THE IMPLEMENTATION OF INNOVATIVE LEARNING MODELS BASED ON 2013 CURRICULUM AT SMAN 5 JENEPONTO

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah

University of Makassar in Partial Fullfillment of the Requirement for the Degree

of Education in English Education Department

SULASTRI SYAHRIR

105351102617

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2022

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Sulastri Syahrir** NIM **105351102617**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 351 Tahun 1443 H/ 2022 M, tanggal 13 Syawal 1443 H/ 14 Mei 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 21 Mei 2022**.

Makassar, 20 Syawal 1443 H
21 Mei 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag (.................)

2. Ketua : Erwin Akib, M.Pd., Ph.D (.................)

3. Sekretaris : Dr. Baharullah, M.Pd (.................)

4. Dosen Penguji : 1. Prof. Dr. Hj. Andi Tenri Ampa, M.Hum (.................)

2. Ardiana, S.Pd., M.Pd (.................)

3. Dr. Syamsiarna Nappu, M.Pd (.................)

4. Eny Sarjiana, M.Pd (.................)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   0911 1782101 (Secretary)
Email   prodibg@unismuh.ac.id
Web   bg.fkip.unismuh.ac.id

بســـم اللـه الرحمن الرحيــم

APPROVAL SHEET

Tittle	:	**The Implementation of Innovative Learning Models Based on 2013 Curriculum at SMAN 5 Jeneponto**
Name	:	Sulastri Syahrir
Reg. Number	:	105351102617
Programmer	:	English Education Department Strata 1 (S1)
Faculty	:	Teacher Training and Education

Makassar, 21 Mei 2022

Approved By

Consultant I

Prof. Dr. Hj. Andi Tenri Ampa, M.Hum
NIDN. 0031125993

Consultant II

Yassir Mallapiang, S.S., M.Pd
NIDN. 0902007901

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

Head of
English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

Terakreditasi Institusi

بسم الله الرحمن الرحيم

COUNSELLING SHEET

Name   : Sulastri Syahrir
NIM   : 105351102617
Department   : Pendidikan Bahasa Inggris
Title   : The Implementation of Innovative Learning Models Based on 2013 Curriculum at SMAN 5 Jeneponto

Consultant II   : Prof. Dr. Hj. Andi Tenri Ampa, M.Hum.

Day / Date	Chapter	Note	Sign
23			

Makassar,
Approved by,
a. Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807

iii

COUNSELLING SHEET

Name	: Sulastri Syahrir
NIM	: 105351102617
Department	: Pendidikan Bahasa Inggris
Title	: The Implementation of Innovative Learning Models Based on 2013 Curriculum at SMAN 5 Jeneponto

Consultant II : Yassir Mallapiang, S.S., M.Pd.

Day / Date	Chapter	Note	Sign
09 March 2022	III		
	IV		

Makassar,

Approved by,
Head of English Education Department

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd
NBM: 977 807

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Sulastri Syahrir

Nim : 105351102617

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Implementation of Innovative Learning Models Based on 2013 Curriculum at SMAN 5 Jeneponto

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini saya buat dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, 21 Mei 2022

Yang Membuat Pernyataan

Sulastri Syahrir

بسم الله الرحمن الرحيم

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama	: **Sulastri Syahrir**
Nim	: 105351102617
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).

2. Dalam menyusun skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.

3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi.

4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 21 Mei 2022

Yang Membuat Perjanjian

Sulastri Syahrir

MOTTO

فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا (5) إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا (6)

5. So, verify, with every difficulty, there is relief.

6. Verify, with every difficulty there is relief.

DEDICATION

Alhamdulillah for the grace of Allah and His guidance, I was able to finish this thesis even though it is not perfect. I dedicate this simple work as a form of my devotion to my belovd parents, my respected spervisor, family and friends who always provide support.

ABSTRACT

Sulastri Syahrir, 2022. The Implementation of Innovative Learning Models based on 2013 Curriculum at SMAN 5 Jeneponto. Supervised by Prof. Dr. Hj. Andi Tenri Ampa, M.Hum. and Yassir Mallapiang, S.S., M.Pd.

The purpose of this study was to find out (1) the innovative learning models implemented by English teachers and (2) how do the English teachers implemented of innovative learning models in English teaching learning process at SMAN 5 Jeneponto. The subjects of this research are 3 English teachers with the purposive technique sampling. This research used qualitative method. The object of this research is implemented of five innovative learning models in English teaching learning process and how do implemented it. The instruments of this research are interview and direct observation class (observation sheet) to answer two objectives of this research. Data analysis is divided into three stages: data reduction, data display, and verification (conclusion drawing).

The findings of this research indicated that there were 3 innovative learning models implemented by English teachers in English teaching learning process at SMAN 5 Jeneponto, namely Discovey learning, Problem-based learning, and Project-based learning model. The implementation of innovative learning models; (1) Discovery learning model, the steps are the teacher selection to the material, students to discovery and investigated of the problem, and self-analyzed the discovery data. (2) Problem-based learning, the teacher explained the material, students to find problem, students to presentation of the result, students provided reflection, and result of the investigation. (3) Project-based learning, the steps are planning,students make a project related of material learning and evaluate and assesmentnof project. The conclusion of the research is at SMAN 5 Jeneponto to used 3 implementation of innovative learning models, namely Dis covery learning, Problem-based learning, and Project-based learning.

Keywords: Innovative Learning Models, Teaching Learning English.

ABSTRAK

Sulastri Syahrir, 2022. The Implementation of Innovative Learning Models based on 2013 Curriculum at SMAN 5 Jeneponto. Dibimbing oleh Prof. Dr. Hj. Andi Tenri Ampa, M.Hum. dan Yassir Mallapiang, S.S., M.Pd

Tujuan dari penelitian ini adalah untuk mengetahui (1) model pembelajaran inovatif yang diterapkan oleh guru bahasa inggris, dan (2) bagaimana guru bahasa inggris menerapkan model pembelajaran inovatif yang dalam proses pembelajaran bahasa inggris di SMAN 5 Jeneponto. Subjek penelitian ini adalah 3 orang guru bahasa inggris dengan teknik purposif sampling. Penelitian ini menggunakan metode kualitatif. Objek penelitian ini mengimplementasikan 5 model pembelajaran inovatif dalam mengajar bahasa inggris dan cara implementasi dari model pembelajaran tersebut. Instrument penelitian ini adalah wawancara dan observasi langsung untuk menjawab tujuan penelitian ini. Analisis data dibagi menjadi tiga tahapan, yaitu: reduksi data, penyajian data, dan verifikasi (conclusion drawing).

Temuan penelitian ini menunjukkan bahwa ada 3 model pembelajaran inovatif yang diterapkan oleh guru bahasa inggris dalam proses mengajar bahasa inggris di SMAN 5 Jeneponto, yaitu pembelajaran penemuan, pembelajaran berbasis masalah, dan model pembelajaran berbasis proyek. Penerapan model pembelajaran inovatif: (1) Model pembelajaran penemuan, langkah-langkahnya adalah pemilihan materi, siswa menemukan masalah, dan menyelidiki masalah. (2) Pembelajaran berbasis masalah, guru menjelaskan materi, siswa menemukan masalah, siswa mempresentasikan hasil, memberikan refleksi, dan hasil investigasi. (3) Pembelajaran berbasis proyek, yaitu rencana pembuatan project, siswa membuat proyek tentang materi belajar, dan evalusasi atau penilaian. Kesimpulan dari penelitian ini adalah di SMAN 5 Jeneponto mengimplementasikan 3 model pembelajaran inovatif yaitu Discovery learning, Problem-based learning, and Project-based learning.

Kata kunci: Model pembelajaran inovatif, Pembelajaran bahasa Inggris

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah SWT, the Beneficent & Merciful. All praise is to Allah, the lord of the universe, who has bestowed strenght and health upon the researcher in finishing this research. Shalawat & Salam be upon our prophet Muhammad SAW, companisons and his faith followers till the end of the world.

Alhamdulillah by the grace of Allah SWT, the researcher could finish her thesis after long hard effort of writing. Thus, she would like to express her greatest gratitude to her beloved parents (Syahrir and Millang) and big familys who always pray, support, motivates, and financing researcher during the search process knowledge.

The researcher realized that in carrying out research and writing this thesis, many people have contributed their valuable suggestions, guidance, assistance, and advice. Therefore, the researcher would like to express deeped appreciation to:

1. Prof. Dr. H. Ambo Asse, M.Ag. as the Rector of Muhammadiyah University of Makassar.

2. Erwin Akib, M.Pd., Ph.D., as the Dean of Teacher Training and Education Faculty.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. the Head of English Education Department of FKIP Muhammadiyah University of Makassar, for sinature, support, and advices.

x

4. The researcher's advisors: Prof. Dr. Hj. Andi Tenri Ampa, M.Hum. and Yassir Mallapiang S.S., M.Pd. who has given guidance, valuable advices, and patient during the process of completing this thesis.

