

**THE MATERIAL PROFUNDITY OF CONCEPTUAL TAXONOMY ON
“IT’S TIME TO SEE” AS LEARNING ACTIVITY UNIT FOR X GRADE
OF SENIOR HIGH SCHOOL
(A Teaching – Documents Analysis of Government Guideline for School with
Credit System)**

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Abstract

Indonesia places English language as the first foreign language then it is inserted to the National curriculum. In the history of education, the curriculum in Indonesia has changed many times. The 2013 Curriculum as the newest Indonesian curriculum also has the newest version following the model of education, by inserting the model of knowledge dimension which consists of factual, conceptual, procedural, and meta-cognitive. There are two forms of education unit model in 2013 curriculum, they are regular school system and credit system. The regular system follows default government program as schedule of learning duration, and the credit system gives opportunity to smart student to be accelerated to short schedule of learning. School creates another version with credit system, by outlining school identity and program, constructing syllabus, constructing lesson plan, and constructing the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*). In making the material of learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) it must be accordance with the syllabus, in line with the lesson plan, and also must be appropriate with the students’ condition in the school. The importance in analyzing this study are to make the teachers know about the correlation between syllabus and lesson plan, and the material profundity of conceptual taxonomy on “*It’s Time to See*” on sample of learning activity unit KD 3.7 and 4.7 by Government. This study is a teaching-documents analysis with Descriptive Qualitative method in term of Content Analysis.

Keywords : Material Profundity, Conceptual Taxonomy, Learning Activity Unit.

Introduction

Indonesia places English language as first foreign language then it is inserted to the National curriculum. Curriculum itself was a thing related to education, which was a set or system of plans in the teaching and learning activity. Curriculum was a basis of teaching-learning process, so every teaching-learning process has to follow the curriculum. In the history of education, the curriculum in

Indonesia has changed many times. The 2013 Curriculum as the newest Curriculum in Indonesia was a character-based curriculum which required the students to be active in teaching and learning activity.

English as Indonesian curriculum unit has the newest version following the model of education. There were two reasons of this newest version, first was as an adaptation of science development by inserting the model of knowledge

dimension from Anderson model (2001:41) that consists of factual, conceptual, procedural, and meta-cognitive. There were two forms of education unit model in 2013 curriculum, they were regular school system and credit system. The regular system followed default government program as schedule of learning duration, and the credit system gave opportunity to smart student to be accelerated to short schedule of learning.

School created another version with credit system, by outlining school identity and program, constructing syllabus, constructing lesson plan, and constructing the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*). Because in credit system the teacher in the class was only served as a facilitator, the students learned independently with the material and the exercises which were made by the teacher in the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) itself. Therefore, in making the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) it must be in accordance with the syllabus, in line with the lesson plan, and also must be appropriate with the students' condition in the school. When the quality of school and its students were good, the level of the material presented in the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) also must be better to develop the students'

knowledge. And it meant that the students will be able to accelerate to the short schedule of learning, or can be declared to have graduated from senior high school in less than 3 years. Because the credit system was a new system applied in the 2013 curriculum and because of the detail process of making the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*), the government also provided the specific guidance for teachers who taught in schools that have implemented the credit system, and there were also examples of learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) and lesson plan made by the government for each subject, including English subject.

Therefore, the writer is interested in finding out the correlation between syllabus, lesson plan, and the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) to measure the profundity of material inside.

Methodology

A research design was a plan or strategy for conducting the research, which required to get the useful information. This study dealt with the content analysis of the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) as one of the teaching documents in the credit system of 2013 Curriculum. In this study, the writer applied descriptive

qualitative method in term of content analysis as her research design. According to Moleong (2005) "Qualitative research is a research which has purpose to understand phenomena about what is happen to the research subject, for instance behavior, perception, motivation, act, in the descriptive way in form of words and language, in natural and specific context". Qualitative research can also be described as an effective model that occurred in a natural setting that enabled the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2012).

This research conducted by using content analysis, because the data came from the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) by Government Guideline. The writer used the book of learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) as the research object, and analyzed the material profundity of conceptual level by reviewing the correlation between syllabus, lesson plan, and learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) by Government guideline. The writer conducted the study about the material profundity in the text book as one of the teaching documents. From that topic, the writer only focused on analyzing the data about the material profundity of conceptual taxonomy which contained on "*It's Time to See*" in the learning activity

unit or UKBM (*Unit Kegiatan Belajar Mandiri*).

