

An Analysis of Operational Verb of Learning Indicators in Curriculum 2013 Lesson Plans

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ABSTRACT

Learning indicators are signs of basic competency achievement that can be measured and observed. Learning indicator plays important roles because it uses as a reference in designing teaching and learning activities, learning objectives, and also learning assessment. In fact, there were mistakes in the formulating learning indicators, and one of the mistakes is in the use of operational verbs. Teachers still often mistakenly use operational verbs which greatly affect the assessment process. This study aimed to analyze the use of operational verbs of learning indicators in teacher lesson plans. This is a descriptive qualitative study and it described the use of operational verbs in learning indicators were formulated by teachers in their lesson plans. The source of the data for this study was the teacher's lesson plans. The results showed that there are still many the formulation of learning indicators used operational verbs are lower than operational verbs in basic competency as well as did not highlighted aspects that are highlighted in basic competency.

Keywords: Operational verbs, learning indicators, basic competency, lesson plans

1. INTRODUCTION

One of the differences between curriculum 2013 with the previous curriculum is the concept of the curriculum. In Curriculum 2013, the Basic Competency (KD) is developed from Core Competency (KI), and then Learning Indicator is developed from Basic Competency [1, 2]. The thing that distinguishes the curriculum 2013 from the previous curriculum is the basic competency that is formulated to achieve the core competency. Cognitive, affective, and psychomotor aspects are the aspects that are emphasized to be learned by the students [3]. Basic competency is the minimal competency that must be done and performed by students of a subject [4]. Whereas, Supinah [5] stated that basic competency is the amount of skill to be mastered by students in a certain subject and also as a reference for the formulation of learning indicators of a subject.

A learning indicator is behaviors that can be measured and or observed to show that students have achieved certain basic competency. These indicators also can use as a reference for a subject assessment [5,6]. Learning indicators are the signs, characteristics, or responses that students must perform to prove that they have achieved certain basic competency [4].

Learning indicator plays important roles in the lesson plan as well as in the teaching-learning process. Learning indicator is signs of student's basic

competency achievement and also as a reference in designing teaching-learning activities, learning objectives, learning assessment. The learning indicators are developed to assess learner's attainment [4, 5, 6, 7]. Learning indicators is very significant due to these are related to the increase in teaching-learning quality and also can influence the student's basic competency achievement [4]. Learning indicators are used as a reference for designing teaching and learning activities [2].

In fact, teachers still faced problems in formulating learning indicators, consequently, the learning indicators are developed by teachers did not appropriate with learning activities and indicators development guidance. The research result conducted by Palobo dan Tembang [3] showed that there was one of the teachers' difficulties in developing curriculum 2013 lesson plans, that they faced difficulties in developing learning indicators. Wulandari [8] who examined the teacher's ability in designing a lesson plan found that there are mistakes in formulating learning indicators. Hasim [9] who investigated social teacher's difficulties in designing learning media found that one of the teacher's difficulties is in developing learning indicators.

The resulting research conducted by Wardani and Lestari [2] indicated that the learning activities that were formulated were not in accordance with the

formulation of learning indicators. The same thing also was founded by Maisyaroh, et al [10] who investigated the teacher's problem in implementing curriculum 2013 and teaching supervision model framework that one of the teacher's problems is in formulating learning indicators in accordance with basic competency.

Different from all previous research, this research presented the analysis of the use of operational verbs of learning indicators in the teacher's lesson plan. This study is important to be conducted because formulating indicators is one of the teacher's problems in designing a lesson plan while learning indicators have important roles in teaching and learning activities. If the formulation of indicators formulated by teachers is wrong, then teaching-learning activities and learning assessment can also be wrong, as well as basic competency cannot be achieved. Therefore, this study is expected could give the review and information for teachers on how to use the operational verb in learning indicators.