5. The lecturers especially English lecturer and staff of FKIP of University Muhammadiyah of Makassar.

6. Greatest thanks to Head Master of SMAN 5 Jeneponto, English teachers, the students, and staff of SMAN 5 Jeneponto.

7. Greatest thanks to her big family: best siblings (Sri Nilasari Syahrir S.Pd and Muh Ikram), and the best aunt (Ninang Syam Ariyanto) to support, advices, and as a fund supporters.

8. Thanks a lot her best partner (Prada Rinaldi) to advices and moodbooster to get her back spirit.

9. Unforgettable thanks to all her beloved friends in class A (Adorable) English Department Students' 2017, especially Riska Amalia and Sitti Salma Tahir.

10. Her beloved friends, Karmila, Sri Dewiyanti, Erni, and Kamaruddin who have always been in the researcher's side facing all the struggles.

Finally, the researcher belives that this thesis is still far from being perfect. So, constructiv criticism will be appreciated. May Allah SWT bless us whenever and wherever we are. Aamiin.

Makassar,   2022

Sulastri Syahrir

xi

TABLE OF CONTENTS

LIST OF FIGURE

LIST OF THE TABLE

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

Curriculum is a collection of learning plans designed by the Ministry of Education and Culture to achieve educational goals. The main purpose of education is to educate the nation's life, with the meaning of educating and generalizing education throughout Indonesia in order to achieve an intelligent national life. The curriculum is also said to be a guide to the learning process at all types and levels of education. From elementary school to college.

The curriculum according to Law on the National Education System (No. 20/2003) is a set of plans and regulations regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning to achieve certain educational goals. The curriculum discusses about what should be carried out by teacher from beginning up to end of a class. Curriculum implementers are teachers, school committees, and all elements involved of curriculum must to run the curriculum well so as to create an efficient learning process, and as well to support the achievement of national education goals in general.

Based on the history of curriculum development for Indonesian education, Indonesia has made development of curriculum for eleven times during around 66 years. First, it was started by the implementation

of "Curriculum of 1947 Unreveal Lesson Plan". Second, it was "1964 lesson plan". Third, it was "1968 Curriculum". Fourth, it was "1973 Curriculum". Fifth, it was "1975 Curriculum". Sixth, it was "1984 Curriculum". Seventh, it was "1994 Curriculum". Eight, it was "1997 Curriculum". Ninth, in 2004 of "Competency Based Curriculum System" (KBK). Tenth, in 2006 implementation "School-Based Curriculum (KTSP)", and the last in 2013 government through the Ministry of Education and Culture have implemented of "The 2013 Curriculum" in stages. The 2013 Curriculum is a continuation of curriculum improvement of School-Based Curriculum (KTSP/2006).

The recent implementation curriculum today in Indonesia is "2013 Curriculum". "2013 Curriculum" is an innovation from the previous curriculum, "School-Based Curriculum". " 2013 Curriculum" began to be implemented on 2013/2014 academic year. The basic differences of "2013 Curriculum" and others that this curriculum has 3 aspects of assessment, namely aspects of behavioral attitudes, skills aspects, and knowledge aspects.

By these aspects of assesment, it makes this curriculum has specific different learning models. The learning model is a component or pattern of learning arrangements that determine the direction of the teaching and learning process in the classroom. The learning model is also said to be a guide in the learning process that must be in line with the learning objectives. There are 5 types of 2013 curriculum learning models,

2

namely Discovery/Inquiry Learning Model, Problem-Based Learning Model, Project-Based Learning Model, Contextual Learning Model, and Cooperative Learning Model. The five learning models are innovative learning models that never be implemented in any others previous curriculum and these practicated sulfill the goal of National Education as it is stated on the Regulation of Ministry of Education and Culture (no. 103/2014).

According to the researcher experience and observation through "Magang Program, Teaching Training Program" that held annually by Faculty Training and Education, Unismuh Makassar. This curriculum is applied by SMAN 5 Jeneponto. From this explanation of the background, the researcher is interested in investigated the implementation of those five models of learning. So, the title of this research is "The Implementation of Innovative Learning Models Based on 2013 Curriculum at SMAN 5 Jeneponto".

B. Problem Statements

Based on background, the researcher discusses the problem statements as follows:

1. What innovative learning models based on 2013 Curriculum are implemented by the teachers in English teaching and learning process at SMAN 5 Jeneponto?

2. How do the teachers implement the innovative learning models based on 2013 Curriculum in English teaching learning process at SMAN 5 Jeneponto?

C. Research Objectives

Based on the problem statements, the objectives following are:

1. To describe what the innovative learning models based on 2013 Curriculum are implement by the teachers in English teaching learning process at SMAN 5 Jeneponto.

2. To describe how do the teachers implement the innovative learning models based on 2013 Curriculum in English teaching learning process at SMAN 5 Jeneponto.

D. Significance of the Research

The research result is expected to give some contribution for:

1. Theoritical significance

a. Students

To give information for students about the learning models of 2013 Curriculum and the characteristics of learning process.

b. Teachers

Provided information on implementation of the learning models of 2013 Curriculum in English teaching.

c. Another researchers

Provided theoritical information to other researchers about implementation learning models of 2013 Curriculum.

4

2. Practically significance

   a. Students

      This research was to provided learning models. So that, students are more enthuasiastic about learning English with new model.

   b. Teachers

      Teachers become knew of the mostly learning models to implementation in the class, so as to improve the quality of teaching learning and students achievement.

   c. Another researcher

      This research can be used as a reference by other researchers to conducted further studies on learning models of 2013 Curriculum.

E. Scope of the Research

   To avoid misunderstanding, it was necessary to limited the problem. The subjects of this study are 3 English teachers at SMAN 5 Jeneponto. The researcher intends to focused on implementation of innovative learning models based on 2013 Curriculum by teachers in learning English, especially the five types of innovative learning models that are Discovery learning model, Problem-based learning model, Project-based learning model, Cooperative learning model, and Contextual learning model.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The following are some related previous research findings conducted by precetis researchers:

The Implementation of 2013 Curriculum by the English Teachers and Its Barriers (Khasanah, 2015). The objective of this research is to know how the English teachers to implemantation of 2013 Curriculum and its barriers at the 10th grade of SMAN 1 Rembang. This study used observations, interviews, and documentation are to collected data. The researcher find out the barriers to implementation of 2013 Curriculum. The barriers are the right method and the right instrument of authentic assesment. They both are important to support the success of core and basic competence realization in the learning.

English Teachers' Teaching Approach in Applying the 2013 Curriculum A Case Study at SMAN 1 Mataram (Suratri, 2018). The researcher to analyze about teaching approach and learning methods in applying the 2013 Curriculum, and perception by English teachers 2013 Curriculum in teaching learning process. The results of this study find out 3 teaching approach, those were Contextual Teaching & Learning (CTL) Approach and Scientific Approach. The Learning methods used by English teacher were Project Based Learning, Problem Based-Learning, and Discovery Learning. Perception by English teachers to

implementation of 2013 Curriculum in learning process is the all teachers is answer the same, as good for teaching-learning process, but the evaluation was felt difficult by the teachers and the students.

Models of Teaching English Using 2013 Curriculum for High School Students (Ngadiso, 2017). The objectives of the research are what approaches, methods, or techniques are used by English teachers using 2013 Curriculum, and why English teachers use those approaches, methods, and techniques. The results of the researcher show that the English teachers used Scientific Approach, Discovery Learning, Project-Based Learning, Problem-Based Learning, Role-Play, Jigsaw, Cooperative/Collaborative Learning, Genre-Based Approach, Communicative Language Teaching, Contextual Teaching and Learning, Communicative Language Learning, Community Language Learning, and Task-Based Language Learning. The approaches, methods, and techniques are based on the competences and indicators which are developed and the students characteristics.

The Problem in the Implementation of the 2013 Curriculum (Khasanah R. U., 2017). The researcher to analyze about the problem faced by the English teachers in applying 2013 Curriculum in teaching learning process. This research use two senior high school in Wonosobo, java central. The results in this research is showed that the problems faced by the English teachers were the limited time available for teaching English, the discrepancies between the materials to be taught and the time

7

allocation, the lack of facilities which support the implementation of the 2013 Curriculum, and the complicated asssessment administration.

Researcher found several previous studies. All of these studies have something in common, namely it both discuss the implementation of the 2013 Curriculum. Further more, the difference from previous research and this research is that previous research mostly links factors outside of learning models, while this research focus only on implementation learning models.

B. Some Pertinent Ideas

1. Innovative Learning Models

According to Law (no.19/2002) Innovative/innovation is research, development , or engineering activities carried out with the aim of developing the practical application of new scientific values and contexts, or new ways to apply existing science and technology to the world. In the product or in the production process. Meanwhile, according to Luecke in (Kusumangtyas, 2019), innovation is a process to realize, combine, or mature a knowlegde/ideas, which is then adjusted to get new value for a product, process, or service. From the definition above, it can be concluded that the innovative learning models is a process of developing ne learning models that are included in the 2013 Curriculum to realize new knowledge that is adapted to the times.

