

Lesson plan concept based on SMIC (spiritual, moral, interpersonal, cultural) literacy

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ABSTRACT: Lesson plan is the most important component of learning. Teachers are expected to design a meaningful learning and internalize values into students. Students' understanding of values has been measured by the implementation. It is called literacy. Literacy is not only in reading but also spiritual, moral, interpersonal, and cultural (SMIC) aspects that become problems in education today, especially in the formation of personality in critical ages i.e. Adolescents in high school. This study aims to explain the concept of the lesson plan based on SMIC-literacy. SMIC-literacy is the previous finding of our research and development. The integration of learning model based on SMIC literacy becomes the key concept in lesson plan designing. A literature review is needed to find relevance about the concept of a lesson plan with prior findings. The results show that in the lesson plan based on smic literacy, all aspects coloring in each indicator, learning objectives, learning activities, and evaluation system. Consistency between lesson plan components and SMIC-literacy will help teachers in presenting a good quality of learning.introduction.

1 INTRODUCTION

The 21st century is known as the information age. This term is in accordance to the 21st century characteristics which is full of rapid and global information development. Morocco et al. (2010) in this 21st century, a point that must be possessed by people is the ability of multi-literacy. Multiliteracy ability is marked by four important things which are high understanding ability, critical thinking ability, ability to collaborate and communicate, as well as critical thinking ability.

According to Wray (2004), literacy is the ability and willingness to use, read, and write in order to build the meaning of printed text, in ways that meet the requirements of a particular social context. Literacy is best promoted through meaningful and real contexts of learning and a print-rich environment (Plant et al. 2008). Literacy has an important role in everyday life, by using literacy, one will be able to make necessary improvements using relevant information. According to Matsuura (2000) literacy is not only about thinking and reading skills, but also the learning skills and life skills that will be used by a person, community or nation in order to survive and experience sustainable change. Literacy is also closely related to learning. According Tauhidi (2001) there are various kinds of literacy, which are: Spiritual literacy, Moral literacy, Intellectual

literacy, Physical literacy, Interpersonal literacy, Cultural literacy, Social literacy.

Spirituality is one of the important aspects in human dimension. With the spirituality, people can find enlightenment in achieving the meaning and purpose of life. Tamami reveals that spirituality is an essential part of the whole human health (Suyatno et al. 2016). King (2010) argued that the idea of developing spiritual literacy in conjunction with Earth literacy can be called a pneumatophore – an idea that is a bearer of spirit that can kindle spiritualities for the life of the human community on Earth.

The moral literacy approach sometimes labeled as character education Tuana (2007). Moral literacy focuses on children development. The Prophet Muhammad said that in order for belief to have a real meaning, we must realize it into action. It refers to how we treat others, because it reflects the values of our inner beliefs Tauhidi (2001). Zdenek, B. & Schochor (2007) identifies a pervasive need for professional development opportunities for teachers expected by their districts to implement programs related to moral literacy in their classrooms. Additionally, the authors identify the need for teachers to address the need for community involvement, the development of their own moral literacy, synergy between program ideals and teacher behavior, and developmentally appropriate implementation.

According to Tauhidi (2001) Interpersonal Literacy focuses on the emotional and interpersonal aspects of the children development. Human relations are the concern of all religions and philosophies, inherent in a principle, "treating others as oneself wants to be treated by others."

Literacy learning in school is designed to achieve certain goals. In the beginning, literacy learning at school is aimed to the students to master the linguistic dimension. According to Abidin et al. (2015) entering the 21st century, literacy learning has the main goal to provide opportunities to students in developing themselves as a competent communicator in the context of multiliteracy, multicultural, and multimedia through multiple intelligence empowerment they owned. Equivalent to these developments, literacy activity is not only seen as reading a book, but literacy is more widely developed in spiritual, moral, interpersonal and cultural literacy.

Based on the description of the literacy importance above, this article aims to give the reader a description on how to design literacy-based learning especially spiritual literacy, moral literacy, interpersonal literacy, and cultural literacy which then to simplify it, it is abbreviated to SMIC-literacy. This article is a result of the development of previous findings on SMIC-literacy based learning. The concept is then developed into a learning syntax that can be adopted by high school teachers. The main focus of this article is to explain to readers about the mechanism of preparing SMIC-literacy based lesson plans.

