

# Proceedings



## INTERNATIONAL CONFERENCE ICEL 2013

The First International Conference on  
Education and Language (ICEL)

28,29,30 January 2013

Bandar Lampung University (UBL)  
Indonesia



In  
Cooperations  
With

Indonesia



UNIVERSITY OF  
WOLLONGONG

Australia



India



الجامعة الإسلامية العالمية ماليزيا  
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA  
يونسيفي: إيشيلارة إيشيلارة إيشيلارة

Malaysia

Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

# PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE**

# ICEL 2013

**28 -30 January 2013**



**Organized by:**

**Faculty of Teacher Training and Education (FKIP), English Education Study Program  
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,  
Bandar Lampung, Indonesia**

**Phone: +62 721 36 666 25, Fax: +62 721 701 467**

**[www.ubl.ac.id](http://www.ubl.ac.id)**

## **PREFACE**

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

**Mustofa Usman, Ph.D**  
**ICEL 2013 Chairman**

# **PROCEEDINGS**

The First International Conference on Education and Language  
(ICEL 2013)

**BANDAR LAMPUNG UNIVERSITY**

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

## **Steering Committee**

### **Executive Advisors**

M. Yusuf S. Barusman

Andala Rama Putra Barusman

### **Chairman**

Mustofa Usman

### **Co-Chairman**

Harpain

Baginda Simaibang

### **Secretary**

Yanuar Dwi Prasetyo

### **Treasurer**

Tissa Zadya

## **Technical Committee Team**

Tissa Zadya

Nadia Dalimunthe

Yanuar Dwi Prasetyo

Bery Salatar

Zainal Abidin

## **International Advisory Board**

Mustofa Usman, Indonesia

Garry Hoban, NSW Australia

S. Mohanraj, India

Ken Cruickshank, NSW Australia

Baverly Derewianka, NSW Australia

Ahmad F. Ismail, Malaysia

Hery Yufrizal, Indonesia

M. Yusuf S. Barusman, Indonesia

Jan Wright, NSW Australia

Harpain, Indonesia

Hon Wie Leong, Singapore

Raihan B. Othman, Malaysia

Andala R. P. Barusman, Indonesia

Khomsahrial Romli, Indonesia

Mohamad Sahari Nordin, Malaysia

Jayashree Mohanraj, India

Ujang Suparman, Indonesia

Ahmad HP, Indonesia

Baginda Simaibang, Indonesia

Nuraihan Mat Daud, Malaysia

Udin Syarifuddin W, Indonesia

Undang Rosyidin, Indonesia

## **Organizing Committee**

### **Chair Person**

Tissa Zadya

### **Vice Chair Person**

Baginda Simaibang

### **Secretary**

Yanuar Dwi Prasetyo

### **Treasure**

Samsul Bahri

Dian Agustina

### **Special Events**

Bery Salatar

Nadia Dalimunthe

Siti Rahma Wati

Dina Ika Wahyuningsih

Kefas Ajie

Fajar Ryantika

### **Transportation and Accommodation**

Irawati

### **Publication and Documentation**

Indriarti Gultom, MM.

Dina Ika Wahyuningsih

Noning Vrawati

Masitoh

Rifandy Ritonga

### **Consumption**

Yulfriwini

Ni Sayu Kade Lena Widyawati

Miryanti Feralia

Novita

Cornellius Vilar di

M. Agusman Ajjaya

I Gede Ryan Ekki .P.

Qory Fahr runisa ,F.

### **Facility and Decoration**

Zainal Abidin

Sudarto

Tri Suhartono

Sukamto

Suprpto

## **Table Of Content**

Preface.....	ii
Steering Committee .....	iii
International Advisory Board .....	iii
Organizing Committee.....	iv
Table of Content .....	v

