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Character Building through Language, Culture, Arts, and Their Learning



Edited by:

David Reeve, M. Zaim, Jufrizal, Indrayuda,
Refnaldi, Havid Ardi, Yos Sudarman



**PROCEEDINGS OF THE 3RD INTERNATIONAL SEMINAR
ON LANGUAGES AND ARTS (ISLA-3)
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF PADANG**



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PREFACE TO THE PROCEEDINGS

Welcome to the Third of the International Seminar on Languages and Arts. The Committee is pleased to present the Proceedings of 2014 International Seminar on Language and Arts held in Padang, West Sumatra, Indonesia. This seminar is proudly hosted by Faculty of Language and Arts Universitas Negeri Padang. The organising committee believes and trusts the editors that we have been true to the spirit of collegiality reviewed papers, provided feedback and now present a strong body of published work in this collection of proceedings.

We realize that human beings are smart and noble creatures who have culture and civilization, as the result they are able to create their life to be better and better. Then, human civilization also creates norms that can be guidance for the society in order to gain dignity. In this case, people have to maintain and develop a kind of “software” of humanity to be able to behave in a good manner, and that software is popularly known as “character”. In order to build and develop a human being with a good character, it requires an education process. Besides maintaining and developing a good human being can be conducted in various aspects of human life, such as, culture including, through languages, arts, and its learning activities.

A person who has good character is a noble creature, because he/she has “akhlak” (good ethics or moral). Therefore, building and developing character through languages, arts, and culture become a part of a great job of “humanization process” in this modern era. Based on those reasons, the Faculty of Languages and Arts of Universitas Negeri Padang (FBS UNP) has a strong will and committed to run **The Third International Seminar on Language and Arts (ISLA-3)**. The theme for this year's seminar, “**Character Building through Language, Culture, Arts, and Their Learning**”.

Sub themes of this international seminar are: (1) Language, arts, and culture studies, and their relationship with character building; (2) Language learning, arts, and culture for building character and scientific attitude; (3) Language, arts, and culture in humanistic development and character; (4) Curriculum on Languages learning, arts, and culture in global challenge and character building; (5) Policy on studies of Languages, arts, and culture and their learning.

This international seminar aims at discussing language phenomena, literature, art, culture, and their relationship with character building and also raising teaching and learning quality at school and university level. The aim in these proceedings has been to present high quality work in an accessible medium, for use in the teaching and further research of all people associated with language, culture, and art studies and their learning.

We would like to thank the all keynote speakers: Prof. Dr. Susanne Borgwald from Braunschweig, Germany (University of Siegen), Prof. Dr. Abdul Halim bin Husain from Malaysia (University of Sultan Idris), Prof. Dr. David Reeve from Australia (University of New South Wales), Mr. Tomoya Mitsumoto from Japan (Japan Foundation), Prof. Dr. Victor Ganap, M.Ed. Yogyakarta, Indonesia (Institut Seni Indonesia), Prof. Dr. Simon Sabon Ola M.Hum. from Kupang, NTT (University of Nusa Cendana), Prof. Dr. Hermawati Syarif M.Hum. from Padang, Indonesia (State University of Padang), and Prof. Dr. Syahrul R., M.Pd from Padang, Indonesia (State University of Padang).

Padang, October 17, 2014
Committee

Prof. Dr. Jufrizal, M.Hum.
Chairman

WELCOMING SPEECH OF Dean of Faculty of Languages and Arts of State University of Padang (Universitas Negeri Padang)

Faculty of Language and Arts (FBS) of State University of Padang set a vision that makes the leading faculty in preparing educators and professionals, pious, self-contained, and quality in the field of language and art. Based on the vision of the FBS, FBS mission also established the State University of Padang (UNP) ie (1) Providing quality education and professional education in the field of art and scientific language and are based on the values and religious norms, (2) Developing and disseminating science, research, and innovative learning model in the field of language and art at national and international levels, (3) Carrying out a quality service to the community as an effort in the application of science and language arts for the betterment of the nation.

To realize the mission of both the developing and disseminating science, research, and innovative learning model in the field of language and art at national and international level, FBS UNP carry on seminar language activities and art with the theme: Character Building through Language, Culture, Arts, and Their Learning. Seminar was held for two days (17 and 18 October, 2014). The presenters in this international seminar will discuss various issues in the field of language, literature, and art are grouped into four sub-themes, namely: (1) Language, arts, and culture studies, and their relationship with character building, (2) Language learning, arts, and culture for building character and scientific attitude, (3) Language, arts, and culture in humanistic development and character; (4) Curriculum on Languages learning, arts, and culture in global challenge and character building; (5) Policy on studies of Languages, arts, and culture and their learning.