2. LITERATURE REVIEW

Before teaching in the classroom, teachers must design lesson plan. Designing the lesson plan is one of the teacher's important tasks before the teaching and learning process in the classroom [9, 11, 12]. A lesson plan is a reference to activities that teachers and students do during the teaching and learning activities [12]. A lesson plan is the plan of teaching, learning, as well as assessment activities that will be done by teachers [13].

One of the lesson plan's components, that is Basic Competency (KD), is developed from Core Competency (KI), and then the learning indicator is developed from basic competency [2]. Basic competency is the ability to achieve core competency that students must acquire through learning. This basic competency includes spiritual, social, knowledge, and skills attitudes are developed in the context of learning matter, learning experiences, subjects in accordance with core competency [14]. Basic competency is the amount of skill to be mastered by students in a certain subject and also as a reference for the formulation of learning indicators of a subject [5].

Learning indicator is behaviors that can be measured and or observed to show that students have achieved certain basic competency [5,6]. Learning indicators are the signs, characteristics, or responses that students must perform to prove that they have achieved certain basic competency [4].

As one of the lesson plan's important components, learning indicators very influential to the improving of teaching and learning quality in the classroom and also the achieving student's basic competency [6]. Zubaidi [4] add that learning indicator

has an important role in a lesson plan because it uses to design learning assessment. Mubin [11] emphasized that a good lesson plan contained learning indicator of basic competency from all core competencies as well as affective and psychomotor aspects in accordance with learning matter.

There are some things that teachers should pay attention to and consider in formulating learning indicators. According to the Indicator Development Guidance by the National Education Standards Agency [15] in formulating the indicators, it is necessary to consider several things. Firstly, each basic competency is developed at least into three learning indicators. Second, overall indicators complied with the competence demands contained in the operational verbs used in basic competency. Third, the learning indicator developed should reflect the competency level. The use of the operational verb is started from the easiest to the most difficult level of competency. Fourth, the learning indicator at least includes the competency level and learning material. The levels of competency, based on the regulation of the government are knowledge, process, and application level. Fifth, the learning indicators must use operational verbs in accordance with their respective aspects. The last, the learning indicators can be developed into an indicator of assessment. Those aspects are the affective, cognitive, and psychomotor aspects.

However, before all that, the first thing to do in developing learning indicators is analyzing the competency level in basic competency. Competency level can be seen through the operational verbs used in basic competency. There are three classifications of competency level; they are knowledge, process, and application level [15].

3. METHOD

This study used the descriptive qualitative method. The source of data was English teachers' lesson plans of the seventh, eighth, and ninth grades. This study analyzed operational verbs of learning indicators that were developed from basic competency three. The data was analyzed based on indicator development guidance and Bloom's theory. It is caused sometimes teachers did not only use the operational verb providing by the government, but also used the operational verbs providing by taxonomy Bloom. Therefore, the operational verbs are used in learning indicators in the teacher's lesson plan is analyzed to find out whether it is appropriate with the operational verbs in indicator development guidance which is determined by government taxonomy Bloom's verbs.

4. RESULTS AND DISCUSSION

The level of competency of basic competency is classified into three levels, that is knowledge, process, and application level. Of all lesson plans that are analysed, there were three operational verbs are used in basic competency is Identifying, Comparing, and Applying. Identifying is on the knowledge competency level, Comparing is on process competency level and Applying is on application competency level.

Besides the level of competency, the use of operational verbs also indicates the emphasis of the desired aspects encompass cognitive, affective, and psychomotor aspects. Every aspect has its operational verbs for each level of competency. According to indicator development guidance by the National Education Standards Agency [16], the cognitive aspect

has six levels of competency, that is knowledge, understanding, application, analysis, synthesis, and appraisal levels. Affective aspect has five-level competency that is receiving, reacting, valuation, managing, and living up levels. And the psychomotor aspect, there is four-level competency that is imitating, manipulation, experiencing, and articulating levels.

