

CHAPTER I

INTRODUCTION

This chapter presents background of the study, focus of the study, scope of the study, research questions, purpose of the study and significance of the study.

1.1 Background of The Study

The 2013 National Curriculum has been formulated under several demands related to 21st century life. One of the great demands in 21st century life in education field is to develop level of thinking to a higher level. Realizing the demands, the national ministry of education has set curriculum standard to be fulfilled by educators that is to build a golden generation of Indonesia which is meant to be a critical, creative, productive, communicative and inovative generation (Lampiran Permendikbud No. 69, 2013)

To have a successful achievement of The 2013 National Curriculum, a well-planned lesson plan can be very useful to help teachers in achieving the curriculum goals. Djumhana (2008) stated that the existance of well-prepared lesson plans is crucial for a successful achievement of basic competence of 2013 National Curriculum. Thus, this can be understood that the basic competence which has been requiring higher level of thinking such as *menganalisis*, *menyusun*, and *menyunting* as the standard should also be encouraged with the supportive teaching and learning process that also delevp level of thinking to higher oder level. This can be portrayed in the teachers lesson plan since lesson

plan is set of planned activities of course unit that help teachers minimize time wasting on less important things and focus to the goals in class (Spratt, Pulverness, & Williams, 2005); (Jensen, 2001); (Bloom, 1956); (McLeod, Fisher, & Hoover, 2003).

However, many researchers have identified that many teachers' lesson plans are still dominated by lower level of thinking activities. A study of level of thinking of lesson plan has been conducted by Darmawan (2015) titled "The Cognitive Domain in Teaching English As Reflected in English Lesson Plans". Darmawan's study was aimed to find out the level of thinking reflected in three aspects of English lesson plans, they were, learning objectives, indicators, and learning activities. Darmawan found out that three aspect of the lesson plans designed by professional teachers were still dominated by low order thinking. Study by Mitri (2016) titled "Analisis Pembelajaran Keterampilan Berpikir Tingkat Tinggi pada Mata Pelajaran Ekonomi di SMA N 8 Yogyakarta" also showed that level of thinking designed in the lesson plan were still dominated by lower order thinking.

In addition, other studies related to level of thinking of lesson plan by student teachers also conducted by Syarif (2016) titled "Critical Thinking Skills in Lesson Plans Designed by Preservice Teacher". Syarif's study was aimed to find out the level of level of thinking in learning objectives, learning activities, and assessment of lesson plans designed by student teacher. Syarif found out that learning objectives, learning activities and assessment designed by preservice teachers were dominated by lower order thinking. The same result also found by Suciati & Astuti (2016) in their study that student teachers' lesson plan were still dominated by lower order thinking.

Studies by Syarif, Suciati and Astuti provides information that student teachers have not yet realized how to develop higher order learning outcomes in the lesson plan. Obviously, developing a lesson plan can be difficult to do and requires efforts, energy, and time to accomplish for beginning teachers. Instructional objectives, because they are so precise, are difficult to write in lesson plan (Cruickshank, Jenkins, & Metcalf, *The Act of Teaching*, 2006). Instructional objectives are easy to write when the learning outcome is at the lower level of cognitive domain of learning. It is fairly simple to write an objectives that calls for identification or recall of something while objectives that calls analysis the characteristic of verbs, it is difficult. However, if the lesson plans are dominated by lower order thinking the educational goals will be hard to achieve.

Unfortunately, all studies provided were using Revised Bloom's Taxonomy as framework to analyze the data but they did not discuss the Knowledge Dimension as the other unbreakable part of the framework. This can be understood that study by Syarif (2016), Darmawan (2015) Suciati and Astuti (2016) were half undone. Plus, the Knowledge Dimension has been stated in national regulation of education that should be developed in teaching and learning activities.

Therefore, a study will be needed to know whether or not teaching and learning activities supports for a successful achievement of 2013 National Curriculum goals which requires students to be productive, innovative, critical and creative that portrayed in student teachers lesson plans. Since the Knowledge Dimension as the unbreakable part of the framework has not yet been touched by previous researchers, this study will focus on investigating Level of Thinking and Knowledge Dimension in intended learning outcomes designed by student teachers.

1.2 Focus of The Study

This study focuses on investigating the Level of Thinking and Knowledge Dimension referring to revised Bloom's taxonomy presented in intended learning outcomes made by student teachers as part of their pedagogical responsibilities.

1.3 Scope of The Study

The scope of the study is to investigate the Level of Thinking and Knowledge Dimension represented in intended learning outcomes designed by student teachers.

1.4 Research Question

Based on the background focus of the study the research question is formulated as follow:

1. What level of Cognitive Prozesse represented in the intended learning outcomes?
2. How does each level represent in terms of Lower Order Thinking (LOTS) and Higher Order Thinking (HOTS)?

1.5 Purpose of the study

This study is aimed to obtain the profile of level of cognitive process represented in intended learning outcomes in student teachers.

1.6 Significance of the study

Findings of this study aims to offer valuable information. The study would be beneficial in the following ways:

1. It will contribute better understanding to student teachers on writing supportive intended learning outcomes for 2013 National Curriculum achievement
2. It will offer valuable information for other researchers who aim to conduct related study to level of thinking represented in lesson plans.