Lecturer/teacher education professionals are in demand now and in the future. Lecturers/teachers professional in the field of language, literature, and art have a requirement to implement and improve the quality of language learning, literature, and art. In connection with it, increased competence and professional lecturer/teacher and language arts needs to be done continuously.

Finally, FBS Padang State University is committed carrying out various activities to disseminate the science, research, and innovative learning model in the field of language, literature, and art, both nationally and internationally. We wished that this activity benefits the lecturers in universities, for teachers, and practitioners in the field of language, literature, and art in Indonesia. In this activity surely be born of ideas and smart thinking and innovative framework derived from the presented papers.

Dean
Prof. Dr. M. Zaim, M.Hum.

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ACCELERATION OF CURRICULUM 2013 IMPLEMENTATION MODEL FOR HIGH SCHOOL FRENCH LANGUAGE TEACHER OF YOGYAKARTA THROUGH LESSON STUDY

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Abstract

This article is the result of research that aims to develop a model of the acceleration of the implementation of the curriculum 2013 at the high school French teacher of Yogyakarta. Curriculum 2013 is characterized by the emphasis on competence development attitude (character), skills, and cognition in a balanced way than the previous curriculum. Through Lesson Study attempted acceleration of understanding and competence of teachers in implementing the curriculum 2013 which has been announced by the government to be implemented in schools starting in June 2013. With workshops and modeling, high school French teachers dissect and understand the curriculum and develop lesson plans and teaching materials development which is ready to be applied from class X to class XII. The study was conducted by the Research and Development that begins with preresearch, followed by model development, testing product, and the final product is a complete learning tool with a final evaluation and learning for all semesters in high school level. The research was done in collaboration with teachers, members of French teacher association (MGMP) in Yogyakarta. The results showed that through Lesson Study, the teachers' competence to implement the curriculum in the classroom is increasing. It is evident from the learning products produced jointly by teachers in the form of Lesson Plan (RPP) and the material and complete the evaluation. In addition, the emphasis on attitude competencies (development of character education can be customized by the teacher in teaching materials based on the syllabus of the curriculum 2013).

Keywords: curriculum 2013, attitude, character, skills, cognition, Lesson Study, research and development

A. INTRODUCTION

Curriculum 2013 developed on the basis of awareness about the need to develop a culture, moral and noble character in the world of education that is more appropriate with the mandate of the law. The formation of character is one of the national education goals. National Education Law 2003 states that one of the goals of national education is to develop the learners' potency to have intelligence, personality and noble morals. Phenomenon of moral degradation in society today is recognized as the impact of a curriculum that has been implemented in Indonesia, which is more developing intellectual and competence with regardless of moral education, religion, culture, and character. Curriculum 2013 emphasizes the formation of the whole human being, the Indonesian people who is intelligent, has good character and noble moral. There is good proportion in developing cognitive, affective and psychomotor. In line with this, the Ministry of Education and Culture of Indonesia has decided to implement immediately Curriculum 2013 at schools in Indonesia in mid-July 2013, Stages of curriculum socialization by the government has started since the beginning of 2013. Teacher training has been held in stages, but there are many teachers who have not applied the 2013 curriculum effectively. This phenomenon attracted researchers to look for models of dissemination and implementation of the new curriculum to help the government achieving the targets that in 2014 teacher in any educational institution has to understand and be ready to implement the new curriculum.

Through lesson study is expected to accelerate the understanding and skills of teachers in implementing the curriculum in each class. Thus, French teachers are expected to either vocational or high school teachers in Yogyakarta understand better the curriculum 2013 (which can produce Indonesian people productive, creative, innovative, through strengthening affective attitudes, skills, and knowledge in an integrated way) and be ready to implement it.

B. CURRICULUM AND CURRICULUM IMPLEMENTATION

The curriculum is the core of education. besides containing the formulation of goals that decide where the learners will be taken and directed, curriculum also contains the formulation of the content and learning activities, which will equip learners with the knowledge, skills and values they need in life and execution of work tasks in the future. The curriculum provides the basis for the development of personality and professional ability, which will determine the quality of the human being and the human resources of a nation. The curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used to guide the implementation of learning activities to achieve certain educational goals. The

curriculum can be viewed in three dimensions, namely, as a **science** (curriculum as a body of knowledge), curriculum as a system and curriculum as a plan of action.