2 METHOD

This research is a second year research of a three-year plan. In the first year, researchers obtained data about the necessity of pedagogical communication model development in increasing the literacy of high school students in North Maluku, Indonesia. In the following year, model of learning has been developed that emphasizes teachers' pedagogic communication and aims to increase the SMIC (spiritual, moral, interpersonal, and cultural) literacy. The learning model is then named Learning Model based on SMIC literacy. In the expert and limited test phase, inputs have been obtained for the improvement of this learning model. Then in this second year, product feasibility test conducted in the form of learning model based on SMIC literacy that one of them related to learning plan.

This second year research uses literature review method based on the results of research and development on SMIC-based learning model

conducted in the previous year. Subject research consists of 50 high school teachers from Ternate and Tidore Kepulauan, North Maluku, Indonesia. Data is taken from product assessments of SMIC-based lesson plan made by teachers. Teachers' concepts understanding on SMIC-based Lesson plan and teachers' ability to develop SMIC-based lesson plan became the main object of the research. The data analyses by descriptive statistics and qualitative analysis of Miles and Huberman model.

3 DISCUSSION

Before outlining the teacher's ability to develop SMIC-based lesson plan, first we will see a description on SMIC-based lesson plan concepts. This paper will explain the principles of compilation, lesson plan components, SMIC components, SMIC implementation in the preparation of the lesson plan, and the ability of high school teachers in Ternate and Tidore Kepulauan in preparing lesson plan based on SMIC.

3.1 Principles on the preparation of SMIC-based lesson plan

According to Krulatz (2014), the watchful design of the activities additionally makes opportunities for the instructor to direct progressing assessment and along these lines to alter, add or remove activities as the lesson is being delivered. Therefore, the lesson plan here follows these principles:

Principle 1 : The lesson is guided by clearly indicated objectives.

Principle 2 : Activities in the lesson follow a logical sequence.

Principle 3 : Comprehensible information is provided.

Principle 4 : There are various opportunities for informative practice.

Principle 5 : Scaffolding and procedures are given to empower student to perform at a higher level.

Standard 6 : Ongoing evaluation educate lesson design and implementation.

The principles on preparing the lesson plan above should be applied to the preparation of learning activities. High school learning should take into consideration on individual differences and the psychology of adolescent development. This principle is applied in the selection of learning methods tailored to the needs of students learning. Lesson plan is also expected to encourage the students' active participation so that the literacy culture appears. Feedback and follow-

up are also an important part on preparing a lesson plan so that after the learning process, we are able to assess the success of our learning design we made. In the 21st century learning process, students are expected to have technology literacy as a tool for working (digital lifestyle) so that lesson plan compiled by teacher must be able to apply ICT in every learning process. The next principle that must exist is local wisdom. Every region in Indonesia has a different culture. Culture becomes the first environment needed as the students' learning source, so the planning of learning process is expected to optimize the surrounding culture as a learning source.

3.2 Lesson plan components based on SMIC

According to the Indonesian Regulation of Minister of Education and Culture No. 22 of 2016, lesson plan format is as follow:

1. Learning subject identity
Name, school, subject/ level
2. Competency (Standard) (core competency, standard competency, and indicators of competence achievement)
3. Learning Materials
4. Learning Method
5. Learning Media and learning resources
6. Learning Syntax
7. Learning Assessment

There are 7 components in learning literacy as follows:

1. Curiosity
Excite the students' curiosity, capture their attention, stimulate their thinking and help them access prior knowledge. Use "signs" from nature, history and the Quran for this purpose. Help them experience a sense of awe & wonder. Guide them to develop questions from these signs [ponder].
2. Character
Assist students in preparing themselves for learning. Help them to see knowledge as a sacred activity with certain moral responsibility [*amanah*], to show humility before the signs of Allah [humility], to acknowledge the efforts of earlier scholars [respect]; to clarify and align their intentions [sincerity]; and understand the larger purposes for learning: knowing God's will for us, transforming ourselves, and serving humanity [intention].
3. Contemplation
Guide students through the four steps of discovery learning: plan a strategy to find answers to their questions [plan]; investigate by doing activities and using resources to gather information and record their findings [explore]; reflect on their findings through

analysis and synthesis [reflect]; arrive at new understandings [discovery].