According with the adapted to the times, the system in the 21st century requirs every individual to have at least four skills, namely critical

thinking, problem-solving, communication, and collaboration (Team, 2020). To meet these demands, the Indonesian government organizes educational programs based on: 2013 Curriculum. The attachment to the Regulation of the Minister of Education and Culture Number 21 of 2016 concerning Content Standards for Primary and Secondary Education states the competencies that students must have in secondary education accoding to the abilities that each person must possess. In the 21st century, namely adequate reasoning skills, processing skill, and presenting skills, as well as creative, productive, critical, independent, colliborative, communicative, and solutive.

Seeing the contents of the Appendix to the Regulation of the Minister of Education and Culture Number 21 of 2016 concerning Standards of Content for Primary and Secondary Education that must be owned by every student, the learning model used that is in accordance with the demands of 21st century skills is Discovery learning, Problem-based learning, Project-based learning, Cooperatie lerning, and Contextual learning. The five learning model are learning models that have never been applied to the previous curriculum in Indonesia, and have only been applied to the 2013 Curriculum in accordance with the demands of the 21st century or the development of the times, for that reason the five learning models become innovative learning models in the 2013 Curriculum.

2. Theories of Implementation

According to Nurdin Usman, implementation is led to activities, actions, or the exixtence of a system mechanism, implementation is not just an activity, but a planned activity and to achieve the objectives of the activity (Usman, 2002:39). Meanwhile, according to Widodo, implementation means providing a means to implement a policy and can have an impact or effect on something (Widodo, 2010:88). From these two theories, it can be concluded that a teacher is said to be implementing a learning model if the teacher takes actions or activities in the teaching process to achieve learning objectives.

3. 2013 Curriculum

a. Definition of 2013 Curriculum

According to Law (no.20/2003) Curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve national education goals. Based above it, 2013 Curriculum is a curriculum developed to improve and balance soft skills and hard skills in the form of attitude, skills, and knowledge. The 2013 Curriculum is a character and competency-based curriculum (Mulyasa, 2013). Meanwhile, according to Solihin (2016) Curriculum 2013 is a learning that emphasizes affective aspects changes in behavior and the competencies to be achieved are competencies that are balanced between attitudes, skills, and knowledge, in addition to a

10

holistic and fun way of learning. From some of the definitions above, it can be concluded that the 2013 Curriculum that prioritizes understanding, skill, social, and character education, where students are required to understandthe material, be active in discussion/presentation process, and have good manners in the social world and a disciplined attitude.

b. Function and purpose of 2013 Curriculum

According to Law on the National Education System article 3, it is stated that national education functions to develop capabilities and shape tha character and civilization of a dinified nation in the context of the intellectual life of the nation's children. An education will be directed if there is deliberately designed benchmark, namely the curriculum. So, it can be concluded that the purpose of education and curriculum is the same, namely to produce a generation of good ethics and good knowledge.

The objectives of the 2013 Curriculum specifically, (Fadillah, 2014), are as follows:

1) Improving the quality of education and balancing hard skills and soft skills through the ability of attitudes, skills, and knowledge in the context of facing global challenges that continue to develop.

2) Forming and increasing productive, creative, and innovative human resources as capital for the development of the Indonesian nation and state.

11

3) Teachers easy to delivering material and teaching, because the government has prepared all curriculum components and text books used in learning.

4) Increase the participation of the central government, regional funds and the community in a balanced way in determining and controlling quality in the implementation of the curriculum at the education unit level.

5) Increase healthy competition between educational units regarding the quality of education to be achieved.

c. Characteristics of 2013 Curriculum

Curriculum of 2013 is designed with the following caharacteristics (Rom, 2014):

1) Developing a balance between spiritual and social attitudes, knowledge, skills, and applying them in various situations in the school and communuty.

2) Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utulize the community as a learning resources.

3) Giving freely enough time to develop a variety of attitudes, knowledge, and skills.

4) Developing the competencies expressed in terms of competencies which is specefied more in basic competence od subjects.

12

5) Developing class core competence into organizing elements of basic competence and learning processes are developed to achieve the competence stated in core competencies.

6) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between subjects and education level (horizontal and organizations).

d. Implementation of 2013 Curriculum

The 2013 Curriculum began to be applied on 2013/2014 academic year for all education units, start from Elementary school up to High school. This curriculum positions the teachers to still play an important role in adequate learning and character building. Even though the teacher's duties in the implementation of 2013 Curriculum have actually been reduced, namely students who have to be more active in class and the teacher only as a learning facilitator.

The implementation of the 2013 Curriculum which is lined up with characters and competencoes, assigns teachers to shape the character and competence of students, namely by being creative and active in choosing innovtive learning methods and materials in the classroom. Basically, teachers must be proffessional in all respects, because they are not only knowledge transferors, but also character educators. In class, teachers convey the goal of how to be ethical and how to gain knowledge.

The Minister of Education and Culture Regulation (No. 65/2013) concerning Standards for Primary and High Education states that, "according to the Graduate Competency Standards, the learning objectives include the development of the domains of attitudes, knowledge, and skills that are eloberated for each educational unit." The three domains of competence have different standards of acquisition, For the realm of the scientific approach, discovery/inquiry learning approaches are used, while for the competence to produce works contextually, the project bad learning approach is used.

e. The innovation of 2013 Curriculum

Curriculum 2013 syllabus development has been prepared by both regional and central curriculum development teams (Khasanah I. N., 2015) The teacher only develops a learning process plan (RPP) based on the manual that has been provided. The manual contains general instructions, learning guidelines, and evaluations. A lesson plan at least contains of:

1) The identity of the school, subject or theme, class/semester, and the allocation of time.

2) Core Competence, Basic Competence, and Indicators of competencies achievement.

3) Learning materials.

4) Learning activities that include preliminary activities, main activities, and the post activities.

Based on the Ministry of Education and Culture Regulation (No. 21/2016) in Indonesia, the 2013 Curriculum learning models are;

1) Discovery Learning Model

The Discovery Learning Model is a series of maximum learning activities with all students' abilities to search and investigate systematically, critically, and logically. So that, they can find their on abilities and attitudes as a form of behavior change (Hanafiah dan Suhana, 2009).

The stages in the Discovery/Inquiry model are (Team, 2020);

a. Stimulation

    a) The teacher gives examples of cases related to the material.

    b) The teacher displays pictures related to the material.

    c) The teacher gives an introductory explanation of the activities in outline.

    d) The teacher asks some introductory questions to student about the material according to their knowledge.

    e) The teacher asks students to look for material from other sources (done at home before learning takes place).

b. Problem Statement

    a) The teacher provides opportunities for students to identify some questions that arise from the previous simulation.

    b) Students are asked to discuss the results of their observations and record the facts found.

16

c) Students answer questions based on their observations.

d) The teacher provides oppurtinities for students to ask additional questions if students still do not understand from the examples given.

c. Data Collection

a) The teacher asks students to collect information from various sources to answer some of the questions posed.

b) Students observe objects.

c) Conduct interviews with informants.

d) Students discuss and exchange information with their classmate.

e) The teacher ask students to pretice an activity related to the material.

d. Data Process

a) The teacher encourages students to be active in discussing and helping each other to solve problems.

b) The teacher provides assistance to students if there are difficulties.

c) Learners process information from the observed data.

d) Students move some questions about the material.

e. Verification

a) Students discuss the results of their observations and verify the results of their observations according to the theory in the book.

b) Teacher and students together discuss the answers to the questions that have been done by students.

f. Generalitation

a) The teacher aks students to draw conclusions from the results of their observations.

b) Students present their observation and other students responds by asking questions.

c) Students answer questions from responses by other students.

d) Students record important points from their observations.

e) The teacher gives some questions to the students to test their mastery of the material.

These are the characteristics of the discovery learning;

a) Curiosity and Uncertainly

Fostering curiosity and uncertainly in learning e knowledge is essential in discovery learning. Both of them will engage the students to be able to play an active role in the learning process.

b) Structure of Knowledge

The second component of discovery learning is knowledge structure, that requires teachers to understand the ability of each

The teachers explains the learning objectives, logistics required, proposes phenomena or demonstrations or stories to raise problems, motivates students to be involved in solving selected problems.

b. Organizing students to study

The teacher helps students define and organize tasks related to problem.

c. Guiding individual and group investiations

The teacher asks for students to collect information, carry out experiments to get explanations and problem solving.

d. Develop and present the work

The teacher assists students in planning and appropriate work such as report, videos, models, and helps them to share assignment with friends,

e. Analyze and evaluate the problem solving process

The teacher helps students to reflect or evaluate their investigations and the process they use.

The characteristics of the Problem-Based learning are as follows:

a) Problems become a starting point in learning

b) The problems raised are problems that exist in the real world that are not structured

c) Problems need perspective double (multiple perpectives)

d) Problems that challenge students' knowledge, attitudes, and competencies which then require identification of learning needs and new areas of learning

e) Learning self-direction becomes the main thing

f) Utilization of various knowledge sources, their use, and evaluation of information sources is an essential process in PBL

g) Learning is collaborative, communication, and cooperative.

h) Development of inquiry skills and problem solving isas important as mastering the content of knowledge to find a solution to a problem

i) Synthesis and integration of a learning process

j) Problem-based learning involves evaluating and reviewing student experiences and learning processes.