Whereas in taxonomy Bloom mentioned there are six level competencies of cognitive aspect, they are remembering, understanding, application, analysis, evaluation, and creating levels. Affective aspect has five-level competency that is receiving, responding, appreciating, organizing, and characterization by value levels. And the last is the psychomotor aspect which has five-level competency that is imitating, manipulation, precision, articulation, and naturalization levels.

Table 1. The analysis results of the use of operational verbs in learning indicator

Lesson Plan	The operational verbs of basic competency	The operational verbs of learning indicators	Aspects	Level of competency
1	Identifying	Understanding	Cognitive	Understanding
		Practicing	Affective	Responding
		Responding	Affective	Responding
2 and 3	Identifying	Understanding	Cognitive	Understanding
		Mentioning	Cognitive	Knowledge
4	Identifying	Distinguishing	Cognitive	Understanding
5	Identifying	Identifying	Cognitive	Knowledge
		Mentioning	Cognitive	Knowledge
		Responding	Affective	Responding
6 and 7	Applying	Identifying	Cognitive	Knowledge
		Mentioning	Cognitive	Knowledge
8	Applying	Identifying	Cognitive	Knowledge
		Mentioning	Cognitive	Knowledge
		Reacting	Affective	Responding
9	Comparing	Identifying	Cognitive	Knowledge
		Mentioning	Cognitive	Knowledge
		Responding	Affective	Responding
10	Applying	Identifying	Cognitive	Knowledge
		Mentioning	Cognitive	Knowledge
11	Applying	Imitating	Cognitive	Knowledge
		Identifying	Cognitive	Knowledge
		Asking	Affective	Receiving
		Determining	Cognitive	Application
12	Applying	Identifying	Cognitive	Knowledge
		Imitating	Cognitive	Knowledge
13	Comparing	Identifying	Cognitive	Knowledge
		Analyzing	Cognitive	Analysis
14	Comparing	Saying	-	-
		Analyzing	Cognitive	Analysis
		Reading	Cognitive	Knowledge

15 and 16	Applying	Identifying	Cognitive	Knowledge
		Complementing	Affective	Rate
		Proposing	Affective	Responding

Based on the table above, overall, teachers have used the operational verbs in their learning indicator formulations. The verbs were used in the formulation of learning indicators are Understanding, Practicing, Responding, Mentioning, Distinguishing, Identifying, Reacting, Imitating, Asking, Determining, Saying, Analyzing, Reading, Complementing, Proposing.

Even though, there are still mistakes in the use of those operational verbs. Teachers still are not able to use operational verbs appropriately. For example, the level of operational verbs in the learning indicator is lower than the level of the operational verbs in basic competency. When it should be the operational verbs in the learning indicator should be the same or higher than the operational verbs in basic competency. It is to achieve the national standard competence. But in fact, there are still mistakes in using the operational verb in the teacher's lesson plan.

In Lesson Plan 1 (LP 1), the verb is used in basic competency is Identifying which is the verb of knowledge competency and is part of knowledge level (C1) of cognitive aspect. Therefore, the tendency of competence from basic competency is the cognitive aspect. Its learning indicator used operational verbs Understanding, Practicing, and Responding that come from Bloom's operational verb. Learning indicator one used the operational verb Understanding which is part of the cognitive aspect at the understanding level (C2). Whereas indicators two and three used operational verbs Practicing and Responding are parts of the affective aspect at the responding level (A2). It means that the first learning indicator met the role of learning indicator formulation guidance because its verb is higher than the verb is used in basic competency (basic competency demand). In consequence, generally, these three learning indicators do not highlight the cognitive aspect that is emphasized on this basic competency. It is due to only one of three formulations used verb from the cognitive aspect.