4. Connections
Guide students to solidify their understanding of the concept by testing it in new ways [expand] and in new contexts [extend]. This is done by making connections and seeing relationships to other areas, contexts and to real-world situations.
5. Collaboration
Guide students in utilizing cooperative learning strategies [collaboration] during the learning process, and guide them in sharing what they learn with different audiences in different ways [sharing], through oral and written communication and multi-sensory, multimedia presentations [communication].
6. Cultivation
Guide students in reflecting on the significance of what they have learned for themselves personally, and identify ways of utilizing and applying it in their personal lives [transformation]. Identify ways of assessing this authentically [assessment].
7. Caring
Guide students to identify and implement ways of using what they have learned by applying it for the good of others through service [service] and stewardship. This should be in the form of a service-learning project as a culminating and authentic assessment [assessment].

3.3 Components of SMIC literacy

1. Spiritual Literacy
Spirituality is one of the important aspects in human dimension. With the spirituality, people can find enlightenment in achieving the meaning and purpose of life. Tamami reveals that spirituality is an essential part of the whole human health (Suyatno et al. 2016). Therefore, the spiritual aspect is the essence of life existence. The spiritual aspect has two main elements which are, vertical elements and horizontal elements. As Wigglesworth is something sacred, has no boundaries of place and time, a high power, a great source, awareness. The desire to relate and be guided by this source. While the horizontal component is the relationship between human beings; Help each other, share, and need each other. Almost similar to the above component, Burkhardt (1993) mentions that spirituality contains aspects; First, relating to something unknown or uncertainty in life. Second, discover the meaning and purpose of life. Third, recognize the ability to use inner resources and strengths. Fourth, to have feelings of attachment to self and the Highest One. Aspects of spiritual literacy:

- a. Discovering God's Wonder (admiring Allah SWT)
- b. God, the world and me (Understanding the relationship between God, nature, and man)
- c. Building on Faith (Building faith, realizing God's presence in every activity)

2. Moral Literacy

Moral literacy focuses on children development. The Prophet Muhammad said that in order for belief to have a real meaning, we must realize it into action. It refers to how we treat others, because it reflects the values of our inner beliefs Tauhidi (2001). Furthermore, according to Tauhidi (2001), moral literacy includes 3 aspects:

- a. Values & Identity (Knowing Yourself).
- b. Conscience & Conviction (A Heart of Gold) Conscience and faith.
- c. Character & Conduct (Actions Speak Louder) Shows Characters with actions not just words

The purpose of the moral literacy components is to shape the noble human character. The Koran shows that, character is an important part in the process of human development. In accordance to the main focus of moral literacy is to develop a strong understanding of good human character and help students achieve it in their own lives through a moral lifestyle. This includes areas of moral knowledge and reasoning, moral feelings or conscience, and moral actions or character. These components refer to values or concepts such as moral traditions, ethics, conscience, self-control, empathy, free will, and other things related to the heart.

The learning process consists of the preparation of character, which is one must prepare himself before becoming a suitable container for the knowledge to be received. To help students prepare themselves in learning can be done by Tauhidi (2001).

- a. Showing humility towards God's signs (humility)
- b. Recognizing the efforts and accumulated knowledge of previous generations (respecting)
- c. Understanding the real purpose of learning (goals)
- d. Clarify and align the appropriate intent (sincerity of intent)
- e. Recognize that acquiring knowledge is a sacred activity that carries a certain moral responsibility (*amanah*).

3. Interpersonal

Interpersonal Literacy focus on emotional and interpersonal development in children's development. Human relations are the concern of all religions and philosophies, inherent a principle, "Treating others as oneself wants to be treated by

others". This is the principle that drives us to the highest standards and the fairest behavior in relationships with others. The aim of this literacy is a good human relationship. However, Good human relationship not just happen, but the result of spiritual awareness, moral consciousness and knowledge are necessary for a fair and sincere relationship between people. Interpersonal literacy refers to the development of Communication skills and the ability to live and working cooperatively as part of a group. It also focuses on issues of identity and belonging to family, community and community members.