Curriculum as a science has an object of study of a **concept, foundation, assumptions**, theories, models, basic principles of the curriculum. Curriculum as a system **places curriculum in conjunction** with the system and other fields, the **components of the curriculum**, the **curriculum a variety of pathways**, levels, types of education, curriculum management, and so on. Curriculum as a **plan covered all sorts of plans and designs** or design curriculum. Curriculum as a plan of action is a **dimension of the curriculum of the most widely known**, either by implementers of curriculum (teacher and leader education units) **and the community**, especially the parents. Curriculum as a plan can be used as a reference, **guide or handbook for teachers** and other curriculum implementers in the implementation of the curriculum. As a **written document**, the curriculum covers all written documents pertaining to the lesson plan that includes **foundation and principles of curriculum development**, structure and distribution of the subjects, the **outlines of learning programs**, implementation guidelines classroom management, guidance, and evaluation; **media and learning resources**.

Management curriculum development, not only with respect to the **preparation of the design or written curriculum**, but also with the execution or implementation **and control**. Implementation of the curriculum includes learning process that takes place in the classroom, **laboratory, workshop/garage**, studio, library, and in the field (curricular activities) as well as **co-curricular activities and extra curricular activities** held in school and outside of school. Goodness of a curriculum **not only lies in its design or the written curriculum**, but more on the implementation or execution. Whether the **implementation of the curriculum** has already been in conformity with the design or needs improvement. **The more appropriate to the design of curriculum implementation**, the better the learning, and the results will be **better as well**.

In the implementation of the curriculum Snyder, Bolin, Zumalt (1992), distinguishes three implementation models located within a continuum line. At the left end is **Fidelity implementation model**, in the middle **Mutual adaptive models** and on the far right end is **Enactment (Academic curriculum manuscript, 2007: 35)**. In Fidelity models, curriculum implementation should be **exactly in accordance with the curriculum design**. Curriculum design is standard, complete curriculum documents, and **all components of the curriculum** has been described in detail. Mutual adaptive, curriculum implementation respects to **conditions, situations and needs of the students who study at that time**. Teachers make changes or **improvements according to the conditions and situation of the school and the developmental needs of students who learn**. Curriculum design standard only contains the principal components, the core curriculum, the **explanations made by a teacher**. Model Enactment, teachers develop and implement a curriculum in accordance with **local conditions, good condition, needs, development of learners and the school and the surrounding community**. Model fidelity is usually applied in a national curriculum standards, can also be applied in the curriculum of the education unit, if the design of the curriculum is already standard, all components of the curriculum **formulated in detail with clear indicators**. The executor of the curriculum executes in accordance with the design. **Constructing standard curriculum at the level of the educational unit in Indonesia takes more time**, because the **conditions and the stage of development of educational units that exist today are very diverse**. That is why, the **implementation of curriculum models that may be used more in the implementation of the curriculum are mutually adaptive models and/or enactment**. Teachers in implementing the curriculum design which has been able to hold their stacking adjustments according to the conditions, needs and development of learners, educational institutions and the community, but the goal remains the development of learners optimally. In the implementation of mutual adaptive and the enactment, efforts towards the development of design curriculum that is standards need to be maintained.

Improvement of the curriculum 2013 compared to curriculum 2006 is at the competency standards, that is in the standards of competence curriculum 2006 is based on content standards. In the curriculum 2013, the competencies are based on the needs of graduates. In curriculum 2006, the formation of attitudes, skills and knowledge is in the subjects separately. Meanwhile in the curriculum 2013, all subjects contribute to the formation of attitudes, skills and knowledge. Thus in curriculum 2013 the contains material which is designed consist of attitude competency development (character), competence in the field of cognitive skills and competencies. (Exposure Ministry of Education and Culture, 2014)

C. CHARACTER EDUCATION IN CURRICULUM 2013

The character is a way of thinking and behaving that characterizes each individual to live and work, both in the scope of the family, community, nation and state. Individuals of good character is an individual who can make decisions and be ready to account for any consequences of the decisions he did. The formation of character is one of the national education goals. The National Education Law of year 2003 states that among the goals of national education is to develop the potential of learners to have intelligence, personality and noble character. Education Law of 2003 was intended to make education not only form the Indonesian people are smart, but also good personality or good character, with the hope that future generations grow and develop with the characters that breathe the noble values of the nation and religion.