3) Project-Based Learning Model

Project-Based Learning Model is a teaching model that put emphasize on assigning tasks, particulary in the form of projects that can led students to experience an inquiry process (SEAQII's, 2020). The steps of the Project-Based Learning Model are :

a. Planning

Planning consist of 5 activities, there are choose project topic, pre-communication activities, asking essential questions, designing project plan and creating project timeline.

b. Implementation

The implementation comparies of one activity, namely finishing of project or make a project.

c. Reporting

There are 2 activities, namely assessing the project results and evaluating the project as well as evaluating project result and learning activity.

The characteristics of Project-based learning modl, namely:

a) Teachers only act as facilitators and evaluate work products

b) Using projects as learning media

c) Using problems that exits in students' daily lives as the first step in learning

d) Emphasize contextual learning

e) Creating a simple product as a results of project learning.

4. Contextual Learning Model

Contextual Learning Model is a concept that emphasizes the relationship between learning material and the real world of students' lives, so that students are able to connect andapply competency learning outcomes in everyday life (Setiawan, 2020). The seven staes of contextual learning there are:

a. Constructing

a) Teacher make knowledge more meaningful and relevant to students.

b) Teacher provide opportunities for students to find and apply their own ideas.

c) Teacher helps students aware to apply their on strategies in learning.

b. Asking (questioning)

The teacher provides opportunities for students to ask and answer questions in the learning process.

c. Finding (inquiry)

This stage consists of formulating the problem, propose hypotheses, collect data, test hypotheses, and draw conclusions.

d. Society learning (learning community)

The teacher interacts with students by asking question to provoke communication, both from teacher to students, and student to students.

e. Modelling

The teacher gives an example of a model of how to learn to students. The model in question can be in the form of giving examples of how to operate something, show work, show appearance.

f. Reflection

Students enrich the newly received material by conducting discussions or noting important points from the material.

g. The actual assessment

This stages is a process carried out by the teacher to collect information about the progress of learning made by students, namely developments in the learning process.

The charateristics of Contextual learning model, namely:

a) In Contextual learning, learning is a process of activating existing knowledge. That is, what will be learned cannot be separated from the knowledge that has been learned.

b) Contextual learning is learning in order to acquire and add new knowledge

c) Understanding knowledge means the knowledge obtained is not to e memorized, but to be understood and believed

d) Putting this knowledge and experience into practice. That is, the knowledge and experience gained must be applicable in real life

e) Reflecting knowledge on the knowledge development strategy. This is done as feedback for improvement and refinemnt of the strategy.

5) Cooperative Learning Model

According to Slavin defines Cooperative learning model as follows "Cooperative learning methods share the idea that students work together to learn and are responsible for their own" (Silalahi, 2015). The stages of Cooperative learning;

a. Positive interdependence

All students must contribute to each other in working together.

24

b. Individual responsibility

In groups, each students has their own responsibility in mastering the material.

c. Face to face

The teacher asks the students for all members to be present in doing the task together.

d. Communication between members

Students in groups establish good communication to produce the best ideas.

e. Evaluation of the group process

The teacher evaluates the group to determine the success of cooperation between students.

The characteristics of Cooperative learning model, namely:

a) Team learning

Cooperative learning is learning in teams. The team is a place to achieve goals

b) Based on Coooperative management

As in general, management has four main functions, namely planning functions, organizational functions, implementation functions, and control functions

c) Willingness to cooperate

The success ofcooperative learning is detemined by the success of the group

25

d) Collaboration

The willingness to cooperate is then practiced through activities described in the skills to work together.

C. Conceptual Framework


```
        ┌─────────────────────────────┐
        │  Five of Innovative Learning │
        │  Models of 2013 Curriculum   │
        └─────────────────────────────┘
                      │
                      ▼
        ┌─────────────────────────────┐
        │  1. Discovery Learning Model │
        │  2. Problem-based Learning Model │
        │  3. Project-based Learning Model │
        │  4. Cooperative Learning Model │
        │  5. Contextual Learning Model │
        └─────────────────────────────┘
           │                      │
           ▼                      ▼
  ┌──────────────────┐   ┌──────────────────────┐
  │ Implemented of   │   │ How do the Teacher   │
  │ Innovative Learning │ │ Implementation of Innovative │
  │ Models           │   │ Learning Models      │
  └──────────────────┘   └──────────────────────┘
           │                      │
           ▼                      ▼
  ┌──────────────────┐   ┌──────────────────────┐
  │ Interview Questions │ │ Direct Observation   │
  └──────────────────┘   └──────────────────────┘
```
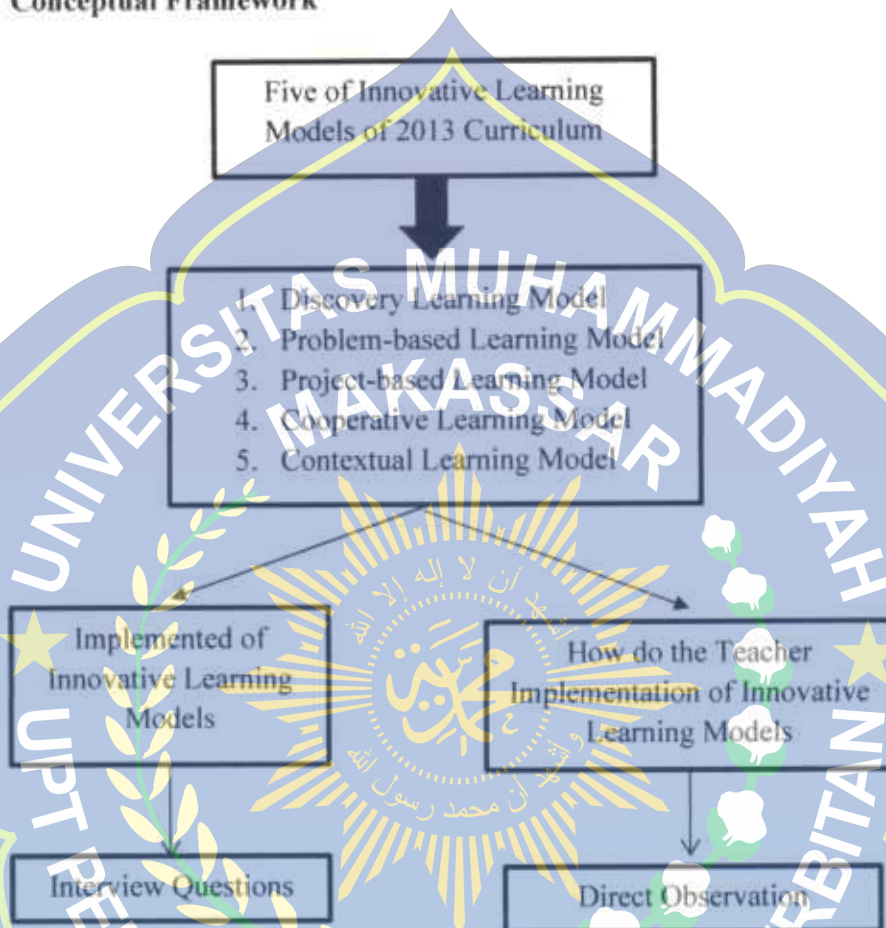
Figure 2.1 Conceptual framework

The discription of the conceptual framework above:

1. The researcher want to analysis five innovative learning models based on 2013 Curriculum.

2. The researcher would do interview question and direct observation in class to know what the innovative learning models to implement by teachers in English teaching learning process, and how do the teachers implement it.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed qualitative method which focused on the educational issues. As which researcher was going to describe and explained empirically about the employs 2013 Curriculum of implementation of innovative learning models on which are defined by the Regulation of Ministry Education and Culture (No.65/2013).

In this study, the researcher conducted an investigated focusing on five innovative learning models of 2013 Curriculum applied by the teachers in English teaching learning process with two important goals, namely the implemented innovative learning models, and how the teachers implemented of learning models of 2013 Curriculum. To find out the innovative learning models implement by English teacher the researcher used interview questions, and to find out how the implemented of innovative learning models, the researcher used classroom direct observation of instrument.

B. Subject of the Research

The research subjects were 3 English teachers of SMAN 5 Jeneponto who were going to implement the learning models in the entire classes of all levels of students from class X, XI, and XII. The selection of those 3 English teachers was made by used purposive sampling technique with under consideration that those 3 English teachers selected were the

only authorized by the school to handle English subject or they have qualification on teaching English. The characteristics of 3 English teachers, because they were English teacher and they uses implemented it 2013 Curriculum in teaching learning English at SMAN 5 Jeneponto.