There are 3 aspects of interpersonal literacy:

- a. Communications & Understanding (Understanding & Being Understood)/
- b. Relationship & Cooperation (Getting Along With Others)
- c. Community & Belonging (A Sense of Belonging)

According to Tauhidi (2001), the interpersonal aspect in learning can help students to utilize cooperative learning strategies during the learning process, and assist them in sharing what they have learned to different audiences in different ways (sharing), including through communication of oral, written, and multi-sensory, multimedia presentation (communication).

4. Cultural

The cultural literature focuses on lifestyle and culture as part of human development. How we live or lifestyle is a reflection of our belief, both as individuals and members of society. The purpose of cultural literacy is how to apply this beliefs to a way of life. This includes the implementation of culture, tradition, lifestyle, integrity and self-change

Cultural literature includes 3 aspects:

- a. Culture and confidence (*drawing strenght form the past*)
- b. Lifestyle and Modern Living (Islam as a Way of Living)
- c. Community & Belonging (A sense of Belonging)

This cultural literature aims to guide students in exploring the meaning of what they have learned for themselves personally and to identify ways of applying it in their personal lifestyle (transformation). This literacy also includes how to identify, assess students' personal applications in learning (assessment). In accordance to their age and abilities, students should be an integral part of defining and implementing these assessments Tauhidi (2001).

3.4 The implementation of SMIC in the lesson plan preparation

1. Determine the type of skills that will be developed in accordance to the basic competencies

Example:

Core Competency 3.1 Interpret the equations and inequalities of absolute number of one variable linear form with other linear equations and inequalities of algebraic forms.

Core Competency 4.1 Solve problems related to equations and inequalities of absolute number of one variable linear form

2. Formulating learning objectives so that become clear in demonstrating the skills that learners must possess.

Example: Through a scientific approach by *group investigation* method learners can interpret the equations and inequalities of absolute number of one variable linear form with linear equations and inequalities of algebraic and may Solve problems on a team through good teamwork and mutual respect for friends' opinions that related to curiosity, not giving up, and able to cooperate.

3. Developing Indicators of Competency Achievement in order to achieve Core Competencies that can develop the character of critical thinking skills and problem solving.

Formulating learning indicators and objectives based on SMIC. Learning success is supported by learning objectives clarity. The indicators of spiritual literacy are (1) admiring the glory of Allah, (2) understanding the relationship between Allah, nature, and man, (3) realizing the presence of Allah in every activity. Indicators of moral literacy are (1) knowing oneself, (2) conscience and belief (golden heart), (3) showing character by actions not just words. Interpersonal literacy has 3 indicators, which are (1) understanding & being understood, (2) getting along with others, (3) a sense of belonging. Then the indicators of cultural literacy are (1) drawing strength from the past), (2) Islam is a way of living, and (3) facing the challenge, facing the future.

Example:

3.1. ... Complete inequalities of absolute number of one variable linear form with other algebraic linear inequalities.

4.1. ... Creating a mathematical model of contextual problems relates the equations and inequalities of absolute number of one variable linear form.

4.1. ... Solve problems related to equations of absolute number of one variable linear form.

4. Developing relevant learning materials, including factual, conceptual, procedural, and metacognitive material.

Example:

Equations and inequalities of absolute number of one variable linear form with other linear equations and inequalities of algebraic forms

- a. The Absolute Number Concept
- b. Equations and Inequality of Absolute Number of Linear Form One Variable
- c. Equations and inequalities of absolute number of one variable linear form with other linear equations and inequalities of algebraic forms

3.5 Learning Activities based on SMIC Literacy

Learning process involves guiding students through the four steps of discovery learning. This includes: 1) planning a strategy to find answers to their questions (plan); 2) investigating by doing activities and using resources to gather information and record their findings (explore); 3) reflecting on their findings (reflect); 4) and summarizing the new understandings they have learned (discovery).