### **Keynote Speaker :**

1. The Adoption of E-Learning in Teaching and Learning Processes; an Option for Life-Long Education – Baginda Simaibang.....	1-9
2. Engaging with Content and Language Using Student-created Blended Media – Garry Hoban.....	10-14
3. Duckling? No, Swan! Non-native Teachers Teaching Spoken English to Non- native Learners - Jayashree Mohanraj .....	15-22
4. The Development Of Guidelines For The Arrangement Of Character-Based English Language Lesson Plan For The Teachers Of Junior Secondary Schools In Surakarta City: A Preliminary Study - Joko Nurkamto .....	23-28
5. Assessment For Learning: Charting A Future In The Malaysian Higher Education - Mohamad Sahari Nordin .....	29-37
6. Knowledge Construction And Sharing In A Networked Collaborative Environment - Nuraihan Mat Daud .....	38-43
7. Teaching English In Today's World - S Mohanraj.....	44-47
8. Curriculum Improvement For Better Indonesian Education: A Reconstructed Philosophy Of Education Revisited - Udin Saripudin Winataputra .....	48-56
9. The Implementation Of The ICT-Based Thesis Supervision At One Of Postgraduate Programs In Indonesia - Ujang Suparman .....	57-62
10. The Development Strategy Of Sustainable Competitive Advantage At Indonesian PHEIs - M Yusuf S Barusman .....	63-71

### **Paper Presenter :**

11. Employing Experiential Learning To Teach Writing For English As A Foreign Language Learners Through A Reflection Project - Adesti Komalasari .....	72-78
12. Facebook Base Writing Learning For Teaching English As A Foreign Language – A. Alfian Cahyo Budiardi .....	79-83
13. The Effect Of Curriculum In Building Creative Nation - Azizah Husin.....	84-89
14. Communicative Approach In Teaching English As A Foreign Language – Bertaria Sohnata Hutaauruk.....	90-96
15. Mispronounced Consonants Of Basic Listening And Speaking Students Of Universitas Klabat - Billy Melvin Sakul .....	97-104
16. Teaching English Conversation Through Portfolios – Budiawan .....	105-108
17. The Power Of Concept Mapping To Improve Reading Comprehension - Candra Jaya.....	109-115
18. Theory Of Mind - Della Raymena Jovanka .....	116-121

19. Science Learning Model for Kindergarten - Denny Setiawan.....	122-129
20. The Effectiveness Of Using Dialogue And Prose Passage Techniques Improving Speaking Ability Of The Students At Muhammadiyah University Tangerang - Destiani Rahmawati .....	130-142
21. Characters Of William Shakespeare In Translation On Shakespeare In Love Subtitling: A Systemic Functional Linguistic Approach - Diah Supatmiwati.....	143-156
22. An Analysis Of Language Learning Strategies Use - Dina Rachmawati. ....	157-165
23. Development Of Web-Based Instructional Model – Fadli .....	166-173
24. Project-Based Instruction Guided Lesson Study Improve the Achievement of Learning Outcomes on Educational Research Methodology Course at Department of Biology - Hadi Suwono .....	174-181
25. Elimination Of Misconceptions On English And Motivation - Himpun Panggabean .....	182-186
26. Improving Class X. 2 Students’ Speaking Achievement Under Round Robin Technique - Istiqomah Nur Rahmawati .....	187 – 194
27. Greek And Latin Affixes And The Generation Effect - Joseph Scott Oliphant .....	195-201
28. The familiarizing of Roby’s Model in Teaching Listening Skill For 8th Grade Students of Junior High School - Jumbuh Prabowo .....	202-205
29. Infix {-Um-} As Verbal Former In Muna Language: Morphology, Semantic, And Syntax Analysis - La Ode .....	206-213
30. The Patterns Of Sasak Code Choicee - Lalu Abd. Khalik.....	214-223
31. EFL Writing Strategies of the Second Year Students of SMPIT Daarul ‘Ilmi Kemiling Bandar Lampung - Muhammad Rudy .....	224-229