C. Research Instruments

As it has been explained that there were two kinds of instruments employed to this research following the number of variables, they were interview question and direct observation which would answer the first variable and the second variable. In used interview, the researcher provide some questions to find out what the innovative learning models , and to used direct observation, the researcher provide observation list to find out how the innovative learning models were applied in the classroom or to answer the variables of this research as another aim of this research.

D. Data Collection

The data of the research were collected through clasroom interview question and direct observation. The procedure for collected data in this research is describe below;

1. The researcher met with 3 English teachers for did interview to one by one to find out what the innovative learning models.

2. The research conducted in classroom direct observation with 3 English teachers about the implemented learning models by teachers in classroom.

3. Researcher conducted in classroom direct observation of teachers during teaching to find out how the teachers implemented of learning models in teaching learning English.

E. Data Analysis

Data analysis was carry out when all data had been collected. In this research, researcher focused on the innovative learning models implemented by the English teachers and how the teachers implemented learning models of 2013 Curriculum. In this case, the researcher analys data for two variables was would be same, namely data reduction, data display, and conclusion drawing/verification.

Data analysis for this research has three activities, namely data reduction, data display, and conclusion drawing/verification (Sugiyono, 2014).

1. Data reduction

Data reduction, which is a lot of data from research, Data analysis is carry out through data reduction. Reducing data by summarizing, choosing the main things, and reducing data that is not important. In this case, the data reduce is that researcher does not take all mets and the number of classes in the study to be sampled and entered into the data. Meaning that only 2 to 3 are taken for each class level. This is done to make it easier for researcher to manage data.

2. Data Display

Data display is data that has been reduced is precented in the form of narrative text. Through data presentation then the data will be easy to understand.

3. Conclusions Drawing/verification

Conclusion drawing is data that has been present in a critical analysis. Then presented in the form of narrative text to answer the formulation of the problem at the beginning. The use of analysis and interpretation methods aims to provide a descriptive explanation in order to help readers know the content of the study, namely what the implement learning models by English teachers and how do implement it.

CHAPTER IV

FINDINGS AND DISCUSSIONS

On this chapter, it deals with (1) research findings which consists of the result of the implementation of learning models based on 2013 Curriculum by the teachers in learning English and how did the teachers implemented it, (2) discussion which presents the discussion of research findings, and its relationship to some theories about the topic discussed.

A. Findings

The subjects in this research are 3 English teacher at SMAN 5 Jeneponto to implemented of types learning models in teaching learning English, namely teacher A, teacher B, and teacher C. Teacher A to teach XII grade, teacher B to teach XI grade, and teacher C to teach X grade.

1. Learning Models implemented by English Teachers

a) Teacher A

No	Types of Innovative Learning Models	Implementation	Times of observation	Class
1.	Discovery Learning	Yes	4 times	XII
2.	Problem-based learning	No		
3.	Project-based learning	No		
4.	Contextual learning	No		

| 5. | Cooperative learning | No | | |

Table 4.1 The results of direct observation to Teacher A

Based on the table 4.1 about the teacher A as English teacher in the twelfth grade at SMAN 5 Jeneponto. In class of teacher A, the researcher did interview questions and direct observation for four times met. The researcher found out just one learning model who use teacher A, namely Discovery learning model in English teaching learning process. Belowed was teachers' answered based on the results of the interview:

1) Teacher A: I use Discovery Learning.

2) Teacher A: I just use innovative learning model, namely Discovery learning model because she saw condition of students who did not support use other innovative learning model. For example, in currently there was pandemic condition where many students do not attendance, and the learning process that occurs in ineffective.

b) Teacher B

No	Types of Innovative Learning Models	Implementation	Times of observation	Class
1.	Discovery Learning	Yes	2 times	XI
2.	Problem-based learning	Yes	1 time	XI
3.	Project-based learning	Yes	2 times	XI

No.		Implementation		
4.	Contextual learning	No		
5.	Cooperative learning	No		

Table 4.2 The results of direct observation to Teacher B

Based on the table 4.2 about the teacher B as English teacher in the eleventh grade at SMAN 5 Jeneponto. In class of teacher B, the researcher did interview question and direct observation for five times met. The researcher found out three learning model who use teacher B, namely Discovery learning, Problem-based learning, and Project-based models in English teaching learning process. Belowed was teachers' answered based on the results of the inteview:

1) Teacher B: I use Discovery Learning model.
2) Teacher B: I use 3 innovative learning model, namely Discovery learning, Problem-based learning, and Project-based learning, because according to the material needs to use 3 innovative learning model.

c) Teacher C

No	Types of Innovative Learning Models	Implementation	Times of observation	Class
1.	Discovery Learning	Yes	4 times	X
2.	Problem-based learning	No		
3.	Project-based learning	No		

4.	Contextual learning	No		
5.	Cooperative learning	No		

Table 4.3 The results of direct observation to Teacher C

Based on the table 4.3 about the teacher C as English teacher in the tenth grade at SMAN 5 Jeneponto. In class of teacher C, the researcher did interview question and direct observation for four times met. The researcher found out just one learning model who use teacher C, namely Discovery learning model in English teaching learning process. Belowed was teachers' answered based on the results of the interview:

1) Teacher C: I use Discovery Learning model.

2) Teacher C: I just using innovative learning model, namely Discovery learning model, because in X grade who already have a more creative mind. So, they are able to use more varied models.

2. **The Implementation of Learning Models by English Teachers**

The first subject is teacher A, used Discovery learning in English teaching process. The teacher A was taught in XII grade at SMAN 5 Jeneponto. The teacher was implementation of Discovery learning following are:

1) Stimulation

The teacher began with gives to students examples of cases related to the material, gives an introductory explanation of the activities in outline, and the teacher asks some introductory questions to student about the material according to their knowledge.

35

2) Problem Statement

The teacher began with provides opportunities for students to identify some questions that arise from the previous simulation, students are asked to discuss the results of their observations and record the facts found, students answer questions based on their observations, and the teachers provides opportunities for students to ask additional questions.

3) Data Collection

The teacher began to suggest of students to observe objects, students discuss and exchange information with their classmate, and the teacher ask students to practice an activity related to the material.

4) Data Process

Start the teacher encourages to students be active in discussing and helping each other to solve problems, provides assistances to students if there are difficulties, and learners process information from the observed data.

5) Verification

This stages, students discuss the results of their observations and verify the results of their observations according to the theory in the book, teacher and students together discuss the answer to the questions that have been done by students.

6) Generalization

The teacher asks students to draw conclusions from the results of their observations, students present their observations, students write important

36

points from their observations, and the teacher gives some questions to the students to test their mastery of the material.

The second subject is the teacher B used Discovery learning, Problem-based learning, and Project-based learning in teaching learning English. The teacher was taught in XI grade at SMAN 5 Jeneponto. The implementation of Discovery learning by teacher B are:

a. Stimulation

The teacher began to gives examples of cases related to the material, gives an introductory explanation of the activities in outline, and the teacher asks some introductory questions to students about the material according to their knowledge.

b. Problem Statement

The teacher began provides opportunities for students to identify some questions that arise from the previous stimulation, students are asked to discuss the results of their observations and record the facts found, students answer questions based on their observations, and the teacher provides opportunities for students to ask additional questions.

c. Data Collection

The teacher suggest students to observe objects, students discuss and exchange information with their classmate, and the teacher ask students to practice an activity related to the material.

d. Data Process

The teacher began to encourages students to be active in discussing and helping each other to solve problems, the teacher assistance to students if there are difficulties, and learners process information fom the observed data.

e. Verification

Students discuss the results of their observations and verify according to the theory in the book, teacher and students together discuss the answers to the questions that have been done by students.

f. Generalization

The teacher asks students to draw conclusions from the results of their observations, and gives some questions to the students to test their mastery of the material.

The implementation of Problem-based learning by teacher B, namely:

a. Students orientation to the problem

The teachers explains the learning objectives, logistics required, proposes phenomena or demonstrations or stories to raise problems, and motivates students to be involved in solving selected problems.

b. Organizing students to study

The teacher helps students define and organize taks related to problem.

c. Guiding individual and group investigations

The teacher asks for students to collect information, carry out esxperiments to get explanations and problem solving.

d. Develop and present the work

The teacher assists students in planning and appropriate work such as report, videos, models, and helps them to share assignment with friends.

e. Analyze and evaluate the problem solving process

The teacher helps students to reflect or evaluate their investigations and the process they used.

The implementation of Project-based learning by teacher B, namely:

a. Planning

Planning consist of 5 activities, there are choose project topic, pre-communicate activities, asking essential questions, designing project plan and creating project timeline.

b. Implementation

The implementation comparies of one activity, namely finishing of project.

c. Reporting

There are 3 activites, namely assessing the project results, and evaluating project result and learning activity.