The writer needed source to get the available data from data source, and in this study the writer used *Government guideline* of learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) 2017 as the data source. In collecting the data, the writer got the data from the internet. By downloading the data source of the Government guideline of learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) 2017. In that data source, there was primary data which the writer needed to be analyzed, that was the learning activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) itself and also the lesson plan.

In this study, the writer used the instrument, that is observation sheet (by using checklist document based on the Anderson's learning taxonomy theory). In this research, the writer used qualitative data analysis. In analyzing the collect data, the writer applied the steps of qualitative data analysis proposed by Miles and Huberman (1984), namely: data reduction, data display and conclusion drawing or verification. In this study, the writer collected and prepared first all the teaching documents which she needed, they were syllabus of government, lesson plan and the learning activity unit itself on "*It's Time to See*" which contained in the Government guideline of learning

activity unit or UKBM (*Unit Kegiatan Belajar Mandiri*) 2017.

Then, the writer focused to read and identified the data from the core competencies or *kompetensi inti* (KI) and basic competencies or *kompetensi dasar* (KD) on syllabus, to see the relevances between KI – KD on syllabus with the learning materials on lesson plan and UKBM. After that, the writer analyzed by doing checklist analysis using Anderson's learning taxonomy, but the writer only focused on conceptual taxonomy.

Next, the writer displayed the data by making the table which contained of the data analysis result. Then, the writer entered the result of that analysis into the level of material profundity; less, average, or deep. The level would be *less* if there was no relevance between KI – KD on syllabus with the learning materials on lesson plan and UKBM, *average* if there were relevances between KI – KD on syllabus with the learning materials on lesson plan and UKBM, and the level would *deep* if there were relevances between KI – KD on syllabus with the learning materials on lesson plan and UKBM and more developed.

Discussion

(1) The Correlation between Syllabus and Lesson Plan on Sample of Learning Activity Unit KD 3.7 and 4.7 Published by

Ministry of Education and Culture for X Grade of Senior High School

In the *Regulation of the Minister of Education and Culture Number 22 (2016) of 2013 Curriculum*, Syllabus was a reference for preparing the learning framework for each subject matter. Syllabus is used as a reference in the development of learning implementation plans. Syllabus contained at least; subject identity, school identity, core competencies, basic competencies, the main material, learning activities, assessment, time allocation, and learning sources.

While Lesson Plan was a plan for face-to-face learning activities for one or more meetings. Lesson Plan is developed from syllabus to direct learning activities of students in an effort to achieve Basic Competencies (*Kompetensi Dasar*). Lesson Plan is arranged based on the Basic Competencies or sub-theme that is held meetings or more. The lesson plan's component consisted of; school identity, subject identity, class or semester, subject matter, time allocation, learning objectives, basic competencies and indicators, learning material, learning method, learning media, learning sources, steps of learning, and assessment of learning outcomes.

The writer used checklist tools analysis which is based on the *Regulation of the Minister of Education and Culture Number 22*

(2016) of 2013 Curriculum to analyze the correlation between syllabus and also lesson plan. The writer put the tick (✓) on the table items which suitable with the completeness of syllabus and lesson plan components based on the Regulation of the Minister of Education and Culture Number 22 (2016) of 2013 Curriculum. Then, the writer made the analysis table of syllabus and lesson plan, and interpreted the analysis by giving her opinions.

The Correlation between Syllabus and Lesson Plan

Table 4.1

The Completeness of Syllabus Components

No	Components	Checklist	
		Yes	No
1.	Subject Identity	✓	
2.	School Identity	✓	
3.	Core Competencies	✓	
4.	Basic Competencies	✓	
5.	Material	✓	
6.	Learning Activities	✓	
7.	Assesment	✓	
8.	Time Allocation	✓	
9.	Learning Sources	✓	

Based on the table above, the result of the syllabus components were complete. All components which is contained on the syllabus

were suitable with the components of Regulation of the Minister of Education and Culture Number 22 (2016) of 2013 Curriculum.