# THE EFFECT OF CURRICULUM IN BUILDING CREATIVE NATION

Azizah Husin

Faculty of Teacher Training and Education, Sriwijaya University, Indonesia

Corresponding email : azizahhusin66@yahoo.co.id

---

## Abstract

The goal of this study is to analyze the role of curriculum in developing a creative nation. One of the national education goal is make the student be creative and self help. National curriculum has important role to reach this goal. Some barriers have been happening nowadays. The barriers are: curriculum overloaded, evaluation system focus on cognitive domain, apply LKS (student work paper) much, teacher still use conventional method. This condition caused student and output be passive, not creative. Creative student can solve the problem, have many alternative in finding solution, able to think analytic, think flexible, and curiosity Curriculum which had made must be oriented to the student development. Suggestion, government have to make curriculum that not overloaded and stop practice national examination. By simple curriculum, teachers have time to develop materials, so they can practice Student centre learning correctly, and they aren't much depend on LKS. If teacher creative, student and output will be creative too. Finally it reflect in building creative nation.

*Keyword* : curriculum, creative, characteristic, creative nation

---

## 1. INTRODUCTION

Indonesia's Human Development Index (HDI) is very low. According to the United Nations Development Programme, HDI Indonesia in 2011 at number 124 out of 187 countries surveyed (UNDP: 2011), ratings are down from rank 108 in 2010. It happened to Global Competitiveness Report 2011-2012 is seen the ability to compete at the global level in 2012 Indonesia at the ASEAN countries rank 7, and in global competitiveness index, from 46th position in 2011 decrease to 50th in 2012. (Bappenas: 2012)) In addition quality of education in Indonesia this year is very poor. Based on the analysis of the world education agencies (UNESCO:2011), the quality of the teachers Indonesia ranks last of the 14 developing countries in Asia Pacific. That position puts Indonesia under Vietnam the newly independent a few years ago. Reading ability, Indonesia was ranked 39 of 42 countries in the developing world.

This position shows the quality of human resources in Indonesia and Indonesia competing power at the world level is still low. This needs to be a concern of educators and education in Indonesia. The data presented above to evaluate what factors cause the material. The question that arises is why there is the quality of education in Indonesia has always been at a low level. What happens in the national education system.

The purpose of education is defined guidance for educational policy makers and implementers. An important component that hone the quality of human resources in the schooling system is curriculum. The curriculum is the lifeblood of the national education system. In the curriculum there is a core component of the learning materials, learning activities, methods, and systems evaluation. All of it was planned and implemented in accordance with the outline of the teaching plan, and then evaluated. Although the curriculum changed many times, but still refers to the orientation of national education goal.

The national education system is a whole education components are interrelated and influence each other. Article 3 of the 20 education law in 2003 declared a national education serves to develop skills and form the character and civilization of a dignified nation in the context of the intellectual life of the nation, aimed at developing students' potentials in order to be a man who is faithful and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

In line with the national education goals that one form of creative beings, in this era of science and technology development requires people to be creative, innovative, and productive in order to solve the problems of daily life in micro and macro is the leading man of quality and able to face the challenges of the times.

The fact that occurs in the field of education between the process and the resulting product is not in line with the quality of human resources that meet the criteria of the component's purpose. Resources are less able to compete, in various areas of life with near other countries. Children Indonesia was only able to control 30% of the material, and it turns out they are very difficult to answer the questions in the form descriptions that require reasoning. This is probably because they are so used to memorizing and doing multiple choice questions. (Reuters, 2012)

What has been done in our national education system? In the education system is composed of components to support the national education system include: curriculum, teachers, students, infrastructure, facilities, methods,



learning resources. The curriculum is well positioned with the most basic national education goals, because it acts as a pulse and operational elaboration of national education goals. Content and curriculum implementation process should be synchronized between the umbrella provided to be achieved by the practice of educational learning.

Of the conditions noted above, it is cold in this paper examines the influence of the national education system (curriculum) to the formation of quality nation. Moreover, how the role of the curriculum in the influence on the formation of a nation that competitively and creatively.

## 2. DISCUSSION

This phenomenon is happening in education today is the fact that: 1) students learn to race in counseling to deal with the competition in high school and college. 2) school (teachers and principals) compete to do "all the way" so that schools get 100% completion because it involves the reputation / credibility in the eyes of the public school and the school aid fund, 3) determination of minimum competency capability (KKM) is the average school average achievement rate 7.5 although in reality it is questionable; 4) learning culture that many use the worksheet. 5) Actors education is considered as an object, not as a subject of education.