The same thing also found on LP 15 and LP 16 that the operational verb of its basic competency is Applying. Applying is a verb in application competency and part of the application level (C3) of the cognitive aspect. Therefore, aspects that are emphasized namely cognitive aspect. Verbs are used in its learning indicators are Identifying, Complementing, and Proposing. Identifying is used on their respective first indicator. Identifying is a verb on knowledge level (C1) of the cognitive aspect. This is lower than the basic

competency that should be on the minimum level of application (C3) of the cognitive aspect. It is due to the verb Applying is on application level of cognitive aspect. Whereas its second learning indicator used the verb Complementing, and the third used verb Proposing. Complementing is a verb on the rate-level (A3) (if according to indicator development guidance) and on the organizing level (A4) (if according to Bloom's operational verbs) of affective aspect. Proposing is also a verb on the responding level (C2) of the affective aspect. Because of this, two of three formulations are affective aspect, it can be said that learning indicators are formulated in this basic competency do not highlight the demands of knowledge competency that should be.

The verb of basic competency of LP 2, LP 3, and LP 4 is the Identifying which is the verb of knowledge competency and part of knowledge level (C1) of the cognitive aspect. LP 2 and LP 3 also used the same verbs on their two learning indicators, which are Understanding and Mentioning. Understanding is one of Bloom's operational verbs on understanding level (C2) of the cognitive aspect. Mentioning is a verb on the knowledge level (C1) of the cognitive aspect. These verbs are at the same and higher level with verbs on basic competency. Whereas, the verb of learning indicator formulation on LP 4 is Distinguishing. Distinguishing is a verb on understanding level (C2) of the cognitive aspect. This verb is also higher than the verb on its basic competency. Therefore, the learning indicators of these three lesson plans have met the rule of the use of the operational verb in learning indicators.

Next, LP 5 and LP 8 which are used verb Applying on its basic competency. Applying is a verb on application competency and is a verb of application-level (C3) of the cognitive aspect. The first and second learning indicators of LP 5 and LP 8 used the verbs Identifying and Mentioning. Identifying is a verb of knowledge competency and is part of the knowledge level (C1) of cognitive aspect and Mentioning is a verb on knowledge level (C1) of cognitive aspect. These two verbs are lower than verbs on basic competency. The third learning indicator of LP 5 is Responding and of LP 8 is Reacting which comes from Bloom's operational verbs. Responding is a verb on responding level (A2) of affective aspect and Reacting is a verb on manipulation level (P2) of psychomotor aspect. It can be said that these all learning indicators formulation is far away from basic competency demand. This is caused by the first and second formulations are lower than verbs on

basic competency, and the third formulations are not the verb from the cognitive aspect.

The verb of basic competency of LP 6 and LP 7 is Applying which is a verb on application competency and verb of application-level (C3) of cognitive aspect. They also have two learning indicator formulations respectively, that is Identifying and Mentioning. Identifying is the verb of knowledge competency and is part of the knowledge level (C1) of cognitive aspect and Mentioning is a verb on knowledge level (C1) of the cognitive aspect. Therefore, the four learning indicators on these two lesson plans are lower than verbs on basic competency. Consequently, those operational verbs do not achieve the demands of basic competency.

The verb of basic competency of LP 9 is Comparing which is a verb on process competency and also a verb of understanding level (C2) of cognitive aspect. The first and second formulations are still the same with LP'6 and LP's 7 that are Identifying and Mentioning, therefore they are from the same level of verbs. And verb of the third formulation is Responding which is Bloom's verb on responding level (A2) of affective aspect. Hence, the three formulations do not accommodate the demands of basic competency tendency because two of three formulation verbs are lower than basic competency verb and the third formulation is from the affective aspect.

And the next are LP 10 and LP 12 that its basic competency verb is Applying. Applying is a verb on application competency and is a verb of application-level (C3) of the cognitive aspect. Their first formulation verb, still the same as the previous LP above, is Identifying. LP's 10-second formulation verb is Mentioning and LP's 12-second formulation verb is Imitating which are verbs on knowledge level (C1) of cognitive aspect. These all formulations do not meet the demand of basic competency due to all verbs are lower than the verb of basic competency.

