students to draw/write something related to the material or other things related to education. One example, the teacher asks students to draw objects that describe themselves in a maximum of 3 minutes and after that the teacher asks students to explain what he drew. The same can be done in writing.

## **2.5. Student's Motivation**

Everyone is naturally filled with needs and most of these needs are not strong enough to encourage someone to do something at any given time. The need becomes a good impulse, when the need arises to reach a level of sufficient intensity. Fulfillment of needs is always based on the motive to fulfill them. In other words, motivation is used to indicate a condition in a person that comes from the result of a need.

An individual in showing his behavior is not only influenced by environmental factors. But because the emergence of energy from within the individual itself is also called intrinsic motivation. Intrinsic motivation is closely related to one's own feelings without being influenced by external factors. These feelings can be in the form of comfort, satisfaction, pleasure, joy, and also interest (Nur, 2019). The emergence of intrinsic motivation in the learning process in a student can be noticed from his attitude and behavior in participating in an activity or process. With the motivation of students in the teaching and learning process, if it is carried out continuously, it will foster the will and hardwork of the students themselves. So that if it is channeled properly, it can be connected with the goal of achievement. Paying attention to the influence caused by the existence of intrinsic motivation gives the

impression that this factor can continue to be developed in an effort to grow and develop students' motives according to their potential. To help students achieve maximum results, teachers need to use learning media because effective learning media will ease students' learning efforts in understanding the material presented (Saragih, 2012).

Motivation will cause a change in the energy that exists in humans, so that they will cling to problems of psychological symptoms, feelings and emotions, to then act or do something the whole driving force both from within and from outside by creating a series of efforts to provide the conditions for certain conditions that ensure continuity and provide direction to activities so that the goals desired by the subject can be achieved. Teachers' efforts to increase students' intrinsic motivation is how teachers prepare themselves in teaching students starting from mastering the material, how to convey it, attracting students' attention, evaluating student learning. If these efforts are carried out oriented to the interests of students, it is hoped that these efforts can lead to student learning motivation. If the teacher's efforts are just teaching, it means that the success of the teacher is the starting point, it is likely that students are not interested in learning. In other words, students' learning motivation is weakened or lost. Motivation and learning are two things that influence each other, students can receive learning well because of the motivation they have.

Extrinsic motivation is encouragement that comes from outside the individual concerned, in other words social motivation, which requires positive or negative reinforcement. Social motivation is a basic need for psychological social needs. Extrinsic motivation is still needed in schools, because learning in schools is not all interesting, or in accordance with the needs of students. It is possible that students have not realized the importance of the lesson material conveyed by the teacher. In this situation, the students concerned need to be motivated to learn.

This increase in motivation is very necessary for students in the process of learning English. High motivation encourages students to be

persistent in practicing, diligent and eager to do the exercises. So, with high motivation that students have, it can support better learning achievement as well. On the other hand, if student motivation is low, the enthusiasm for learning will decrease and learning outcomes will be questioned. This can be done by teachers, especially in how to provide psychological encouragement that is related to motivation (Fattahilah, 2015).

Motivation refers to a person's needs based on the personality in question, because motivation cannot be generalized to everyone but must be reviewed specifically from one individual to another. Furthermore, motivation is influenced by several very complex factors including the intensity or magnitude of the pressure (stress) that hinders a person from developing his motivation. The motivational aspect that is most highlighted in the English language learning program, sports and health.

From some of the causes of low student motivation above, it is hoped that English teachers can provide encouragement, direction and provide experiences to increase student motivation. An English teacher must master the techniques to increase student motivation. From the fact that the definition of motivation contains three main components, namely encouraging, enhancing and sustaining human behavior. In connection with that, we can see the purpose of motivation in general where motivation aims to move or change someone or a desire or desire arises to do something so that it can obtain results or achieve certain goals.

For a teacher motivation aims to move or spur students to arise the desire and willingness to improve their learning achievement so that students' educational goals are achieved with what is expected and applied in the school curriculum. Motivation does not only arise from within the individual but will also get encouragement from outside. So, the teacher's role as a motivator to increase students' interest in taking English subjects is very active in developing student's talents and interests to take these lessons (Subakti, 2018).

The performance of an English teacher at school is manifested

through his ability to educate, teach and train students in the learning process. The learning process will take place well, if it is supported by teachers who have high competence and performance, because teachers are the spearhead and foremost implementer of student education in schools as well as curriculum developers. Thus, the learning process that is managed with quality teacher performance will be able to produce good student achievement as well as quality human resources.

## **2.6. Previous Studies**

Previous study about EFL Teachers' Implementation on using Their Lesson Plans: A Multiple Case Study at Secondary School Level in Indonesia (Trisnawati, Sajidin, Ekawati, 2020). The research aims to describe: 1) the conformity between the lesson plan and the learning process; and 2) the EFL teachers' perception to their implementation of lesson plan in the classroom. The research is described qualitatively with a multiple case study.

Similar research findings were also presented by (Ichsan, Lestari, Suharsono, 2017), the title was Lesson Plans and Their Implementation in the Classroom (A Case Study of Two Teachers). The research tried to find out the appropriateness between English lesson plans developed by English teachers and their implementation during teaching activities. This study employed qualitative approach in form of case study. The participants were two English teachers from two different schools who teach English in border area. Data were collected using classroom observation and interview. The findings of this study reveal that teachers do not implement all components of lesson plans which have been developed before the class during learning activities. This result has significant implication for the students. It will make them difficult in achieving learning objectives.

The next study was Lesson Planning in EFL Classroom: A Case Study in Lesson Plan Preparation and Implementation (Emiliasari & Jubaedah, 2019). This study aims to: 1) explore the teachers' preparation of teaching English; and 2) investigate the implementation of teachers' lesson

plan in teaching English. As a case study, the research site was in three of secondary schools in Majalengka. Three English teachers were involved as respondents. Interview, observation, and documentation were used to collect the data. The findings showed that teachers prepared the lesson plan by: 1) reviewing the core competence and basic competence from the syllabus; 2) searching for learning resources; 3) choosing learning media; 4) determining the material; 5) selecting learning method; 6) compiling indicators and goals. However, the activities compiled in the lesson plan were not all implemented. Some disorders occur during the learning process because of teachers' behalf, such as meeting, teachers' professionalism training, and other schools' activities. If some learning activities did not implement, the teachers made transactional decision to make up the class.

The three studies mentioned above, however, differ from the researcher will conduct in. This study focuses on implementing lesson plans only at the opening stage and calculates the percentage of achievement, investigate the problems that teacher might face, and how it affects the students' motivation to continue taking EFL classes, whereas the three studies mentioned above only discuss the implementation of lesson plans in EFL classes.