Since independence until now, the national education, we know the three laws of education, Law N0.4 1950, N0 12 of 1954, Act N0 2, 1989, and Act N0 20 of 2003. In this case we know the curriculum curriculum 1950, kurikulum 1962, 1969, 1975, 1984, 1994, 2004, 2006.

Although for nearly sixty-three years of independence we know 4 times the education law, but until now we know 8 times the curriculum. Likewise we know beberpakali evaluation system to the National Examination system. (UN)

According Sarjito (2008) seems to present changes to the third aspect of the education law, curriculum and examination system is still not much effect in a model of education and the school as a center of learning and acculturation and intelligence. In fact this opinion is correct, because the domain is honed only limited cognitive and domination was cognitively evaluated.

### 2.1. The curriculum does not integrate the three domains

Practice to achieve national education goals is through the measure of value or performance figures. Developed educational orientation as above is to focus on the cognitive domain. Affective and psychomotor domains are considered less important. Such orientation resulted in students not getting the whole package of the education system. The curriculum does not integrate the three elements reflect the domain of Bloom. Limited the ability of students to know and understand, the element of thinking and application application action is still a gap. The result is the fact that the quality of the nation's happening Indonesia shows a declining trend.

Kunandar (2009) stated the planning and implementation of the curriculum include the domains of cognitive, affective, and psychomotor. In the life of the students will face the reality of life, if the learning process much dominated by grinding or cognitive elements, then the child only has one skill that is able to think not only able to do, be able to think but dry of appreciation. A person can only be said to be complete if it is able to integrate knowledge on life, able to solve problems, be able to adapt in the face of all the problems of life. Domains are affective and psychomotor. Both domains are still important to be owned by the student. Because students are not free merely to know and understand, but it must be lived knowledge, students will have a positive attitude, will be a daily behavior of learners day. If only have cognitive elements, then how is he going to creative, innovative, productive, and competitive?

The process of affective and psychomotor domains of learning can be implemented to all subjects. It should be considered is the selection of delivery methods domain so it can be transferred to the student. For science subjects, can be selected and developed methods such inquiri and experiential learning and others. The importance of the use of the method is the opportunity to contribute to the thought process of discovery, and contribute to the liveliness of the student process their findings were guided by the teacher. (Riyanto, 2009)

If a student has three domains clearly, then the product the students will demonstrate the ability of the piece. Going forward after graduate education has intelligence, values, and skills to the expectations of the national education goals. Developments in science and technology in the era of information technology, requires every person should have the creativity to live a life.

Children of primary school age and secondary schools still require the development of other elements of the affective and psychomotor domains. If students are bombarded with sharpening cognitive effort only to charge excessive, few material resources development capabilities, ahirnya children only solve the problems without having a divergent thinking process. While divergent thinking was necessary for the development of one's creative thinking. (Suharnan, 2005)

Divergent thinking is a process-oriented thinking to the discovery that many answers or alternatives. For example, what are the uses of old newspapers? answer can vary, for example: food packaging, book covers, kites,

paintings made from pieces of old newspapers, bedding, and much more use of old newspapers. While convergent thinking oriented towards the good or right answer as required by the exam in general. (Guilford, in Suharman, 2003:377)

Divergent thinking are closely related to creative thinking. Why divergent thinking is considered very closely with creativity? To generate creative ideas (novel and useful) will involve thinking fluency, flexibility, orijinalitas, and elaboration.

## 2.2. Overloaded Curriculum

One of the problems facing our education is the problem of lack of learning. In the process of learning, children are less encouraged to develop the ability to think. The learning process in classes geared to the child's ability to memorize information; brain children are forced to memorize and hoarding of information without charge to understand the information that he remembered it to connect with everyday life. How is the result? When children leave school, they are clever in theory, but they are poor applications.

The quality of a nation can not be separated from efforts in achieving national education goals. National education goals is one of them creates a creative man. Build the nation's human resources are needed to make a human being creative, productive, and innovative. Developed nation characterized delivered many innovatives and productive work and have the power of competition.