The learning process involves assisting students in utilizing cooperative learning strategies (collaboration) throughout the learning process, and assisting them in sharing what they have learned with different audiences in different ways (sharing), including through oral and written communication and multi-sensory, multimedia presentations (communication).

The table 1 below shows the description of learning activities for SMIC-based learning (Urbayatun et al. 2017):

Table 1. SMIC-based learning

| Method, Media, and Evaluation | Learning Purpose and subject Matter | Process |
|--|---|-----------------------------|
| - Watching video (Reflect on things that come from watching a video) | Awaken the students' curiosity, catch their attention, stimulate their thinking and help them access prior knowledge. | Admiring "Spiritual Aspect" |
| - Field studies (Reflecting on things gained from field studies) | Use the "signs" from nature, history and the Koran for this purpose. Helping them experience | |

| | | |
|---|---|---|
| <p>Field studies (Reflecting on things gained from field studies)</p> | <p>impressions& amazement (impress). Guiding them to develop questions of these signs (contemplating). Assist students in preparing to learn.Helping them to see knowledge as a sacred activity with a certain moral responsibility (<i>amanah</i>), to show humility before the signs of God (humility), to recognize the efforts of previous experts (respect); To clarify and harmonize their intentions (sincerity); And understand the greater purpose of learning: knowing Allah's will for us, transforming ourselves, and serving humanity (intention).</p> | <p>Appreciating "Moral Aspect"</p> |
| <ul style="list-style-type: none"> - Reviewing subjects (observation by teacher, observing students performance) - Investigate the relationships between learning subject to the broader relevant phenomenon. - Conducting a survey by questionnaires - Conducting a survey to a team of experts. | <p>Guiding students through four steps discovery learning: 1) planning strategies to find answers to their questions (plan); 2) investigate by conducting activities and using resources to gather information and record their findings (explore); 3) reflect on their findings through analysis and synthesis (reflect); 4) till a new understanding (discovery).</p> | <p>Researching (Thinking) "Intellectual Aspect"</p> |
| <p>Document study (Creating set of documents in group, creating learning media in a wider context); (Observation by teacher and peer assessment).</p> | <p>Guiding students to strengthen their understanding of a concept by testing it in a new way (expanding) and in a new context (extending). This is done by making connections and see relationships to other areas, context and in real-world situations.</p> | <p>Realizing (Connecting) "Physical Aspect"</p> |
| <p>Document study (Creating set of documents in group, creating learning media in a wider context); (Observation by teacher and peer assessment).</p> | <p>Guiding students in using cooperative learning strategies (collaboration) during the learning process, and guide them in sharing what they learn with different audiences in different ways (sharing), through oral and written communication and multi-sensory, multimedia presentations (communication). The purpose of the cooperation is so that students are good at communicating and working together to achieve common goal.</p> | <p>Cooperation "Interpersonal Aspect"</p> |
| <ul style="list-style-type: none"> - Creating learning media on learning subject topics. - Assignment for daily practice (Self monitoring or self-assessment). | <p>Guiding students in reflecting on the meaning of what they have learned for themselves personally, and identifying how to use and apply it in their personal lives (transformation). Identify ways to assess authentically (assessment). The purpose of habituating is to make the values of goodness as self-identity.</p> | <p>Habituate (Actualize) "Cultural Aspect"</p> |
| <p>Assignments (What presentations have been learned in the classroom, in other schools, or in the community using media leaflets, posters, making recordings in VCDs); (Doing a campaign, for example about a healthy lifestyle).</p> | <p>Guiding students to identify and apply what they have learned by applying it to the good of others through service and stewardship. This should be in the form of a KKN project as culmination or peak and an authentic assessment. The purpose of caring for students is so that they have to concern for each other and ready to serve the community.</p> | <p>Caring (Giving / Socializing) "Social Aspects"</p> |

4 CONCLUSION

SMIC-based Lesson Plan can be developed in all subjects. The things that should be considered in preparing the SMIC-based lesson plan are Curiosity, Character, Contemplation, Connections, Collaboration, Cultivation, and Caring (7C).

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