The third subject is teacher C used Discovery learning in teaching learning English. The teacher is teaching in X grade at SMAN 5 Jeneponto. The implementation of Discovery learning folloeing are:

a. Stimulation

The teacher began to displays pictures related to the material, gives an introductory explanation of the activities in outline, and the teacher ask

some introductory questions to students about the material according to their knowledge.

b. Problem Statement

The teacher began provides opportunities for students to identify some questions that arise from the previous stimulation, students are asked to discuss the results of their observations and record the facts found, students answer questions based on their observations, and the teacher provides opportunities for students to ask additional questions.

c. Data Collection

The teacher suggest students to observe the object, students discuss and exchange information with their classmate, and the teacher ask students to practice an activity related to the material.

d. Data Process

The teacher encourages students to be active in discussing and helping each other to solve problems, the teacher provides assistance to students if there are difficulties, and learners process information from the observed data.

e. Verification

Students discuss the results of their observations and verify according to the theory in the book, teacher and students together discuss the answers to the questions that have been done by students.

f. Generalization

learning on cause and effect material is to find some vocabulary and then make sentences with that vocabulary with theme is problem statement. The use of Problem-based learning on cause and effect material by looking for problems related to the daily lives of students who input between cause and effect, for example problems with cigarette users. Then the use of Project-based learning on the cause and effect material by making a video according to the problem raised at the previous meeting, namely the cause and effect video about the use of ciarettes. That's now to use teacher B for several learning models.

The third teacher is teacher C as English teacher fo tenth grade at SMAN 5 Jeneponto. Researcher did observation for three class with two materials for two weeks. The materials is advertisement and event, next materials is "it is a fact" in teaching learning English. The class observation to teacher C are X.MIA 1, X.MIA 2, and X.MIA 5.

After observation to twice times, researcher found that teacher use on types of learning model. The learning model is Discovery learning. Discovery learning is a learning model that is often used by teacher C, because it sees the condition of X grade students' who do not undestand how to use a more creative learning model. Class X students' still carry the nature of their junior high school level who are accustomed to using the Discovery learning model when studying. In contrast to class X who already have a more creative mind so they are able to use more varied models. Based on this reason, teacher C only uses the Discovery learning model.

The teacher C uses the Discovery learning model on advertisement and event material, and next material "it is a fact"/text. She conveyed the learning objectives, then show students about pictures related to advertisement and event. One of the students is appointed to explain to other participants about the related material, then teacher C provides clarification regarding the student's explanation.

2. Implementation of Innovative Learning Models by 3 English Teachers

Based on the direct observation in class, below is how to implementation by 3 English teachers according to the model they used.

a. Implementation of Discovery Learning by 3 English teachers

The teacher A use Discovery learning in teaching English for class XII. Based on the observation for some met, researcher found out how the teacher A implementation of Discovery learning with the News item material. The first stage is stimulation, namely the teacher start learning with give some question related of material, for example "what do you know about the news item?" or "Give me examples about news item!", and students answer the question as move to the second stage in discovery learning namely problem statements. The third stage, students observed object material and discussed with their classmate about examples news item. The fourth stage was data collection, students be active in discussion with their friends to discussed example who their made. Verification stage, students to read of the results observation and teacher to give more

explanation about material to students. The last stage, students made conclusion about the material.

The teacher B use Discovery learning in English teaching learning process for XI grade. Based on the observation for some met, researcher found out how the teacher B implementation of Discovery learning with the Cause and Effect material. The first stage is stimulation, namely the teacher begin learning with give instruction of students to read basic competencies and learning objectives about this material. Next, the teacher explained definition and example of cause and effect, and then to give students opportunity to ask related of the material, for example "Give me more examples about cause and effect related the daily activity!", and teacher answer the question as move to the second stage in discovery learning namely problem statements. The third stage, students observed object material and discussed with their classmate. Next, students has tasks from teacher to search and found out some word related the material. The fourth was data collection, students to collected their tasks if they done. Verification stage, a student to read of the tasks and another students can be critic the friend's task. The last stage, students made conclusion about the material.

The teacher C use Discovery learning in English teaching learning process in X grade. Based on the observation for some met, researcher found out how the teacher C implementation of Discovery learning with the Advertisement and Event material. The first stage is stimulation, namely the

teacher began teaching learning process with give previous explained to introduction the material, and then teacher give some question related of material, for example "what do you know about the meaning of the word from advertisement and event?" or "Give me examples about advertisement and event ever the students saw before!", and students answer the question as move to the second stage in discovery learning was problem statements. Then, one of students answered the teacher's question namely advertisement is iklan, and event is acara. The third stages, students to worked of task from teacher, namely to found out examples of advertisement and event in wrote in your book task. The fourth was data collection, students collected their task. Verification stage, one of students explained her task in front of class. The last stage, students made conclusion about the material.

The researcher decided that teacher use Discovery learning because based on the direct observation and colleting data is the all stages to implementation learning model by English teacher in class showed applied the some characteristics that have of Discovery learning, namely curiosty, problem statement, sequencing of learning, and give reward for students like a high assessment in English teaching learning process.

The conclusion of this implementation of Discovery learning by teacher A, B, and C, namely the all teachers used applied Discovery learning model in English teaching learning process. The teachers implementtion of Discovery learning wass good and the teachers use

apllied every stages, and this proven in accordance with data instruments (Observation sheet checklist).

b. Implementation of Problem-based Learning Model by English teacher

The teachers who implementation of Problem-based learning model is one teacher, namely the teacher B. Teacher A and teacher C do not use, because they have material not related to implemented of Project-based learning. Morever, the teacher B have material is related of this innovative learning model, namelu cause and effect material.

The teacher B implementation of Problem-based learning model in XI grade in SMAN 5 Jeneponto. After made observation some met in class, researcher found out stages of implementation Problem-based learning model by teacher B. The first stage is orientation of the problem, but the teacher start the learning process to instruction for student to read learning objectives, and then explained previous material because the next met still use the same material, namely cause and effect material. This stage, student to continue task the last meet to found out the word of related the material, for examples case of cigarette. The second of stage is organising to study, the teacher to suggest for students to worked of task. The third, teacher to guiding students to investigated of their task before to collected in teacher. The fourth, students presented their task in front of class one by one, and the last the teacher assessment and evaluated students' task.

The researcher decided that teacher use Problem-based learning because based on the direct observation and colleting data is the all stages to implementation learning model by English teacher in class showed applied the some characteristics that have of Probem-based learning, namely problem solving become starting point in learning, and development inquiry skill.

c. Implementation of Project-based learning model by English the teacher

The teachers who implementation of Project-based learning model is one teacher, namely the teacher B. Teacher A and teacher C do not use, because they have material not related to implemented of Project-based learning. Morever, the teacher B have material is related of this innovative learning model, namely cause and effect material.

The teacher B implementation of Project-based learning model in XI grade in SMAN 5 Jeneponto. After made observation some met in class, researcher found out stages of implementation Project-based learning model by teacher B. The first stage is planning, planning are to choosed of topic namely cause and effect from cigarette and solution, students make a video project with the minimal time is two minutes, creative, and interesting video. The second is implementation, . the teacher gives a week to worked on the video, the next week the assignment is finished and sent to the teacher's WhatsApp. The last is

reporting, After all students video project assignments have been collected, the teacher evaluates the videos made by students, and evaluates the shortcomings of the student project.

The researcher decided that teacher use Project-based learning because based on the direct observation and colleting data is the all stages to implementation learning model by English teacher in class showed applied the characteristics that have of Project-based learning, namely make a creative project realated of material.

d. Implementation of Contextual Learning model by English teacher

The teacher A, B, and C not implementation of Contextual learning model in English teaching learning process. Teacher A, B, and C do not use, because they have material not related to implemented of Contextual learning model.

e. Implemenatation of Cooperative Learning model by 3 English teacher

The teacher A, B, and C not implementation of Cooperative learning model in English teaching learning process. Teacher A, B, and C do not use, because they have material not related to implemented of Cooperative learning model.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on findings and discussion in the previous chapter, the researcher concludes that teacher at SMAN 5 Jeneponto used various types of learning models. There are 3 implementations of innovative learning models used by English teachers, namely Discovery learning, Problem-based learning, and Project-based learning. The use of Discovery learning model is used by all teachers, while the Problem-based learning and Project-based learning are used by only one teacher, namely the teacher B.

2. There are three implementations of innovative learning models in English learning, namely; (1) Discovery learning model implemented by teachers are; stimulation stage through questioning activity, problem statement through observation activity, data collection through assignment collection, data processing through information gathering activity, verification through verbal presentation and checked assignment activities, and generalization through making conclusions. (2) Implementation of Probem-based learning are; students orientation to the problem through questioning and explaining activities, organizing students to the study observing of problem activity. Guiding individual and groups through data processing, develope and present the work through data process, and analyze and evaluates the problem solving

process through assessment and evaluate the assignment students'. (3) Implementation of Problem-based learning are: planning through a plan for selecting topics and how to make them, implementation are product completion activities, and reporting through evaluation and assessment stages.

B. Suggestion

The researcher would like to give some recommend the following suggestions:

1). Suggestion for English teachers

a. Teachers must always improve their understanding of educational developments, including the use of innovative learning models in creative learning process.

b. Teachers should be more varied in implementing innovative learning models by using various learning models. Teachers should try other types of learning models, and teachers should not only focus on using discovery learning.