The curriculum provides space for students to think more freely, not depressed, and wide, so that they can be divergent thinking, broad, reasonable, able to develop alternative, able to solve the problem. original, innovative and productive. (Nasution, 2003)

According Soedijarto (2008), in fact education should provide space / conditions for students so that they may be able to provide space awareness to students through a fun, open and unfettered, not monotonous and rigid. Educational intrinsically cultural transformation advanced and modern. Current curriculum is excessive emphasis on results, and not on the learning process. Consequently, the main goal, the results are considered more important than the process.

The curriculum is made notice tarap development of learners in order not to be a burden. School is a fun place for the students when the material is presented in a fun way, they are involved in the learning process, so do not feel bored when students follow the learning process. The advantage they gain knowledge and they are happy. (Nurkancana, 2001)

About aspects of that development can be distinguished several opinions, including: Bigot, Kohnstam, Pallan in Nurkancana (2001:24) argues individuals consisting of physical aspects, psikhis and motion. Psikhis aspects include the introduction of (cognitive), feelings (affective), and desire (konasi). While aspects of the motion include: reflexes, instincts, skills, and habits. Cognitive Domain: include observation, feedback, fantasy, memory, thinking. Affective domain include: feeling Heavens, biological, and rokhaniah. Domain konasi include: passion, lust, desire, will, conscience.

All levels of this age need to be attentive in making concerning curriculum content, teaching methods, and evaluation. The overall effect of these on educational products. If teachers enough time to develop because of the burden of subject matter is not too much, then the teacher can have the opportunity to use contextual methods vary. In addition, the use of worksheets can be reduced as much as possible. Addressing students' mastery of the material by applying contextual and varied. (Dimyati, Mujiono, 2006)

So far what we have done to future generations through the education system that they receive at school. Indonesia has weighed curriculum students with a set of presentation of the subject matter with very heavy weights when measured to the level of students at each grade level and level of education. Students must master the heavy load in a short time. Is that evaluated cognitive elements of the students only have to declare it a comeback. One is said to have an intelligent thought structures that could receive another scholarship from a variety of perspectives view. This way of thinking is linear only child so that if there is a problem either on the job or anything else in life could not finish with the best option, but take a narrow linear.

## 2.3. The existence of the National Examination system

Final evaluation of education is a right held by the teacher. Was Master who knows all of the students concerning the development of the three domains of cognitive abilities, affective, and psychomotor. If there are other determining factors outside the teacher regarded as a deviation from the right teachers and the right of students to get a true assessment. Assessment should at least pay attention to four things: (1) Assessment of education intended to assess students' learning outcomes either overall cognitive, affective, and psychomotor (2) The results of educational assessments used to determine student achievement of competencies that includes three domains. (3) Assessment conducted by educators primarily intended to increase academic achievement and personal development of students. (4) The assessment carried out repeatedly and continuously to obtain more accurate data as the basis of decision-making on the level of achievement in the three domains it.

Whistles national exam every year are not reflected in the output generation produces competitively graduation, independent and creative. Anxiety individual teachers and principals as well as the expression of the following facts ".... ..that the National Examination (UN) has hampered the realization of quality education and justice in Indonesia. Istigasah phenomenon that made nearly all schools in Indonesia shows that psychiatric conditions principals, teachers and students feel threatened by the failure of UN fears that will be conducted ". (ICW, July, 2012).

Besides determining the graduation formula in UN policy still is not touching the surface and the core issues, especially related fraud is massive and systematic implementation of the UN. This is a bad practice and destructive patterns of thought and morality in education away from the purpose of education itself.

Above facts indicate that the education system such event repeats every year should not happen because it is highly inappropriate in education. The world of education was instrumental to the establishment of the quality of the nation. Not the fear and anxiety that develops. It is not well in the education process to the students. The device is considered as an educator and school objects in the national education system. Organization of the Indonesian Teachers Association play little role in this regard. Products affected *pegaruh pendidikannya*. The proof after completing his education many unemployed, cultured apply, confused and *berputus asa*. Inilah portrait of *berpenaruh* national test of the quality of the nation. Finally extend the range of ranks of job seekers.