Character education related to social structural dimension, more to see how to create a social system that is conducive to the growth of the individual. In this context, we can put moral education within the framework of character education. Character is developed through stages of knowledge (knowing), implementing (acting), and custom (habit). Characters are not limited to knowledge alone. A person who has knowledge of the goodness is not necessarily able to act according to his knowledge, if not trained (to be habit) to perform such kindness. The character also covers all of the emotions and habits themselves. Therefore it is required three components of good character is the moral of knowing (knowledge about morals), moral feeling or feelings (emotional reinforcement) about morals, and moral action or moral act. This is necessary so that learners and other school or community involved in the education system as well as to understand, to feel, appreciate, and practice (doing) good values (moral).

D. LESSON STUDY

Lesson Study is a professional educator development through assessment and ongoing collaborative learning based on the principles of collegiality and mutual learning to build a learning community. Lesson Study can also be interpreted as a joint study of the learning is done well in learning by themselves and learning of others, ranging from the preparation to the implementation of learning and to reflect on the learning. (Directorate General of Higher Education, 2010, Sukirman, 2013).

Implementation of Lesson Study (Lewis, C., 2002, Barbrina Ertle, Sonal Chokshi, & Clea Fernandez., 2002, Lewis, C. et al., 2006) includes seven aspects: (a) form a team that is forming the team, (b) develop students learning goals: expose the things that must be understood by students and that can be done by them after learning occurs, (c) plan the research lesson: 'sharing' opinions of teacher in group of selected material and how to teach it, discussing a variety of student activities in class, the method of evaluation, and administration of exercises, (d) gather evidence of learning: at this stage, one of the teachers become teacher model with the given topic, and the other members become observers. (e) analyze evidence of learning: a discussion and analysis of learning (reflection). The observers present the observations result and interpretations, and their comments on the course of the learning process, (f) repeat the process: After the discussion of the results of learning, re-learning process is done. The second cycle of the research study was conducted with the improvements as suggested and recommended by the observers. These steps can be generally grouped into three activities: planning (plan), implementation (do), and reflection (see)

Some benefits of Lesson Study activities include: 1) reduce teacher isolation, 2) helps the teacher to observe and criticize learning, 3) Deepen teachers' understanding of the subject matter, scope, and sequence of the curriculum materials, 4) help teachers focus its assistance on all activities student learning, 5) creating the exchange of knowledge about the understanding of thinking and learning, 6) increase collaboration on a fellow teacher (Natural Sciences Lesson Study team., 2007).

E. RESEARCH METHODS

This study uses the Research and Development design with theoretical models, ie models based on theoretical studies and supported by empirical data. As described by Borg and Gall (1989: 781) "Educational research and development (R & D) is a process used to develop and validate educational products". Conceptually, the method of research and development covers 10 common steps, as described Borg & Gall (1989: 784), namely: 1) research and information collecting, 2) planning, 3) Develop a preliminary form of the product, 4) preliminary field testing, 5) main product revision, 6) playing field testing, 7) operational product revision, 8) operational field testing, 9) the final product revision, and 10) dissemination and implementation.

F. DISCUSSION OF RESULTS

Based on the analysis to the understanding of French language teachers to curriculum 2013 (which captured by questionnaires) that not all teachers can better understand the implementation of the curriculum 2013, although the majority of the French teacher has followed the socialization curriculum 2013. The results of questionnaires are as follows.

Table 1: Teachers' Understanding of Curriculum 2013

No	Understanding of Curriculum 2013	Complete and right answer	Less complete answer	The answer is not appropriate	No answer
1.	The difference between curriculum 2006 and curriculum 2013	6	15	4	-
2.	Approach used in curriculum 2013	13	12	-	-
3.	Characteristic of learning material of curriculum 2013	8	13	4	-
4.	Characteristic of Media according to curriculum 2013	5	11	5	4
5.	Characteristic of Evaluation according to	7	12	4	2

	curriculum 2013				
6.	Lesson plan already created by teachers according to curriculum 2013	6	10	9	-
7.	Teachers' opinion about curriculum 2013	8	12	5	-

In accordance with the steps of Lesson Study, **Plan activities**, the teachers in groups produce Lesson Plan (RPP) in accordance with the curriculum syllabus 2013 **In preparation of lesson plans**, each group led by researchers as a tutor.