2). Suggestion for future researchers

The researcher hopes that next researchers can obtain another references related to the implementation of innovative learning models based on the 2013 Curriculum, and find out the reason why the English teacher just use Discovery learning, Problem-based learning, and Project-based learning to English teaching process.

Bibliography

Fadillah, M. (2014). Implementasi Kurikulum 2013. *Ar Ruuz media*, 24.

Hardianti, S. (2017). Implementasi Kurikulum 2013 pada Proses Pembelajaran oleh Guru Mata Pelajaran Fisika Tingkat SMAN di Kabupaten Bone. *Skripsi*, 13.

Juhari, A. (2020). Implementation of problem-based learnin model with problem posing-solving approach in mathemtics learning during covid-19 pandemic. *Proceeding of the international conference on science and advanced technology (ICSAT)*, 1229-1230.

Khasanah, I. N. (2015). The implementation of 2013 curriculum by the English teacher and its barrier. *Skripsi*, 24-25.

Khasanah, I. N. (2015). The implementation of 2013 curriculum by the English teacher and its barriers. *Skripsi*, 12.

Khasanah, I. N. (2015). The implementation of 2013 Curriculum by the English Teachers and Its Barriers (A Case Study at the 10th Grade of SMAN 1 Rembang in 2014/2015 Academic Year). *Skripsi*, v.

Khasanah, R. U. (2017). The Problem in the Implementation of the 2013 Curriculum. *Conference Language and Language Teaching*, 144.

Kusumangtyas. (2019). *Inovasi varian mie organik pada kedai love mie semarang*. unika Semarang.

Ngadiso, T. S. (2017). Models of Teaching English Using Curriculum 2013 for High School Students. *Advances in Social Science, Education and Humanitas Research*, 496.

Nurfitriyani. (2018). Persepsi guru tentang pembelajaran literasi untuk meningkatkan nilai moral siswa di SMP Muhammadiyah kab. Bima. *Skripsi*, 20.

Ramadhani, U. K. (2017). The problems in the implementation of the 2013 curriculum. *Conference on Language and Language Teaching*, 114.

Rom. (2014). Salinan Lampiran Permendikbud no 59 tahun 2014, kurikuum 2013. *Permendikbud*, point B.

SEAQIL's. (2020). *Hots-Oriented Module; Project-Based Learning*. Jakarta Selatan: SEAMEO QITEP in language.

Setiawan, D. (2020). Implementing Contextual Teaching and Learning (CTL) Model to Teach Fiqh . *Journal of Research in Islamic Education*, 96-99.

Silalahi, T. F. (2015). The Apl]plication of Cooperative Learning Model during Online Learning in the Pandemic Period. *Budapest International Research and Critics Institute-Journal* , 1686.

Sugiyono, P. D. (2014). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Jl Gegerkalong Hilir No. 84 Bandung 40153: ALFABETA.

Suratri, U. K. (2018). English Teachers' Teaching Approach in Applying the 2013 Curriculum A Case Study at SMAN 1 Mataram. *Skripsi*, iii.

Team, S. (2020). *Hots-Orientd Module; Discovery Learning.* Jakarta Selatan: SEAMEO QITEP in language.

Yazidi, A. (2016). Memahami model-model pembelajaran dalam kurikulum2013. *Skripsi*, 29.

The name list of the subjects

No	Teachers name	Code
1.	Syamsuarni Syarif, S.Pd., MM	Teacher A
2.	Nurjannah, S.Pd	Teacher B
3.	Nurhikmah, S.Pd	Teacher C

i)   Instruments of interview questions with 3 English teachers

    a.   Teacher A

      a)   What the material learning to teaching today?

         Answer: The material is News Item.

      b)   What the innovative learning model to use in this material?

         Answer: I used Discovery learning model.

      c)   How many innovative learning model to use in English teaching?, and why?

         Answer: I use learning model just one namely, Discovery learning model, because she saw condition of students who did not support use other learning model. For example, in currently there is pandemic condition where many students do not attendance, and the learning process that occurs in ineffective.

    b.   Teacher B

      a)   What the material learning to teaching today?

         Answer: The material is Cause and Effect.

      b)   What the innovative learning model to use in this material?

         Answer: I use Discovery learning model.

      c)   How many innovative learning model to use in English teaching?, and why?

         Answer: I uses 3 innovative learning models namely, Discovery learning, Problem-based learning, and Project-based learning, because according to the material needs to uses 3 innovative learning models.

    c.   Teacher C

      a)   What the material learning to teaching today?

         Answer: The material is Advertisement and Event.

      b)   What the innovative learning model to use in this material?

         Answer: I use Discovery learning model.

      c)   How many innovative learning model to use in English teaching?, and why?

Answer: I just use innovative learning model namely, Discovery learning model, because in X grade who already have a more creative mind. So, they are able to use more varied models.

ii) Instruments of observation sheet checklist
1. Teacher A

No	Learning Model	Observation Aspects	Implementation	
			Yes	No
1.	Discovery learning	1. Stimulation		
		a. The teacher provides oppurtinities for students to identify some questions that arise from the previous. The teacher gives examples of cases related to the material.	✓	
		b. The teacher displays pictures related to the material.		✓
		c. The teacher gives an introductory explanation of the activities in outline.	✓	
		d. The teacher asks some introductory questions to student about the material according to their knowledge.	✓	
		e. The teacher asks students to look for material from other sources (done at home before learning takes place).		✓
		2. Problem Statement		
		a. simulation. Students are asked to discuss the results of their observations and record the facts found.	✓	

		b. Students answer questions based on their observations.	✓	
		c. The teacher provides oppurtinities for students to ask additional questions if students still do not understand from the examples given.	✓	
		3. Data Collection		
		a. The teacher asks students to collect infornntion from various sources to answer some of the questions posed.		✓
		b. Students observe objects.	✓	
		c. Conduct interviews with informants.		✓
		d. Students discuss and exchange information with their classmate.	✓	
		e. The teacher ask students to pretice an activity related to the material.	✓	
		4. Data Process		
		a. The teacher encourages students to be active in discussing and helping each other to solve problems.	✓	
		b. The teacher provides assistance to students if there are difficulties.	✓	
		c. Learners process information from the observed data.	✓	
		d. Students move some questions about the material.		✓
		5. Verification		
		a. Students discuss the results of		

			Yes	No
		their observations and verify the results of their observations according to the theory in the book.	✓	
		b. Teacher and students together discuss the answers to the questions that have been done by students.	✓	
		6.Generalitation		
		a. The teacher aks students to draw conclusions from the results of their observatios.	✓	
		b. Students present their observation and other students responds by asking questions.	✓	
		c. Students answer questions from responses by other students.	✓	
		d. Students record important points from their observations.	✓	
		e. The teacher gives some questions to the students to test their mastery of the material.	✓	

2. Teacher B

No.	Learning Models	Observation Aspects	Implementation	
			Yes	No
1.	Discovery Learning	1. Stimulation		
		a. The teacher provides oppurtinities for students to	✓	

		identify some questions that arise from the previous The teacher gives examples of cases related to the material.		
		b. The teacher displays pictures related to the material.	✓	
		c. The teacher gives an introductory explanation of the activities in outline.	✓	
		d. The teacher asks some introductory questions to student about the material according to their knowledge.	✓	
		e. The teacher asks students to look for material from other sources (done at home before learning takes place).	✓	
		2. Problem Statement		
		a. simulation. Students are asked to discuss the results of their observations and record the facts found.	✓	
		b. Students answer questions based on their observations.	✓	
		c. The teacher provides oppurtinities for students to ask additional questions if students still do not nderstand from the examples given.	✓	
		3. Data Collection		
		a. The teacher asks students to		

61

		collect informtion from various sources to answer some of the questions posed.	✓	✓
		b. Stude4nts observe objects.		
		c. Conduct interviews with informants.	✓	
		d. Students discuss and exchange information with their classmate.	✓	
		e. The teacher ask students to prctice an activity related to the material.		✓
		4.Data Process	✓	
		a. The teacher encourages students to be active in discussing and helping each other to solve problems.	✓	
		b. The teacher provides assistance to students if there are difficulties.	✓	
		c. Learners process information from the observed data.		✓
		d. Students move some questions about the material.		
		5.Verification		
		a. Students discuss the results of their observations and verify the results of their observations according to the theory in the book.	✓	
		b. Teacher and students together discuss the answers to the questions that have been done by	✓	

		students.		
		6.Generalitation		
		a. The teacher aks students to dra conclusions from the results of their observatios.	✓	
		b. Students present their observation and other students responds by asking questions.		✓
		c. Students answer questions from responses by other students.		✓
		d. Students record important points from their observations.		✓
		e. The teacher gives some questions to the students to test their mastery of the material.	✓	
2.	Problem-based learning	a) Students orientation to the problem The teachers explains the learing objectives, logistics required, proposes phenomena or demonstrations or stories to raise problems, motivates students to be involved in solving selected problems.	✓	
		b) Organizing students to study The teacher helps students define and organize tasks related to problem.	✓	
		c) Guiding individual and group investigations The teacher asks for students to collect information, carry out	✓	

		experiments to get explanations and problem solving.	
		d) Develop and present the work The teacher assists students in planning and appropriate work such as report, videos, models, and helps them to share assignment with friends.	✓
		e) Analyze and evaluate the problem solving process The teacher helps students to reflect or evaluate their investigations and the process they use.	✓
3.	Project-based learning	a) Planning Planning consist of 5 activities, there are choose project topic, pre-comunicatie activities, askin essential questions, designing project plan and creating project timeline.	✓
		b) Implementation The implementation compries of one activity, namely finishing of project or make a project.	✓
		c) Reporting There are 2 activities, namely assessing the project results and evaluating the project as well as evaluating project result and learning activity.	✓