A study by Sharon L. Nicols, V. Gene Glass, and David C. Berliner against test data NAEP (the National Assessment of Educational Progress) in 25 states in the United States (Techniques, 2006) The study did not find strong evidence to suggest that the pressure test used to measure the success of students and schools actually improve academic achievement students. That is, the national exam is not an important factor that can significantly encourage students to excel ", which is explained Lody Paat Education Coalition Coordinator

In addition factor causes the national exam system is applied to determine the students' graduation, although now the deciding factor of the graduation examination is 60%. Student orientation is for the national exam. Still, the community has become a culture among students eventually pursue a question bank to solve the problems. Students compete to participate as additional tutoring is expected to be entered in the pavorit schools.

#### 2.4. Analyze about LKS impact on student creativity

With no presence at LKS student teachers can learn. Because the act like a some question bank. Applied LKS system dominated by questions to hone cognitive skills. Operations of the LKS line with preparing the child to master the questions for the final exam in particular the national exam (UN). So every year the national education system has always occupied by Indonesia national exams in high school and college.

Learning system LKS or student worksheets and teacher's goal is to facilitate students to acquire the questions in the learning process. Students can learn independently by completing of the worksheet. The disadvantage of this learning process using worksheets, students are only working on the problems are provided such as multiple choice, stuffing, or description. But all is because grinding kogntif oriented. The impact if continuously for a long time, then the student is plotted in stimulus response linear thinking. Students do not undergo the process of divergent thinking, broad and deep, and think different. The pattern does not develop students' thinking. So the power of imagination becomes narrower. Creative space is no longer available. (Soedijarto, 2008)

Unavailability creative space occurs when students work on the problems that so many worksheets. Chance to guess if students are not learning can occur. Answer choices are available. Everyday children spur to do worksheets of all kinds of subjects. Sometimes a matter of LKS is too heavy, or too not in accordance with what is in the student handbook. With the system in addition to losses above worksheets, the teacher becomes lighter work, less material *menjeaskan* students do worksheets because it is considered to exist in the book. So students learn and read. Moreover the teachers are doing other work. This is a role not to give more students the opportunity to think creatively.

Terms of creative thinking is thinking developed, broad, flexible, a lot of alternative, able to solve problems, high curiosity to something, have a lot of interest in many things, etc.. Whereas if the child using worksheets just answer the questions. Teachers are not using any method except the students independently working on worksheets. How will emerging creative thinking process? If students just answer the question without lengthy explanations from the teacher, and without any contextual methods used by teachers to expand students' reasoning.

In addition, by using the worksheets students did complete the package control subjects, but teachers do not have time to give it a proper learning method. So the children master the material simply because learning package / material is complete. Learning methods for today is supposed to be used. Teachers must not use more conventional means. The methods of learning very much. so teachers can use them in accordance with the material to be taught.

### 2.5. The method has not been implemented in the learning process 4 pillars

According Soedijarto (2008) on the general atmosphere of the learning process, they put notes and memorizing (rote learning), not to the process of learning expected by the famous Unesco with 4 pillars of learning are: learning to know, learning to do, learning to live together and learning to be. A process that allows learners pembelajaran challenged and encouraged to continue learning to the level of "Joy of Discovery".

Depth joy of discovery learning process is expected to be significant as the process of acculturation and the mastery of the art of using science pengetahuan. Empat pillars are: Learning to know is the learning process that enables students to master the technique and gain knowledge not merely acquire knowledge that enables learners involved in the process. Learning to do is learn how to do something in concrete situations including the ability to communicate, cooperate with others, and manage and resolve conflict. And problem solving skills and can lead to innovation and improvisation. Learning to live together is the ability to live with others who differ with tolerance, understanding, and without prejudice. Learning to Be is able to solve the problem, able to work, considerate, tolerant of difference .. The end result was able to know him and independent.

The four pillars of this when applied in the form of learning method, the results form a human being who has the ability to three domains in a balanced way. And the outputs of education will focus on the generation of smart, competent, creative and confident.