Table 4.2
The Completeness of Lesson Plan Components

No.	Components	Checklist	
		Yes	No
1.	School Identity	✓	
2.	Subject Identity	✓	
3.	Class or Semester	✓	
4.	Subject Matter	✓	
5.	Time Allocation	✓	
6.	Learning Objectives	✓	
7.	Basic Competencies and Indicators	✓	
8.	Learning Material	✓	
9.	Learning Method	✓	
10.	Learning Media	✓	
11.	Learning Sources	✓	
12.	Steps of Learning	✓	
13.	Assesment of Learning Outcomes	✓	

Based on the table above, the result of the lesson plan components were complete. All components which is contained on the sample of lesson plan KD 3.7 and 4.7 were suitable with the components of Regulation of the Minister of

Education and Culture Number 22 (2016) of 2013 Curriculum.

Table 4.3
The Analysis of Syllabus and Lesson Plan

No.	Components	Attribute		
		1	2	3
1.	Precision of Indicators to Basic Competencies			
2.	Correlation of Learning Objectives to Indicators			
3.	Learning Material on Lesson Plan to Material on Syllabus		✓	
4.	Appropriateness of Method to Learning Activity on Syllabus			✓
5.	Appropriateness of Media to Learning Activity on Syllabus	✓		
6.	Appropriateness of Steps to Learning Activity on Syllabus	✓		
7.	Appropriateness of Assesment to Assesment on Syllabus		✓	

Based on the table above, the writer conclude that the result of the correlation between syllabus and the sample of lesson plan KD 3.7 and 4.7 were good enough.

(2) The Analyzed of the Material Profundity Level of Conceptual Taxonomy on “It’s Time to See” as Learning Activity Unit Published by Ministry of Education and Culture for X Grade of Senior High School

The 1948 Convention of the American Psychological Association led Bloom to spearhead a group of educators who eventually undertook the ambitious task of classifying educational goals and objectives. Their intent was to develop a method of classification for thinking behaviors that were believed to be important in the processes of learning. Eventually, this framework became a taxonomy of three domains; the cognitive domain, the affective domain, and the psychomotor domain. But the writer only focused on analyzing the cognitive domain.

According to Anderson & Krathwohl, 2001 (pp. 67-68) the terms of cognitive dimensions are defined as; Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Based on the level of knowledge, there are four; *Factual Knowledge* or *C1* as the dimension of *Remembering*, *Conceptual Knowledge* or *C2* as the dimension of *Understanding*, *Procedural Knowledge* or *C3* as the dimension of *Applying*, and *Meta-cognitive Knowledge* or *C4, C5, C6* as the dimensions of *Analyzing, Evaluating, and Creating*. And in this study, the writer only focused on analyzing the *Conceptual Knowledge* or *C2* as the dimension of *Understanding*.

Conceptual Knowledge or *C2 (Understanding)* construct meaning from instructional messages,

including oral, written, and graphic communication. There are seven levels of *Understanding*; Interpreting or C2.1, Exemplifying or C2.2, Classifying or C2.3, Summarizing or C2.4, Inferring or C2.5, Comparing or C2.6, and Explaining or C2.7.

Table 4.4

The Material Profundity of Conceptual Taxonomy on “It’s Time to See” as Learning Activity Unit for X Grade of SHS

Learning Steps	Method	Media	Conceptual Taxonomy							Profundity				
			C2.1 Interpreting	C2.2 Exemplifying	C2.3 Classifying	C2.4 Summarizing	C2.5 Inferring	C2.6 Comparing	C2.7 Explaining	1	2	3		
Observing		✓												
Questioning		✓												
Experimenting				✓										
Assessing														
Communicating		✓												

Based on the table above, the writer conclude that the result of **the material profundity of Conceptual Taxonomy on “It’s Time to See” as learning activity unit for X Grade of SHS** was deep enough, because the level not only stucked on the C2.1 but there were some points which on the C2.5 and C2.6 level.

Conclusion(s)

The data above is still a temporary data, but from the data the writer can conclude that the material profundity of conceptual taxonomy on “It’s Time to See” as learning activity unit of SHS with credit system by Government guideline was deep enough. It mean that, this sample of learning activity unit can be a guideline for teacher to make a good learning activity unit. The government has given the sample

that in making the material and also the exercises of learning activity unit must be more developed than the syllabus. The material and also the exercises must be in line with the lesson plan, and the important thing that must be remembered in making the material and the exercises of learning activity unit is must be appropriate with the school’s situation and the students’ condition in the class

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