3. Teacher C

No	Learning Model	Observation Aspects	Implementation	
			Yes	No
1.	Discovery Learning	1. Stimulation		
		a. The teacher provides oppurtinities for students to identify some questions that arise from the previous The teacher gives examples of cases related to the material.	✓	
		b. The teacher displays pictures related to the material.		✓
		c. The teacher gives an introductory explanation of the activities in outline.	✓	
		d. The teacher asks some introductory questions to student about the material according to their knowledge.	✓	
		e. The teacher asks students to look for material from other sources (done at home before learning takes place).		✓
		2. Problem Statement		
		a. simulation. Students are asked to discuss the results of their observations and record the facts found.	✓	
		b. Students answer questions based on their observations.	✓	

		c. The teacher provides oppurtinities for students to ask additional questions if students still do not nderstand from the examples given.	✓	
		3. Data Collection		
		a. The teacher asks students to collect informtion from various sources to answer some of the questions posed.		✓
		b. Students observe objects.	✓	
		c. Conduct interviews with informants.		
		d. Students discuss and exchange information with their classmate.		✓
		e. The teacher ask students to pretice an activity related to the material.	✓	
		4. Data Process		
		a. The teacher encourages students to be active in discussing and helping each other to solve problems.	✓	
		b. The teacher provides assistance to students if there are difficulties.		
		c. Learners process information from the observed data.	✓	
		d. Students move some questions about the material.		✓
		5. Verification		

		a. Students discuss the results of their observations and verify the results of their observations according to the theory in the book.	✓	
		b. Teacher and students together discuss the answers to the questions that have been done by students.	✓	
		6. Generalitation		
		a. The teacher aks students to dra conclusions from the results of their observatios.	✓	
		b. Students present their observation and other students responds by asking questions.	✓	
		c. Students answer questions from responses by other students.		
		d. Students record important points from their observations.		✓
		e. The teacher gives some questions to the students to test their mastery of the material.	✓	✓

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Sukarta Syahru
NIM : 105351102617
Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab	%	25 %
3		7 %	
4	Bab 4	6 %	10 %
5	Bab 5	%	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 9 Maret 2022
Mengetahui
Kepala UPT Perpustakaan dan Penerbitan

Nurrmah, S.Hum., M.I.P.
NBM. 964 591

BAB I SULASTRI SYAHRIR 105351102617

by Tahap Skripsi

7% INTERNET SOURCES

8% PUBLICATIONS

6% STUDENT PAPERS

Submitted to Konsorsium PTS Indonesia - Small Campus II
Student Paper

4%

pubs.sciepub.com
Internet Source

3%

Exclude quotes   On

Exclude bibliography   On

Exclude matches   < 2%

BAB II SULASTRI SYAHRIR 10535110261

by Tahap Skripsi

ORIGINALITY REPORT

20% SIMILARITY INDEX	21% INTERNET SOURCES	7% PUBLICATIONS	10% STUDENT PAPERS

PRIMARY SOURCES

www.iosrjournals.org
Internet Source
3%

download.atlantis-press.com
Internet Source
3%

pt.scribd.com
Internet Source
3%

eprints.walisongo.ac.id
Internet Source
3%

repository.kemdikbud.go.id
Internet Source
2%

digilibadmin.unismuh.ac.id
Internet Source
2%

123dok.com
Internet Source
2%

semnas.untidar.ac.id
Internet Source
2%

BAB III SULASTRI SYAHRIR 10535110261

by Tahap Skripsi

7%	3%	3%
INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

ejournal.radenintan.ac.id
Internet Source
4%

ejournal.undiksha.ac.id
Internet Source
2%

eprints.unm.ac.id
Internet Source
2%

lude quotes

lude bibliography

Exclude matches

BAB IV SULASTRI SYAHRIR 10535110261̄7

by Tahap Skripsi

NALITY REPORT

4%	4%	5%
INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

www.iosrjournals.org
Internet Source

4%

Submitted to Universitas Islam Indonesia
Student Paper

3%

lude quotes

lude bibliography On

Exclude matches

BAB V SULASTRI SYAHRIR 10535110261

by Tahap Skripsi

ORIGINALITY REPORT

0%
SIMILARITY INDEX

0%
INTERNET SOURCES

0%
PUBLICATIONS

0%
STUDENT PAPERS

Exclude quotes   On   Exclude matches   < 2%

Exclude bibliography On

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Nomor	131/05/C.4-VIII/143/2022	09 Jumadil akhir 1443 H
Lamp	1 (satu) Rangkap Proposal	12 January 2022 M
Hal	Permohonan Izin Penelitian	

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul-Sel
di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar ... 143/2022 tanggal 12 Januari 2022, menerangkan bahwa ... tersebut di bawah ini :

Nama	ASTRI SYAHRIR
No. Stambuk	10535 1102617
Fakultas	Fakultas ...
Jurusan	Pendidikan Bahasa Inggris
Pekerjaan	Mahasiswa

... "The Implementation of University Learning Based on 2013 Curriculum at SMAN 9 Jeneponto"

... 2022.

... Abubakar Idhan, MP.
... 101 7716

PEMERINTAH PROVINSI SULAWESI SELATAN

DINAS PENDIDIKAN

UPT SMA NEGERI 5 JENEPONTO

Alamat: Jl. Poros Makassar Bantaeng Km 200 Lingkungan Desa Lendru Kecamatan. Batang Trip IJH19124/DA22KIF 5J 363

SURAT KETERANGAN PENELITIAN

Nomor: 442/ 037 UPT SMA 5/JNP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 5 Jeneponto, menerangkan bahwa :

Nama	:	SULASTRI SYAHRIR
Tempat Tanggal Lahir	:	Jeneponto, 28 Januari 1999
NIM	:	105351106516
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan	:	Mahasiswa
Perguruan Tinggi	:	Universitas Muhammadiyah Makassar
Alamat	:	Kalumpang Loppoa, Kec. Turatea, Kab. Jeneponto

Benar telah melakukan penelitian di UPT SMAN 5 Jeneponto Kabupaten Jeneponto dengan judul "THE IMPLEMENTATION OF ENGLISH E-LEARNING IN 2013 BASED ON 2013 CURRICULUM AT SMAN 5 JENEPONTO" pada tanggal 22 s/d 28 Maret 2022.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jeneponto, 1 Februari 2022
Kepala UPT SMAN 5 Jeneponto

Muhlis Abdullah, S. Pd, M.M.
NIP. 19740710 199803 1 001

73

بسم الله الرحمن الرحيم

LETTER OF ACCEPTANCE

Dear SULASTRI SYAHRIR

It is our pleasure to inform you that, after reviewing your paper:
THE IMPLEMENTATION OF INNOVATIVE LEARNING MODELS BASED
ON 2013 CURRICULUM AT SMAN 5 JENEPONTO
The manuscript ID:

Details by kind:

Checkpoint	Yes	No
The author has sent the manuscript by using the invitational email	Y	
The author has submitted the manuscript	Y	
The manuscript according to the journal		
Tool has been submitted		
The manuscript has		
The article presents	Y	

has been ACCEPTED to publish with English Language Teaching Methodology.

Head of English Education Department
Faculty of Teacher Training and Education

74

Process of the interview online with teacher B

Picture 1 show chat online interview of teacher B

Process of the observation with 3 English teacher in teaching learning English

Picture 2 Teacher C English teaching process in class X MIA

Picture 3 Teacher B English teaching process in class XI IIS

Picture 4 Teacher A English teaching process in class XII IIS

Picture 5 researcher did direct observation in class

Picture 6 researcher did direct observation in different class

Picture 7 researcher did direct observation with English teacher in class

CURRICULUM VITAE

The researcher, **Sulastri Syahrir** was born on January, 29 1999 in Jeneponto, South Sulawesi. She was have two siblings, one sister and one brother. She is the second child from the marriage of her parents, Syahrir and Nillang. She began her education in TK Darmawanita Kalumpang lompoa and graduated in 2004. Afterwards, she continued her study in SD Negeri 06 Arungkeke and graduated in 2011. Then she continued her study in SMP Negeri 01 Batang and graduated in 2014. Next, she continued her study in SMA Negeri 5 Jeneponto and graduated in 2017. In the same year, she was accepted as a students in English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.