The verb of LP's 11 basic competencies is still the same as the previous LP above, which is Applying, therefore the verb is still from the same competency level, that is a verb on application competency and is a verb of application-level (C3) of cognitive aspect. The first and second formulation verbs are Imitating and Identifying which are verbs on knowledge level (C1) of the cognitive aspect. The third formulation verb is Asking which is Bloom's verb on the receiving-level (A1) of the affective aspect. And the last formulation verb is Determining which is a verb of application-level (C3) of cognitive aspect. Of all formulation of learning indicators, only the last formulation met basic competency demand, whereas two formulations are lower than should be, and one formulation is from the affective aspect.

LP 13 used the verb Comparing on its basic competency. Comparing is a verb on process competency and also a verb of understanding level (C2) of the cognitive aspect. The verb of the first formulation is Identifying which is a verb on knowledge level (C1) of the cognitive aspect. This is lower than the basic competency demands. The second formulation used the verb Analyzing which is a verb on analysis level (C4) of the cognitive aspect. This one is higher than the demands of basic competency. Both highlighted the cognitive aspect, but the first formulation does not meet competency demands due to the verb on learning indicator lower than the verb on basic competency.

The last is LP 14 that still used the same verb on its basic competency, that is Comparing which is a verb on process competency and a verb of understanding level (C2) of cognitive aspect. The first formulation verb is Saying which is neither the part of the operational verb of Indicator Development Guidance nor Bloom's operational verb. The second formulation verb is Analyzing which is a verb on analyzing level (C4) of cognitive aspect. The last formulation verb is Reading is a verb on knowledge level (C1) of the cognitive aspect. This verb is lower than the verb of basic competency. Therefore, of three formulations, only one formulation met the demands of basic competency, that is the second formulation.

In indicator development guidance [9], specifically about the use of operational verbs in formulating learning indicators is explained that the operational verbs are used must be the same or higher than the operational verbs of basic competency. Operational verbs also must emphasize the desired aspect encompass affective, cognitive, and psychomotor aspects, as well as the operational verbs, are used must accommodate competency in accordance with the competency that is highlighted in basic competency. For example, if the cognitive aspect is more highlighted then operational verbs are used in learning indicators that must highlight the psychomotor aspects too.

Overall, of all lesson plans that had been analyzed, the main and the most common mistake that was found was most of the learning indicators used operational verbs were lower than operational verbs were used in basic competency. Besides that, there was an operational verb that is not part of operational verbs in any aspect. In other words, these verbs are created by the teachers themselves. That verb is Saying. And also, verbs were used did not emphasize the aspect that basic competency emphasized. For instance, an aspect that emphasizes basic competency is the cognitive aspect, in contrast, the verb was used in learning indicator was operational verb from the affective aspect. This fact,

certainly, will affect the students' basic competency achievement.

5. CONCLUSION

There are three different operational verbs were used in basic competency and sixteen different verbs used in learning indicator formulation. Verbs were used in basic competency were Identifying, Applying, and Comparing. The verbs were used in the formulation of learning indicators are Understanding, Practicing, Responding, Mentioning, Distinguishing, Identifying, Reacting, Imitating, Asking, Determining, Saying, Analysing, Reading, Complementing, Proposing.

Of all lesson plans, the only formulation of learning indicators of three lesson plans used operational verbs appropriately and met the basic competency demands. The rest did not meet the basic competency demands. This is caused operational verbs used in learning indicators are lower than verbs used in basic competency as well as aspects that are highlighted in learning indicators did not appropriate with aspects that are highlighted in basic competency.

It can be concluded that the learning indicators are formulated by teachers have not used verbs in accordance with indicator development guidance. Consequently, this will affect the student's competencies achievement and also affect the accuracy in formulating learning assessment indicators.

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