

**HANDOUT**  
**CURRICULUM, SILLABUS AND LESSON**  
**PLAN**

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# CURRICULUM, SILLABUS AND LESSON PLAN

## A. DEFINITION OF CURRICULUM

In simple way curriculum is defined as a set of plan and organization of goal as well as content of subject learnt and method which is used as a guidance for teaching learning process to reach the aim. Tyler in his book *Basic Principles of Curriculum and Instruction* (1949) stated that curriculum is identified from 4 questions posed in planning the lesson, they are: (1) what is the school aim from the education? (2) What learning experience should be given to the student to reach the aim? (3) How should school organize effectively the students learning experience? (4) How the school determine that the aim has been gained?

Based on questions posed by Tyler (1949), scientist views curriculum from many aspects. Zais (1976) views curriculum in three aspects, they are: (1) curriculum as subject learnt (a range of subject matter to be mastered), (2) curriculum as functional operation in classroom, which guide, organize environment and activity run in classroom, (3) curriculum as a range of subject matter with which it is concerned ( the substantive structure ) as well as the procedures of inquiry and practice that it follows/ the syntactical structure. Ornstein (1993) views curriculum in two aspects: (1) Curriculum as plan or program for all learning experience which will be given to students in school program, (2) Curriculum as subject learnt.

Parkay (2006) summarize from the above views that curriculum are: (1) Products: Syllabus and lesson plan, (2) School programs: subjects learnt at school, (3) Aims, goals of school program: topics learnt at school (fact, principle, skills, attitude, (4) Students learning experiences: from school planned situation. In order to have further information about curriculum please click: <http://www.infed.org/biblio/b-curric.htm>.

Similar with other aspects of human life which always changing, curriculum is also changing. The process of curriculum development is based on three factors: development of IT, environment and human needs. Curriculum development is aiming at accommodating long term human needs. Therefore curriculum has to be able to accommodate future needs as well as be able to predict something happen in the future. Curriculum also has to be dynamic to be able to

adapt with development of knowledge and age to strengthen the result of education which in line with the curricular aims. Curriculum has its own components which support educational process. They are four component of curriculum: aims/goals, content, learning experience and evaluation. However media is also often called as a component of curriculum. The componen of curriclum will be explained in detail in another handout.

## **B. SYLLABUS**

Syllabus as one of written curriculum guided and organized teaching learning process and class room management as well as organized evaluation system. Syllabus contain of educational goal and content of subject that student learnt, media and evaluation type used in teaching learning process for one standard competency. Syllabus is an elaboration to the standard competency and basic competency of Ministry regulation Number 22 year 2006 about Content Standard. Therefore syllabus has to be able to answer these questions: what indicators should be stated to indicate that the competency has been gained, how to form those competencies through students learning experience, and how to know that competency has been gained. With syllabus guidance, teacher can teaches effectively.

There is no formal format for syllabus, however syllabus in a matrix form is easily read. The component of syllabus are: school identity, subject identity, class/grade, semester, standard competency, time allocation for one standard competency, basic competency, indicator, content, learning experience and evaluation. Detail information of teaching learning process can be seen in lesson plan.

### **Exaple of syllabus format**

#### **Syllabus**

School : Senior High School X  
Subject : BIOLOGY  
Class/Grade/Semester :

Standard Competency : 4

Time allocation : 4 x 45 minutes

Basic Competency	Content	Teaching Learning Activity	Indicator	Assessment	Time allocation	Source of learning
4.1 .....	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>	<ul style="list-style-type: none"> <li>• Type of assessment: ..... .....</li> <li>• Form of assessment: ..... ..... .....</li> </ul>	2 X 45 menit	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> </ul>
4.2 ..... etc.						

Further information about syllabus can be seen in:

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/writesyl.htm>

### C. LESSON PLAN

Lesson plan figures the procedures and teaching learning management to gain one or more competency which has been elaborated in syllabus. Lesson plan is used by teachers as guidance to carry out teaching learning in detail for one meeting. Components of lesson plan are: indicators, goals, content analysis, step of teaching learning process (which is divided into three steps: the opening/set induction, main activity and closure/closing), media and evaluation. Lesson plan will make teacher teaches systematically as it organizes content as well as anticipates problems that may arise in teaching learning process. Both students and teachers will know better the educational goal and how to rake the goal. Therefore lesson plan guide how to keep students situation to the teacher program. In short, lesson plan is a short term plan to predict what kind of act that should be taken by teacher as well as students in gaining the competency.