RPP produced subsequently aired and discussed **together (by the teacher French teacher)**. Plan activities by teachers produce lesson plan includes three indicators of achievement of learning domains of competence, namely 1) attitude (character), 2) skills, and 3) cognition.

In the attitude domain (character development), **teachers develop lesson plans that support so that students have the attitude to accept, respect, appreciate, and practice running the acquired knowledge**. Thus the character developed by the teacher in the learning activities **are students who have a personal faith, morality, self-confident, responsible and able to interact effectively in a social environment**. In the domain of teacher skills can assemble in teaching and learning activities that **lead students have the ability to observe, inquire, try, reasoning, and creating menyaji (according to scientific metedo applied to the curriculum in 2013)**. In the domain of these skills students can become a person **capable of thought and acts of productive and creative**.

In the cognitive domain, learning is planned by the **teacher to lead students to recognize, understand, implement, evaluate and create**. In this domain the student can become a **person who knows the science, culture and vision of humanity, nationality and civilization**. In this **Plan the activities of each teacher who has been preparing lesson plans are divided into groups that contain students' competence to be acquired, learning materials, the method according to the material and the final evaluation of learning**.



Picture 1: Teachers made Plan in Group

In DO step activity, lesson plan produced by a group of teachers practiced at the school who has chosen by the teachers, namely SMA N VIII, Yogyakarta. French teacher School is doing the process of learning the French language by using the Draft produced in the PLAN activity. Other teachers become observer. The observation on the observer indicates that:

- the students understand the material "se presenter" in French
- the students responded well to the material that is displayed by the teacher (ask questions and respond to teacher questions)
- the developed character is critical, have a curiosity, mutual appreciation of each other and responsibility.
- involving students in learning (teacher always gives a chance to the students to submit their thoughts)
- teachers use the media (audio visual)

Based on observations of the teacher and accompanied by members of the researcher, it can be concluded that in this activity the model teacher can do the learning process based on a lesson plan that has been created together. It is visible on the activity of the students and the students work through the evaluation activities provided by the model teacher. Here is the average score of learning activities by the observer assessment on stage DO.

Table 2: Average Score Observer Assesment

No	Teaching-learning process	Sum of question	Average score	Remark
1.	Opening activities	4	2,75	Good
2.	Main activities	7	3,42	Very Good
3.	Closing activities	4	2,5	Good
Total		15		
Total Average score			3	Good

SEE: the activities carried out in the form of a discussion jointly by the teacher as observers and a model teacher. This activity aims to discover the advantages and disadvantages of implementing the lesson. Observers give input, either in the form of criticism and advice, to the implementation of learning wisely without degrading the learning that has been implemented by the teacher models. Each teacher involved in activities SEE can take lessons and experiences from the implementation of learning at DO to improve professionalism. Some of the results obtained from observations: 1) efforts to enable the student teacher in the learning activities already looks good, but still needs to be improved and need to see the classroom situation, 2) there is an attempt to encourage students to express ideas/opinions, there are students who are still 3) provides the opportunity for students to say what they think, 4) student-teacher communication and student-student baik.5) at the end of the lesson the teacher should summarize the material that has been given back, 6) the development of a character can be fostered/developed better in student-student discussions and debriefing of students and teachers.



Picture 2: The implementation of SEE by teachers as observers

G. CONCLUSION

Based on the results and analysis of the research results can be put forward some conclusions as follows.

1. Lesson Study could help improve teachers' confidence (French) in an effort to curriculum implementation 2013
2. Inserting character values associated with the implementation of character education in the curriculum 2013-based learning can be developed well, by the teachers, because the judgement included in this assessment of learning and planned together by a group of teachers through Lesson Study.
3. Teachers can create activities in the teaching-learning process that promoting students to have the ability to observe, to ask, to try, to think, to serve and to create (according to scientific method applied to curriculum 2013). So creative thinking of students can develop properly.
4. Lesson study activity was conducted in less than one semester, therefore the construction of learning materials as a whole can not be done yet. It is necessary to have next activities that teachers have the same teaching materials appropriate to the syllabus (in French) on the curriculum 2013.

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