That is true because the method is still used in schools and the use of LKS lecture. Although CBSA (Sanjaya, 2009) has long been touted teachers still run the way a lecture. Factor because the time available is not sufficient to develop or perform other methods. Use of the method is very important in achieving effectiveness and efiseinsi to achieve student mastery of the material. Students turned in the learning process and the teacher directing and motivating. The role of useful of enormous help in the developmental process thinking reasoning. Because other methods usually do not use the one way that students hear and few students asked. Additionally it also does not allow students to Developing reasoning. Thinking of reasoning can be obtained from the student experience, students solve problems, students discover the problem, the students argued and ideas, students, students gain knowledge, students want to know. And teachers can develop ways of methods with direct answers or questions of students, teachers act as a facilitator and motivator just in the learning process. (Sanjaya, 2009)

If the time available for teachers due to fewer subjects dense that a quota for each lesson is not much in a week just how many hours, it affects the limitations of teachers to implement the CBSA with the matter of contextual models can use a method suited Riyanto, 2009). The use of methods that fit on any subject is worth your time and readiness of teachers. As a result the students to think like a robot, stiffness, lack of reasoning, thinking narrowly.

Beneficial of curriculum small, dense and summarizes students' mastery of the three domain areas, then this is a basic way of learning (Wena, 2009) which is good for achieving the goals of national pendidikan beings are creative, innovative, and independent. A series or a series of creative educational products, therein to be acquired products are innovative, productive, and independent, and able to adjust to changing times and conditions.

### 3. CONCLUSION

Of all the exposure that has been submitted, it is recommended that in making the national curriculum not overload students with a wide range of subjects to be mastered and the curriculum should understand tarap development of learners, and the national examination system needs to be addressed. The influence of a solid curriculum and the implementation of a national evaluation system provide a portrait of education is not healthy. In the end the quality of education and the quality of the nation are in a position to be declining.

### REFERENCES

- [1] Dimiyati dan Mudjiono. (2006). Belajar dan Pembelajaran. Jakarta : Rineka Cipta.
- [2] Hamalik, Oemar. (2009). Dasar-Dasar Pengembangan Kurikulum. Bandung: PT. Remaja Rosda Karya.
- [3] Sanjaya, Wina. (2009). Kurikulum dan Pembelajaran, Teori dan Praktik Pengembangan KTSP. Jakarta: Kencana.
- [4] Made Wena, (2009). Strategi Pebelajaran Inovatif Kontemporer. Suatu Tinjauan Konseptual Operasional. Jakarta: Bina Aksara.
- [5] Nasution, (2006). Kurikulum dan Pengajaran. Jakarta: Bumi Aksara.
- [6] Kompas, (2012). Kemampuan Membaca Anak. <http://www.kompasina>. (Online November, 2012)
- [7] Kunandar, (2009). Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru. Jakarta: Rajawali Pres.
- [8] Soedijarto. (2008). Landasan dan Arah Pendidikan Nasional Kita. Jakarta: Kompas.
- [9] Suharnan. (2005). Psikologi Kognitif. Surabaya: Srikandi
- [10] The Global Competitiveness Report 2011-2012. Bappenas..
- [11] UNDP (2011) Human Development Index

- [12] UNESCO (2004) Kualitas Guru.
- [13] Wayan Nurkencana. ( 2001) Perkembangan Jasmani dan Kejiwaan. Jakarta : Usaha Nasional
- [14] Wina Sanjaya. ( 2009). Strategi Pembelajaran Berorientasi Standar Proses Pendidikan. Jakarta : Kencana Prenada Media Group.
- [15] Yatim Riyanto. ( 2010). Paradigma Baru Pembelajaran. Jakarta : Kencana Predana Media Group.



**universitas  
bandar lampung**

Jl. Z.A. Pagar Alam No.26 Labuhan Ratu  
Bandar Lampung 35142 Phone: +62 721 701463  
[www.ubl.ac.id](http://www.ubl.ac.id)  
Lampung - Indonesia

copyright@2013



9 772303 141001