Likewise syllabus, there is no formal format of lesson plan. Every country and every state has different format of lesson plan. We can create our own format that makes us easy to carry out teaching learning process. Example of lesson plan can be seen in many web, includes:

- [http://www.teach-nology.com/teachers/lesson\\_plans/science/biology/](http://www.teach-nology.com/teachers/lesson_plans/science/biology/)

- [http://biology.about.com/od/biologylessonplans/Biology\\_Lesson\\_Plans.htm](http://biology.about.com/od/biologylessonplans/Biology_Lesson_Plans.htm)
- <http://www.scienceteacherprogram.org/biology/biolps.html>

However, in biology education faculty of Mathematics and Science Education, Indonesia University of Education, lesson plan format is in matrix. This matrix format make it easy to see the continuity among lesson plan components.

### **Example of Lesson Plan Format developed in Biology Education Department Indonesia University Education**

#### **LESSON PLAN**

SUBJECT : SCIENCE/BIOLOGY

GRADE/SEMESTRE : VII / 2

Standard competency : 5. Understanding nature phenomena through observation

Basic Competency : 5.1. Understanding the nature phenomena through planned and systematically observation in order to gain information about biotic and abiotic phenomena.

Method : Discussion

Indicators :

Number	Objectives	Content analysis	Teaching Learning Steps	Time allocation	Productive questions	Evaluation
			Closure/set induction : <ul style="list-style-type: none"> <li>- Attract student attention with.....</li> <li>.....</li> <li>- Motivates student with.....</li> <li>- Exploring students prior knowledge</li> <li>- State the goal</li> </ul>	5 minutes		
1.	After see the film of environment, student can differentiate biotic component from abiotic component.		Main Activity :	20 minutes		
2.	After discussing..... .....					
			Closure : <ul style="list-style-type: none"> <li>- Summary the content</li> <li>- Give evaluation</li> <li>- Give assignment for the next topic.</li> </ul>	10 minutes		

**Media** :

**Source of Learning** :

**Evaluation** :

Teacher have to make the objective in three domain: cognitive, affective and psichomotor. In order to make the objective statement please click **Blooms taxonomy of learning domain in: <http://www.nwlink.com/~donclark/hrd/bloom.html>**.

## EXERCICE

1. Which is the following sentences that is not the definition of curriculum:

- A. set of subject learnt
- B. Students learning experience under school program
- C. Set of concept, fact, pricip, theori and law student learnt
- D. Media of teaching prepared by teacher

Answer: D

2. Which is the following sentences represents the idea of *Kurikulum Tingkat Satuan Pelajaran* (KTSP):

- A. Government prepares KTSP based on teachers need
- B. KTSP is fromed by Department of Education to accomodate students need.
- C. KTSP is formed by teacher to accomodate local as well as national needs.
- D. KTSP is formed by teacher to anticipate Ministry of Education program.

3. Sentences below which is not the aim of junior high school goal is:

- A. Preparing human resources who has capability to compete physicky and in thinking
- B. Preapring human resources who are able to think critically about the function of environment.
- C. Preparing human resurces who concern about ethic, religious and can determine the good side and the bad side og technology.
- D. Preparing scientist who are ablo to explore nature optimally for human goods.

Answer : D

4. What is the idea of Science as a process?

- A. Scientific steps are used in science to have science product such as concept, theory and law.
- B. Science results data, concept, theory and law
- C. Theory and concepts in science resulted form hands-on and minds-on activity.
- D. Product of science can be applied to improve human well being.

Answer: A

5. What aspect which mostly influence to the development of science education at school?

- A. Development of era which contribute to human adaption to this development.
- B. Fast development of science and technology in global word.
- C. Environmental change which caused by nature disasster
- D. Decreasing of resources becuase of incerasing number of population

Answer: B

6. **Competency Standard:**

Do the experiment of plants' growth and plant development

**Basic Competency:**

Plan the experimnet of external factors influence to the plants' growth

From basic competency above, make at least one indicator, three objective statements and content analysis from each objective.